SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

HEMUJI CHANDELE COLLEGE SHELGAON (R)

A/P SHELGAON (R), TAL BARSHI, DIST SOLAPUR.
413222
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Institutional organization Tuljabhavani Mahila Mandal, Shelgaon (R) has been established in the year 1998 and since 2011 running Hemuji Chandele College, Shelgaon (R) affiliated to PAH Solapur University, Solapur having objective to provide higher education to the rural and especially women students nearby to the Shelgaon (R) village. Shelgaon (R) is the rural village of Barshi Tahasil of Solapur district. This village is on the border line of North Solapur and Tuljapur tahasil of Solapur and Osmanabad district respectively. Maximum higher educational institutes are actually situated at tahasil and district places like Osmanabad (39 km), Madha (39 km), Solapur (36 km), Barshi (34 km), Mohol (32 km), Tuljapur (29 km) and Wadala (12 km) providing special or general education. The motto of the institution is 'Education is a ladder to gather fruits of knowledge' and vision is 'Quality education for empowerment of rural youth' as this college is located in rural village away from taluka and district places. Mission statement of the institution is very noble through which capacity build among the students for national development has been achieved by providing globally competent skills, moral, value and ethical education, modern teaching aids, safety, security, transportation and Govt. scholarship facilities. The Hemuji Chandele College, Shelgaon (R) is government approved self financed institution affiliated to PAH Solapur University, Solapur and providing co-education to the regular B.Sc. program and YCMOU, Nashik's B.A./B.Com. programs as open distance programs.

Vision

Quality education for empowerment of rural youth

Mission

1. To build capacities among the students for national development.
2. To develop globally competent skills among the students.
3. To foster value education among the students related to social, cultural, economic and environmental issues.
4. To make students techno savvy and provide state-of-the-art educational technologies.
5. To fulfil the local and regional educational needs of rural society.
6. To empower the women educational facilities by providing safety and security.
7. To support rural masses and backward communities for education by providing government facilities.
8. To inculcate democratic, professional, ethical and moral values among students.
9. To prepare students for dealing with success and failure in day to day life.
10. To develop soft, language, health and ICT skills in the students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Only a single senior college located in rural area of Barshi Taluka.
2. The institutional management is governed by women management.
3. Institution provides transportation facility in subsidized rate.
4. Students will be available for admission for the programs started by institution.
5. College is approximately 30 km away from taluka and district places.
6. Institution is providing co-education along with inclusive environment.
7. Tuition fees waiver facility is provided to orphans.

Institutional Weakness

1.Unaided or self-financed college.

2.Inadequate infrastructure and furniture facilities.

3.Inadequate ICT facilities.

4.Dormant research facility.

5.Preliminary innovation and incubation facilities.

6.Limited multi-disciplinary, trans-disciplinary and optional subject facilities.

Inappropriate sport and cultural facilities

Institutional Opportunity

1. Possible to start multi-disciplinary as well as trans-disciplinary education.
2. Possible to strengthen distance education facility affiliated to Open University.
3. Opportunity to start online education and provide online courses.
4. Ability to open new programs under arts and commerce faculty.
5. Opportunity to create and provide jobs to the students.
6. Approach to strengthen placement facilities.
7. Strong desire to strengthen career counseling and coaching.

Institutional Challenge

1.To adapt with New Education Policy (NEP, 2020).

2.To start professional new programs.

3.To compete with foreign and corporate educational institutes.

4.To appoint well qualified and experienced faculty members.

5.To pay employee salary as per established govt. pay scale.

6.To blend traditional and modern teaching methodologies.

To survive without the help of government fiscal support.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution is affiliated to PAH Solapur University, Solapur and runs B.Sc. undergraduate degree. As per schedule and syllabus prepared by the university institute does practice of curriculum delivery through the well planned and documented process including academic calendar and conduct of continuous internal evaluation. In the academic year 2022-23 institutes has created awareness among students with regards to Add on /Certificate/Value added programs offered by the university's skill development centre and online MOOC program. The percentage of students enrolled for such off line and online courses found promising. Institution integrates very well in crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability in the conduct of curriculum. The students of final year B.Sc. program have been undertaking project work/field work/ internships etc. and institute conduct these activities with help of linkages and MOUs. 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 regularly. The curriculum delivery is practiced by considering orientation of students, documentation of syllabus, workload distribution, teaching plan, time tables, load chart, syllabus completion report, teaching methods used and available resources, preparation and documentation of lecture notes, mapping of slow and advanced learners, functional Mentor-Mentee committee, attendance of students, continuous internal evaluation (CA time tables, mark sheets, notice), result analysis, exam grievance redressal mechanism, reconfirmation of teaching-learning process, guest lectures, study tours /visits, seminars, use of ICT methods for teaching and feedback of stakeholders.

Teaching-learning and Evaluation

The intake capacity for the B.Sc. program has been approved by the Government of Maharashtra and PAH Solapur university. As per the intake capacity students have been enrolled for the said program under the supervision of eligibility section of university. As per the GR of Government of Maharashtra's reservation policy and social welfare department's regulation seats have been filled against seats reserved for various categories SC, ST, OBC, etc. The institution always tries to maintain student-teacher ratio properly. Student centric methods like experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools effectively. The institute messed up to appoint full-time teachers against sanctioned posts frequently. The nominal full time teachers with NET/SET/SLET/Ph.D./D.Sc./D.Litt. has been appointed by the institute. The institute practices very best mechanism of internal/ external assessment which is transparent and the grievance redressal system is time-bound and efficient. The Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution has been stated and displayed on website and attainment of POs and COs are evaluated regularly. The institution has very good tradition of pass percentage of students. The institution effectively conducts online student satisfaction survey regarding to teaching learning process every year.

Research, Innovations and Extension

In the area of research institution didn't received grant from government and non-governmental agencies but institute has grabbed endowment funds occasionally. Institution has created an ecosystem for innovations through incubation centre and has practicing initiatives for creation and transfer of knowledge but till date failed to file patents and publishing patents. The institute try to conduct workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and Entrepreneurship and these practices need to be strengthen immediately. Very poor number of research papers were published per teacher in the Journals notified on UGC care list. Reinforcement in the area of appointment of well qualified faculty and initiation of research activities will open the account of research publication of the institution. The similar poor situation has been found regarding number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings. The institute has good practice in the extension activities carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof. Many activities and programs have been conducted by the institution in the neighborhood community. Institute has got few awards and recognitions for extension activities from government / non government recognized bodies. The institute has very good number of extension and outreach programs conducted by the institution including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and these programmes were organized in collaboration with industry, community and NGOs. In the academic year 2022-23 Faculty exchange, Student exchange, Internship, Field project, On-the-job training, research and other academic activities were conducted under MoUs, collaborations/linkages.

Infrastructure and Learning Resources

The institute has very good and adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT infrastructure, facilities for cultural and sports activities in the institution. As per the need institute ensures augmentation of infrastructure by budgetary provision. Institute like to install Library automation using Integrated Library Management System (ILMS) in the forth coming academic year and subscription to e-resources including provision of links to OER repositories, while appropriate amount has been spent on purchase of books, journals. All the faculty members and students are using library facilities regularly and footprints are made available in the library. Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection regularly from the mobile device or router. The institution has prepared mindset to purchase internet broadband lease line connection. The institute has optimum provision of computer facility to the students. All these computers have been supported by Wi-Fi access. Institute has budgetary provision for the maintenance of infrastructural facilities as well as practicing good mechanism for the maintenance.

Student Support and Progression

The institution has very best practice with respect to scholarship to the students. All the reserve category students as well as open category students have been benefited by scholarships and free ships provided by the Government agencies and philanthropists had supported for cash prizes of various events. The institutional management provides tuition fees waiver for the orphan students. The various programs have been conducted under the capacity building and skills enhancement initiatives related to Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene) and ICT/computing skills. The institute has functional competitive examination and career counseling cell and few students have been benefitted due to the programs organized and other facilities offered by the Institution. The grievance Redressal

mechanism is the strength of the institution because mechanism is transparent and time bound. The institutional regulatory bodies framed guidelines for the prevention of sexual harassment and ragging cases as well as conducts awareness using notice, orientation program and undertaking on policies with zero tolerance. The institute has provision for submission of online/offline students' grievances using forms and immediately grievance Redressal committee takes appropriate actions. The placement cell of the institute has initiated to place the students on the campus or off the campus but institution is doing well with respect to progression of students to the higher education. Very few students are qualified in the competitive exams. The students will participate actively in the various sports and cultural programs organized by the institution/other institutions. The institution has registered Alumni Association and contributes significantly to the development of the institution through financial and/or other support services efficiently.

Governance, Leadership and Management

The governance and leadership of the institution has been practicing very well to achieve the goals, set in the vision and mission of the institution. Most of the activities have been functionalized by the various bodies separately or jointly keeping in mind practices such as decentralization and participation. The institutional IQAC and CDC effectively and efficiently framed policies, administrative setup, appointment and service rules and procedures as well as every year institutional management prepare Strategic/ perspective/development plan. The institution has implemented e-governance in areas of Administration, Finance and Accounts, Student Admission and Support as well as Examination. The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff and accordingly all employees have been benefitted per year. As per the demand teachers have been provided with financial support to attend conferences/workshops and towards membership fee of professional bodies as well as institute has policy documents for the provision. As per the demand from the teaching and non-teaching staff institute supports them to participate in Faculty development Programmes (FDP), professional development /administrative training programs respectively. Institution has mechanism to conducts internal and external financial audit regularly as well as prepared policy for mobilization and optimal utilization of resources and funds obtained from various sources. The IQAC has very well contribution for the quality assurance strategies and processes. IQAC reviews teaching learning process, structures and methodologies of operations and learning outcomes at specified intervals and records the incremental improvement in various activities. The institution conducts regular meetings of IQAC and CDC, collect/analyze feedback and use for improvement. The institute has few linkages and MoUs at local region for doing special activities.

Institutional Values and Best Practices

The institutional management has planned in the academic calendar various initiatives for the promotion of gender equity and celebration of national and international commemorative days, events and festivals and that are organized properly throughout the academic year. The institute has been utilizing alternative energy sources like solar energy and bio-gas. A very well mechanism has been developed by the institution for the management of degradable and non-degradable waste generated in the campus. The environmental sustainability and consciousness has been high lightened from the water conservation and green campus initiatives. All the employees and campus itself has good service and infrastructure for disabled friendly and barrier free environment respectively. The institutional discipline with respect to clean and green camps initiative has been immediately reflected during the campus visit. The various programs have been organized throughout the academic year with nearby community for the promotion and sustainability of environment. The institute is planning to do the green, environmental and energy audit regularly. As this is a rural institution

maintaining inclusive environment has the first priority keeping in mind tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity as well as awareness has been created among students and employees with respect to constitutional obligations. The two best practices of the institute are 'Financial Aid to Orphans' and 'Subsidized Transportation Facility'. If one parent is exist 50% tuition fees waiver and both parents were died 100% tuition fees waiver will be provided by the institute to the admitted orphan students. Very good subsidized rate transportation facility has been provided by the institute keeping in mind bus concession given by govt. of Maharashtra. The 'Women Empowerment through the Education' is the distinctiveness of the institute and provision of good infrastructure, good toilet facilities, more female teachers, co-education, hands on training, participation in seminar, co-curricular and extra-curricular activities will empower the rural women is the true faith of the institute.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HEMUJI CHANDELE COLLEGE SHELGAON (R)
Address	A/P Shelgaon (R), Tal Barshi, Dist Solapur.
City	Shelgaon R
State	Maharashtra
Pin	413222
Website	www.hemujichandele.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dilip Madhukar Mohite	02184-248353	9096079096	-	shelgaon.college@gmail.com
IQAC / CIQA coordinator	Nilesh Laxman Gaikwad	02184-248370	8329765811	-	n.gaikwad249@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Maharashtra	Punyashlok Ahilyadevi Holkar Solapur University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	27-08-2013	View Document
12B of UGC		

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	A/P Shelgaon (R), Tal Barshi, Dist Solapur.	Rural	4	8218

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Science, Chemistry Microbiology Computer Science	12	Tewelth Science	English	360	154

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	1				0				10			
Recruited	1	0	0	1	0	0	0	0	1	9	0	10
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				3
Recruited	1	2	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	1	1	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	0	0	0
Yet to Recruit				2

Qualification Details of the Teaching Staff

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

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	1	9	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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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	10	4	1	2
	Female	3	4	5	5
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	18	22	16	11
	Female	29	27	24	24
	Others	0	0	0	0
General	Male	75	55	49	34
	Female	65	61	61	49
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		200	173	156	125

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute is providing regular B.Sc. degree program affiliated University. This program is governed under faculty of science and technology under this only science discipline teaching is practiced effectively. Pandemic situation institutional management had taken efforts for starting B.Com. Degree program but due to non-accreditation status of NAAC, permission was rejected by university and Govt. of Maharashtra. Institution since 2011 has started study centre of YCMOU, Nasik (Open University) providing B.A. and B.Com degree programs in distance mode. Management made available multidisciplinary programs learners. Institution has strong desire provide multidisciplinary

	and interdisciplinary programs in future. Govt. of Maharashtra is planning to implement NEP, 2020 under which it possible to integrate with humanities during education of science subjects like science, technology, engineering and mathematics (STEM) along computer technology. In forthcoming days policy of govt. will make it possible combine various programs together providing great flexibility. The affiliated college curriculum design implementation is practiced according to rules and regulations of university. Fortunately university is providing CBCS system for all programs since many years. The final year student's does projects and add-on courses through which it will be possible to interact with community. Students studied Democracy, Governance and Leadership as well as Environmental studies papers respectively. Through this practice few attainments has been fulfilled respect to holistic and multidisciplinary education. At institutional level decisions are strictly restricted liable punished by legal rules. The college management strong desire and wants offer multidisciplinary flexible curriculum in which multiple entry and exits will provided undergraduate education by maintaining rigor of learning. Presently B.Sc degree program limited focus has allowed engagement in multidisciplinary research endeavors. NEP 2020 undergraduate degree programs of four years in which it possible focus on research activities effectively. Now all students of regular B.Sc. program are allowed admit for B.A. or B.Com programs of YCMOU, Nasik which is open universities, providing distance education programs, good practice of institution.
2. Academic bank of credits (ABC):	The Institution is providing regular B.Sc. degree program affiliated to the PAH Solapur University, Solapur. This program is governed under faculty of science and technology i.e. under this only science discipline teaching is practiced effectively. Prior to pandemic situation institutional management had took efforts for starting B.Com. degree program but due to non-accreditation status of NAAC, permission was rejected by the university and Govt. of Maharashtra. Institution since 2011 has started the study centre of YCMOU, Nasik (Open University) and providing B.A. and B.Com degree programs in distance mode. In this way management made available multidisciplinary programs to the learners.

	Institution has strong desire to provide multidisciplinary as well as interdisciplinary programs in near future after facing first cycle of NAAC accreditation The students of our institute had registered already under the ABC scheme but till the date university did not providing benefits of multiple entries and exits during the execution of chosen program. As per the pronouncement of Govt. of Maharashtra and implementation by PAH Solapur University from the next academic year this facility will focus on providing ABC immediacy. Presently the institution has collaborations with few educational institutions and industries. The student exchange, faculty exchange, field trip and internship activities have been practiced under this collaboration. Through this initiative internalization of education would be possible but more freedom and firm govt. rules and regulation would make it possible at internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. The institute is strengthening ICT facilities to be used by students and teachers. At present teachers doing good practice of making power point presentations, capturing lectures and uploading on YouTube channel, preparing lecture notes, during pandemic situation faculty was using Google meet and Zoom platform for conduct of online lectures, conduct of CIE as multiple choice questions are practiced using Google forms, on screen assessment training has been provided by university. In near future teachers encouraged to design their own curricular and use pedagogical approaches in education. Academic year 2022-23 university decided implement ABC affiliated colleges and students were completed their registration process. Implementation of ABC NEP 2020 university itself good practice but detail pros and cons determined during its progression.
3. Skill development:	The institution would like to provide strengthen vocational education and soft skills to the students in alignment with National Skills Qualification Framework. Since academic year 2022-23 as per the circular of PAH Solapur University, Solapur education provided in the form of Add-on courses, certificate courses it displayed on mark sheets produced by university as well as it will be registered under Academic Banks of Credits, ABC. In way

implementation of ABC by university integrated vocational education with mainstream education. Institution is providing constitutional education and citizenship values by the paper 'Democracy, Governance and Leadership' and scientific temper to the students in the formal education. The institution provide humanistic, ethical, universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), and also life-skills in the form of various activities and programs as an informal education to positivity amongst the learner. All the final year B.Sc. students has to complete one Add-on course / certificate course offered by skill development centre of university. In future institution would like to engage to services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. The institutional New Education Policy Implementation Committee, Open and Distance Learning Committee (ODL) and Skill Development Cell has altogether taking efforts for facilitating to creating a unified platform manage learner enrolment (students and workers), skill mapping, and certification with respect NSDC. Institution has already initiated this facility by providing B.A. / B.Com. programs of YCMOU, Nasik as distance learning. University and government norms institution is planning to percolate skill development programs students help of New Education Policy Implementation Committee, Open and Distance Learning Committee (ODL) and Skill Development Cell. PAH Solapur University playing crucial role in this regard by Skill Development Centre, Board of Studies and implementing ABC system to follow NEP 2020.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution is running B.Sc. degree program affiliated to PAH Solapur University hence should follow the rules and regulation of university, government and UGC. course is only taught in the English language in the Maharashtra, State of India. As per the NEP 2020 possible to integrate with Indian Knowledge system (teaching in Indian Language, culture etc,) into curriculum using both offline ,online courses. Already institution is providing teaching in bilingual mode during classroom delivery informal means. Students enrolled are residential from rural area and studied earlier

education in Marathi medium hence clear concepts mother tongue teaching method preferred for explanation. This method can be only used for explanation in classroom but for question paper setting and language of answer should be only English. At present B.Sc. degree program is taught in English language and B.A. / B.Com. programs offered by YCMOU, Nasik taught in Marathi language. NEP 2020, education in Indian languages such as Sanskrit, Pali, Prakrit and classical, tribal and endangered etc. will be implemented in future. As per NEP 2020, education of Indian ancient traditional knowledge will be implemented in future. As per NEP 2020, education of Indian arts will be implemented in future. As per NEP 2020, education of Indian Culture and traditions will be implemented in future. At present approach for integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020 is in dormant stage. It will be proactive after implementation of NEP 2020.

| 5. Focus on Outcome based education (OBE): | The Board of Studies of PAH Solapur University, Solapur has provision to draft syllabus of the programs as per the guidelines notified for OBE by UGC. The Board of Studies included program and course outcomes in the syllabus as well as our institute determined POs and COs which are displayed at college website. The attainment of POs and COs has been analyzed regularly in the form of CIE, university assessment, projects, seminars, progression to the higher education, placement and entrepreneurship. Institution has good practice of providing OBE, as whatever POs and COs displayed in the syllabus of university and published at institutional website were communicated to all students and teachers. Institution always took efforts for preparation of outcomes and attainment analysis. Attainment of OBE started from orientation program and ends at progression to higher education, placement or entrepreneurship. In between these extremities mapping of slow and advance learners, regular attendance, Group discussion, seminar, visit reports, projects, participation in conference / workshop, CIE and university assessment etc. has been practiced successfully. The consideration of formal and informal means of assessments in the analysis of attainments of program and course |

	outcomes is the best practice in view of NEP 2020. The institution would like to focus more emphasis as per the structured feedback collected from all stakeholders with regards to OBE. In future OBE will be as per the Bloom's Taxonomy.
6. Distance education/online education:	It is a pride of institution, since 2011 institution has started the 'Study Centre' of YCMOU, Nasik. Two programs as B.A. and B.Com are offered from this study centre. This is an open university and offering all programs in distant mode. The institute would like to expand this facility in terms of offering more programs from various ODL institutions in online or offline mode. The institution wants to focus on ICT facilities to be used by students and teachers in the process of blended learning. Currently most of the faculty members are making power point presentations, capturing lectures and uploading it on YouTube channel, preparing lecture notes, conducting online lectures using Google meet and Zoom platform, conducting MCQs using Google forms, on screen assessment etc. In future facilities will be increased as per the demand and necessity required for blended learning and developing courses. Technological tools like desktop computers, internet, CDs /DVDs, pen drive, printer, Xerox, cyclostyle machinery, android phone, LCD projector etc. has provided for implementation of ICT based teaching. Since 2011 institution has been providing open distance learning B.A. / B.Com programs uninterruptedly. Hundreds of students are admitted for these programs. All these courses changed life of many students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Institution is always engaged in integration with national issues like electoral literacy in line with great democratic country India. In the beginning of academic year 2022-23 institution has formed Electoral Literacy Club (ELC). The main aim of this club is to create awareness among students and nearby society related to participation in all types of elections and registration of 18 years old Indian citizen in the voter list of election commission.

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?	Institution has formed Electoral Literacy Club (ELC) for creating awareness among students and neighborhood community as per the guidelines given by election commission. The participative representation has been taken in to consideration keeping in mind equal involvement of students and faculty members. As per the need under main club village wise chapters are formed in which one teaching staff is working as faculty coordinator and one student coordinator along with other representation of other few students. All first year admitting students has completed 12th STD hence are attained 18 years age hence registration of these students as well as registration of villagers in the voter list practiced regularly. The ELC is functional and showing positive reflections as well in the students and society
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.	Foremost initiative undertaken by the institutional ELC is the voter registration process. Every student of our college is actively participating in voter registration process at their native place. In the month of November 2022, Grampanchayat election was declared in many villages at nearby places. Students of our college actively participated in creating awareness in the villages related to value of your vote, voting is important for selection of your representative, vote without any anxiety or burden, help to senior citizens and disabled voters for voting, demonstrating voting on EVM machinery, helping for getting new voter cards, participation in voter awareness campaigns, increase participation of farm workers and women in the polling etc.
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.	In this current academic year 2022-23 institution has formed ELC hence few initial movements has been made proactive as listed above. The every village chapter of ELC has very good participation in surveys and awareness drives through which showing contribution to advancing democratic values and participation in electoral processes. In the forth coming days institutional management is focusing on research projects, preparation of electoral content, publication in the form of posters, leaflets, development of videos and display at college website
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	All admitted students are grouped as voter registered students and voter none registered students on priority basis by the ELC. All none registered

institutionalize mechanisms to register eligible students as voters.	students has been motivated to do the process of voter registration using mobile app or website portal of election commission. If registration using online mode is not possible with the help of Booth Level Officer, BLO registration has been carried out in the offline mode. All 12th STD passed students admitting at senior college have already 18 years old hence immediately after the admission, institution has advised students for voter registration process with the help of ELC. The village friends of our fresh students are also helped for voter registration process.

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
151	200	202	157	128

File Description	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: 39

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	09	12	13

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
9.57	2.87	3.39	3.10	7.40

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 term start and term end schedule provided by PAH Solapur University, Solapur for affiliated colleges, institute will prepare academic calendar every year including schedule of Continuous Internal Evaluation (CIE). Curricular, co-curricular a,extracurricular activities planned by academic committee, finalized in first meeting of IQAC and approved by the CDC. In first meeting of college reforms of committees, teaching workload distribution, continuous internal evaluation and activity planning discussed. The orientation program organized for newly admitted students in which all the information related to courses offered by college and rules/regulations of institution were brought in notice students. All faculty members prepare teaching plan which should include method of teaching, cross cutting issues, seminars, guest lectures, visits, unit tests . Teaching plan should be passed by HOD and approved by IQAC. The time table prepared as per course structure provided by university. Previous to an actual teaching bridge course conducted after analysis of slow and advanced learners. Teaching plan and academic calendar unit tests and college assessments are practiced respectively. The institutional examination committee prepare time table, draw notice, collect question papers, assign block wise supervision, assessment, result analysis as well as redress examination related grievances. The guest lectures, industrial visits, competitions, seminars and workshops were conducted for improvement in co-curricular activities among students. For holistic development of students' college do practice of student exchange, faculty exchange and internship under MoUs. Mentor-Mentee committee is providing good platform to the students for exchange of thoughts friendly related to the all types of issues.

Student centric teaching practiced for providing best learning environment using participative, experiential and problem solving methodology. It is a time to use blended teaching-learning methodology hence along with traditional methods, modern ICT based methods has been implemented for better experience. In the ICT based teaching, college management is providing computers and LCD projector android phone based lecture capturing system. All faculty members prepare short lecture videos which are uploaded YouTube institutional channel for use by students remotely. All faculty members are using Google classroom app for taking online lectures , provide lecture notes. the pandemic situation online line curriculum delivery was the prime necessity hence Whats App groups were introduced for communication, Google meet and Zoom apps had been used for online regular and guest lectures .library is fully enriched with reference and textbooks , newspapers. Students are always using library reading room for preparation of regular ,examination related studies. Seminar, conference ,workshops have been conducted related to innovation, incubation, entrepreneurship, IPR, MPSC, UPSC, gender equality , environmental awareness. Student Satisfactory Survey,Feedback system practiced for institutional and teaching-learning mechanism respectively. SSS, feedback system and mentoring mechanism brings forward all issues related to environment required for effective teaching-learning process and holistic development of students also. for enhancing academic bank credit, ABC and becoming job competent.

The CBCS syllabus approved BOS of affiliated university communicated, program and course outcomes were discussed and attainments of POs and COs were evaluated of students under revision of IQAC for successful implementation of outcome based education, OBE.

File Description	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: 01

File Description	Document
Institutional data in the prescribed format	[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: 5.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	45	0	0	0

File Description	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:

This is an affiliated institution hence follows curriculum prepared by BOS and prescribed university. The institution integrates to various socially important cross-cutting issues seriously for a strong value-based education holistic development students which are included in curriculum an inseparable part. Though college not involved in curriculum design above mentioned issues thoroughly discussed with students outstandingly.

Professional Ethics:

Though professional ethics not directly included in the curriculum, college management provides exposure regard to this issue gallantly. Induction program all students recognize professional ethics graduate attributes. The program outcomes of B.Sc. itself contain professional ethics. The various programs organized by institution celebration of important days, capacity building, skill enhancement initiatives like soft skills , ICT skills, career counseling and constitutional obligation develops professional ethics among the students. this students become globally fit having good human values which are required for holistic development of students and impart awareness related to ethics. Students will understand importance of ethics ,values after participation in these events etiquettes and manners developed successful in personal, social and professional life.

Gender:

Institutional management and committees like Anti-Ragging responsible for this major cross cutting issue. It is mandatory complete 'governance, leadership and management' course for the award of degree. In course gender equity, rights , laws educated male , female students. Women empowerment is the objective of institution hence more emphasis given on development of female students grab leadership qualities and become globally competent. In institution various programs on gender equity practiced regularly. Institute always does counseling of students, promote gender equity among students and deal related issues of safety and security of female students, staff and faculty. The college campus is secured with CCTV and security.

Human Values:

Though human values were not directly included syllabus, management of institute enough exposure regard issues nobly. To successful in every aspect of life every students know value of truth, honesty, faith, peace, fairness, respect, responsibility, caring, citizenship, acceptance, consideration, appreciation, cooperation ,Lecturers delivered celebration of birth or death anniversaries impart few or aspects of human values.

Environment and Sustainability:

All students studies should complete compulsory 'Environmental Science or studies' paper

mandatorily for award of degree. All issues regarding environment and sustainability discussed giving examples from regional, and real life widespread issues. The land, water, air and sound related issues discussed lectures recommend doing good practice for sustainable development in personal life. Besides above said compulsory paper regular courses . All faculty members sort these issues teaching plan preparation ,accordingly discus issues with students. Creating awareness is necessary for survival of human life environment on earth. The basic objective is balance ecosystem, environment, earth, human life. Maximum participation of students initiative of institution regarding clean , green campus initiatives beyond campus environmental promotion activities are significance. Water conservation, use alternative energy sources, conservation of energy and waste management related issues practiced by students using experiential learning .

Professional Ethics, Gender, Human Values, Environment and Sustainability related programs organized celebration of national ,international commemorative days, guest lecture, workshop, seminars,conferences.

File Description	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: 96.03

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

Response: 145

File Description	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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 57

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
53	77	85	76	51

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

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

File Description	Document
Institutional data in the prescribed format	[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: 34.33

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
15	24	25	19	20

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
60	60	60	60	60

File Description	Document
Institutional data in the prescribed format	[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: 12.58

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:

IQAC committee reviews the process of teaching-learning methodology implemented by faculty members. All faculty members should prepare teaching plan and it is mandatory to mention the methodology adapted for imparting knowledge during teaching curriculum. This is an era of Pedagogy or Blended teaching where conventional and modern methodologies are used together. As this is a new, rural and self financial senior college taking efforts for augmenting ICT based environment required for easy and remote access in the phase of learning process. During the course of time mostly faculty members give the preference to 'chalk and board' traditional teaching method. Due to the availability of ICT infrastructure in the institute faculty members are easily conducting lectures and practical by using student centric methods like experiential learning, participative learning and problem solving. The institute is providing computers along with internet, projectors, CDs, DVDs, pen drives, android phones and printers for ICT based teaching. ICT based teaching will be applied immediately if traditional methods are failed to impart student centric methods. All faculty members are engaged in preparation of lecture notes, power point presentations, capturing and uploading of live lectures on YouTube channel,

use of Google classroom, Google forms, Google meet, Zoom, WhatsApp groups, MOOCs etc. for effective teaching.

Experiential learning:The institution is running B.Sc. program hence during the practical and projects students are learning by means of experiential learning. Every student must perform laboratory work individually it will support learning by doing and hands on experience. The final year students are allotted projects in which students will come across project based learning, problem solving and inquiry based learning. Delivering seminars, making videos, working as volunteers in different events and attending workshop has supported massively in learning experience among students.

Participative learning:It is essential to provide concrete study material for enforcement of participative learning. The institute provides sufficient text and reference books from central or departmental library as well as lecture notes circulated by faculty. After mapping of slow and advance learners, faculty members implemented peer teaching where advance learners clear the concepts of slow learner. To impart program and course outcomes effectively and achieve its attainment teaching in small groups, group discussion, asking open ended questions etc. has been practiced effectively.

Problem solving:The students of final year have to complete project in the field of science. All students require knowledge of research methodology, critical thinking, innovation and problem solving skills to solve the problems identified during finalizing projects. After identifying real life problem students will be able to find solution on problem and take appropriate action to solve the problem also.

File Description	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: 67.06

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
17	17	17	17	17

File Description	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: 0

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
0	0	0	0	0

File Description	Document
Institution data in the prescribed format	[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:

As the institution is affiliated to PAH Solapur University, Solapur hence work of college examination system is in the line with rules and regulation decided by Board of Studies and Examination section of university. All the examination related practices and issues have been settled under the supervision of College Examination Committee. The Continuous Internal Assessments (CIE) has been conducted regularly keeping in mind mark and credit structure assigned by the university. The planning of CIE is the responsibility of examination committee under the guidance of HOD and Principal. The examination committee well in advance prepare time table for CIE accordingly all faculty members should keep ready question papers of respective subjects. At the notice board of college notice and time table of CIE displayed in advance to aware students. As per the block allotment supervision has been conducted by the faculty members. After the completion of examination answer sheets has been given to the respective faculty members for the assessment. Faculty members should complete the assessment within stipulated time and submit answer sheets along with mark sheet to the examination committee. Then mark sheets have been displayed at notice board and grievances will be submitted by the students if they want. On the basis of nature of grievance, committee will redress these issues with the help of faculty member and if not settled properly then subjected to HOD and Principal. After satisfaction of the students same marks

should be submitted to the university using university portal. All the mechanism of CIE formerly known as CA, College Assessment is practiced efficiently, transparently with high confidentiality. In the assessment unit-, month-, term end- etc. tests has been conducted in the form of formal and informal methods of evaluation like fill in the blank, multiple choice questions, short note, answer in brief, write an essay, seminar, group discussion etc.

External assessment formerly known as University Assessment (UA) is a whole responsibility of university examination section. As per the new/old CBCS pattern ratio of UA/CA assessment may be 70:30, 80:20 or 40:10 respectively. The nature of question paper has been decided by BOS and Examination section of university. Examination section one month before of actual commencement of examination publish draft time table and then 15 days prior publishes final examination schedule at university website. Accordingly examinations were conducted at notified centers and assessment has been practiced as CAP, Central Assessment Program. After assessment marks have been made available through the university portal to the individual student or in the form of ledger. At every level of examination mechanism robustness, confidentiality, frequency, transparency etc. has been maintained in time bound manner. As per the guidelines published by university examination section students have the right to submit grievance using offline or online mode. Grievance may be related to attendance, re-evaluation and re-assessment that will be redressed using exam grievance committee composed of subject expert and dean. This facility is provided by university if student report grievance in prescribed format and paying fees using proper channel.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution is providing education B.Sc. under graduate (UG) degree program affiliated PAH Solapur University, Solapur. The university Board of Studies, BOS frame the syllabus for said program. As per guidelines published by UGC, BOS committee in line with guidelines construct curriculum in form of Outcome Based Education (OBE). BOS committee considers the graduate aptitudes as well as program and course outcomes during syllabus design. The entire syllabuses have been made available at university portal as well as institutional website as a ready reference.

 The more focus has been given by BOS committee on syllabus, lectures and credits allotted, nature of question paper, methods of assessment, criteria of passing and grading etc. at the time of designing curriculum. Very limited focus has been given on program and course outcome in the curriculum by the

university's BOS committee. Hence institution under the guidance of college IQAC decided to prepare program and course outcomes by the study of outcomes published at website of other colleges. As per Bloom's Taxonomy program and course outcomes have been prepared and published at the institutional website keeping in mind six levels of taxonomy viz. remember, understand, apply, analyze, evaluate and create.

It is mandatory to all the faculty members to study and prepare program and course outcomes as per the syllabus published by university under the supervision of head of department and principal in line with IQAC suggestions. At the portal of UGC and website of other colleges most of the program and course outcomes are available which should be followed as a reference during the preparation of institutional program and course outcomes. The B.Sc. is the only program taught in this institution hence graduate attributes of B.Sc. program have been considered during the preparation of program outcome.

Three years , six semesters are encompassed in this B.Sc. degree program regulated under traditional university. It is mandatory to complete first and second year compulsory subjects 'Democracy, Governance and Leadership' and 'Environmental Science' respectively. At the first year and third year students has to qualify English compulsory course along with four core subjects at first year, three core subject at second year and one principle subject at third year respectively. These subjects are taught as papers in the form of ability enhancement courses, core courses, discipline specific courses, compulsory courses, discipline specific elective courses and skill enhancement courses etc. along with short term, skill courses, add-on courses, certificate courses. Academic Bank Credits, ABC system has been accepted by the university since academic year 2022-23.

All course outcomes have been prepared by faculty members meticulously. During admission program and course outcomes has been circulated to the students along with admission brochure. In introductory lecture each faculty member gives brief idea about learning outcomes to the students. These outcomes have been communicated effectively to change the attitude of students during the orientation program. Due to this practice students have been changed their mindset and started grasping and mapping of program and course outcomes for successful completion of undergraduate degree.

File Description	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:

Attainment of program and course outcome has gigantic array of meanings. The institution is trying to map these attainments frequently using formal and informal methods of assessment. The outputs

displayed on certificate and mark sheets are the result of mapping using formal methods of assessment. Attainment achieved by this method remains with students in form of authentic paper and more significance as per old education policy required for job ,progression to higher education ,provide services , become consultant.

Formal method of assessment has been practiced as Continuous Internal Assessment College Assessment and University assessment . College Assessment is practiced efficiently, transparently with high confidentiality. In the assessment unit-, month-, term end- etc. tests has been conducted in form of formal methods of evaluation like fill in blank, multiple choice questions, short note, answer in brief, write an essay etc. The marks obtained by students in CA should be submitted to university using university portal. External assessment formerly known as University Assessment (UA) is whole responsibility of university examination section. As per the schedule examinations have been conducted at notified centers and assessment has been practiced as CAP, Central Assessment Program. After assessment marks made available through the university portal toindividual student or in form of ledger to colleges or mark sheets made available. As per new/old CBCS pattern ratio of UA/CA assessment may be 70:30, 80:20 or 40:10 respectively.

It is possible to provide more emphasis on informal method of assessment to map program and course outcome attainments to implementation of New Education Policy (NEP, 2020). In future results of bridge course, mapping of slow and advanced learners has to be considered for the evaluation of program and course outcome attainments. Since from academic year 2022-23 PAH Solapur University, Solapur has accepted Academic Bank Credit (ABC) system hence proficiency acquired by the students by completing certificate course, add-on course and skill development course will be displayed on mark sheet made available at national portal. ABC facility will provide job competence to students. The students should globally fit by acquiring ICT, soft skills, communication and leadership skills. Up to some extent global communication skills attainment outcomes has been assesses from CA and UA examination of compulsory English subject. Students are participating in seminar, conference and workshops and awarded by certificate of participation in future university and college should also consider same for attainment purpose by including it in transcript.

Environmental sustainability and awareness assessed in first year during completion of 'Environmental Science' paper but students are doing various activities with related to inclusive environment in the institution but these attainments are not mapped. Moral, professional ethics, constitutional obligations mapped using grades obtained in the compulsory paper 'Democracy, Governance and Leadership'. Efforts practiced by students for innovation and incubation purpose, project, internship, participation in tour visits also calculated and its weightage should given in form of authentic paper. Actual attainment of program ,course outcome is assessed on basis of placement, government recruitments, progression to higher education and entrepreneurship and public leaders.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 77.56

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
42	39	39	25	14

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
47	41	40	42	35

File Description	Document
Institutional data in the prescribed format	[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: 3.68

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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institute has created an ecosystem for Research and Innovation by allotting responsibility to the faculty members and taking initiative for construction and propagation of knowledge as well as providing one room for establishing preliminary infrastructure facilities required for innovation and incubation centre. Under the supervision and guidance of CDC and IQAC two bodies as Innovation / Incubation Cell and Research Committee are engaged in creating an ecosystem for innovation. Those facilities are impossible to provide by the institution are fulfilled with the support from MOUs and Linkages. At the beginning of every academic year institute decide its strategic planning and consider the budget required for the research, innovation, incubation and entrepreneurship practices. Though innovation and incubation cell's activities are preliminary these are functional in nature. To motivate the students with respect to innovation 'Business Idea Presentation Competition' has been conducted after identification of problems obtained from nearby community survey. The visits has been arranged to acquire information from first generation entrepreneurs related to knowledge, skills, problems, finance, human resource, marketing, land and infrastructure required for doing successful business.

Guest lecture, seminar and workshop have been arranged with respect to IPR, research and entrepreneurship to divert students from job and show interest in business. We are 'job provider not a job seeker' this is the motto of innovation and incubation cell. Students are encouraged to take personal interview of first generation entrepreneur and write the case study report or story based on interview. With help of incubation centre of PAH Solapur University and Zilla Udyog Kendra various information leaflets related to courses offered and subsidized schemes were collected and circulated in the nearby community for acquiring financial grants from govt. agencies. Various govt. schemes have been launched by central and state government under the 'Make in India' and 'StartUp India' projects. The information related to such schemes has been collected and leaflets prepared for the circulation among the students and nearby society.

All the faculty members and students are encouraged to do innovation and file the patents or take geographical indications for specialty in nearby villages. Those students like to convert their innovation into business college has given assurance to assistant for various permissions required for starting the business. All the students will be motivated for knowing trade secrets, trade mark, industrial design, and industrial processes etc. which are required for maintaining ownership or royalty of innovative entrepreneurship ideas. Research committee of the college inspired all faculty members and also changed way of thinking with respect to research. Initiation of research is found in the formal research hence all faculty members are advised to apply for Ph.D. entrance examination and pursue admission for the said program. In this way research output of the college will be enhanced in the form of research publications, book or book chapter publication, article writing, review paper publication, attending conferences and presenting abstracts or paper or article as oral presentation or publication in the souvenir.

File Description	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: 3

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
3	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	[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:

The institution has been practicing remarkable efforts along with neighborhood society through which students of our college were sensitized with regards to social issues as well as it has reported impact on the student's holistic development. The foremost aim of active participation in these events is to develop strong network in between institute, neighborhood community, environment and students. The major focus is given on the engagement of students and volunteering need based work in the society nourishing to the good citizenship of all students. The institution has been regularly participating in various extension activities with a dual objective i.e. sensitizing the students to various social issues as well as strengthens community participation.

All these mentioned activities have a positive impact on the students and developed student community relationships, leadership skills, and self-confidence amongst students. It also facilitated in cultivating the hidden personality of students and creating awareness among students. Apart from these above mentioned aims and objectives, the awareness has been created related to the clean and green environmental practices like clean surroundings, hygiene, sanitation in the neighborhood, garbage disposal, pollution control, water conservation, use of alternative energy and sensitizing the community at large to these vital issues.

The academic schedule was finalized by IQAC in the initial meetings as well as co-curricular and extra-curricular activities have been planned and conducted. The programs have been accomplished keeping in mind common social issues addressed in the society. The nature of program may be camp, rally, guest lecture, workshop, poster presentation, campaign etc. The extension activities conducted in the last five years are as follow: Beti Bachao, Shetakari Atmahatya, social and communicable diseases, women empowerment, voter registration, organic farming etc. The grace of all these activities have been improved by participation of Pani Foundation, Govt. veterinary Doctor, Govt. PHC, Talathi and Krushi Sahayak, Nationalized bank, milk dairy, Police station etc.

Participation in these activities has developed intellectual, mental, physical, emotional, and social abilities in a student so that he or she is capable of facing the demands and challenges of everyday life. All these extension activities are related to gender, socio-economical, cultural, health and hygiene, constitutional obligations, environmental awareness, agriculture and skill development etc. The publicity to all these activities or programs have been given using print media (news paper) and digital media like facebook, youtube, college website etc.

File Description	Document
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

In order to provide meaningful opportunities to serve communities a process has been started in Hemuji Chandele College,Shelgaon R through extention activities. The college has took initiative to make a promisable relationship between neighbourhood communities with the help of many programmes. College has took Poster presentation of the subject social and communicable diseases in Primary Health Care centre ,Shelgaon R.

This Activity was arranged to make awareness about Social and communicable diseases because many of the people are not aware about dangers caused due to unhealthy lifestyle .Our students took part in this activity and motivated people through posters of healthy lifestyles habit ,also do's and don't's of healthy lifestyle This Activity was held on 07/11/2023 on 10 am. 27 students are involved in this activity . School buses are departed on 9.30 am. College staff are also involved in this activity . Our College has appreciation letter from Government Primary HealthCare Centre , Shelgaon(R) . Govt bodies saw the efforts of Students in this activity to motivate neighbourhood communities of disease and its control and safety measures. The appreciatition letter was given by head, Government Primary Health Care Centre , Shelgaon(R) , Arogya sevika madam. In that letter, she has mentioned that Hemuji Chandele college, Shelgaon(R) has mentioned that Hemuji Chandele College, Shelgaon (R) has participated in this poster presentation and we have seen their efforts and we appreciate their efforts and giving this activity and the appreciation letter from government Primary Health Care Centre, Shelgaon(R) is displayed on the website of college. College has gratitude for the appreciation letter of this extension activity. Hemuji Chandele College has given this award by government body.

Our college has also took various extension activities like Meri Mitti, Mera Desh for awareness of tree plantation, Beti Bachao rally for awareness of girl child saving and importance of literacy of girl child, Vopter registration camp for making awareness of voting among the people. Our college has arranged the programme dudh utpadak melava for promoting people in dairy technology business.

All extension activities have large people response as mentioned in excel file of the criteria, our college is severely trying to promote physical, mental and social awareness among the people. The guests of the programme are mainly government and related bodies persons like tahsildar, parivahan adhikari, sarpanch, talathi etc. They attend our extension activity and appreciate in theform of oral communication. Also give suggestions to our staff members for arranging more activities like this. Hemuji Chandele college, Shelgaon(R) welcomes that recognitions and appreciations and thanks all the government and that related bodies and will try to do more activities for neighbourhood communities besides this awards, our college has received star excellence award for sambhaji bridgebarshi, our event dudh utpadak melava is appreciated by newspaper, our B.Sc. 3rd chemistry subject. All these award has given in website link.

File Description	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: 1

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
1	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 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: 02

File Description	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 institution has well developed green campus of 4 acres having sufficient infrastructure and physical facilities. Presently built up area of the institution is 16187.426 Sq.mts. / Sq.fts. The institutional campus is well equipped and providing good learning environment to the students as well as supporting physical facilities enhancing participation of students in co-curricular and extra-curricular activities, which is lined with vision and mission of institution. Available infrastructure and physical facilities has significantly leading in the holistic development of the students. As per the current need, infrastructure is sufficient but in future if augmentation will be required it is possible to construct additional facilities in the same campus.

The Institution has built its infrastructure facilities as classrooms (7), laboratories (6), one seminar halls, , gymnasium, library, common room, toilet blocks a setup. As per the need most of the building parts have provided with ICT facilities like desktops, LCD projectors, android phones, printers, CDs/DVDs, pen drives, Xerox, cyclostyle machine connected with Wi-Fi or internet facility and optimum furniture provided for practicability purpose. These facilities are utilized to functionalize B.Sc. and B.A./B.Com. Programs affiliated to PAH Solapur University and YCMOU Nasik respectively. At the beginning of academic year review has been taken on available infrastructural facilities in institutional campus. As per need of program and requirements suggested by faculty members and HODs, these issues were discussed in IQAC meetings and then forward for approval of CDC. Similar mechanism was practiced for the purchase of stationary, laboratory requirements, books, sport and cultural requirements as well as ICT facilities. The college time table committees and IQAC prepare academic schedule and other activities to manage proper utilization of available infrastructure. Optimum utilization of facilities has been ensured through conducting regular theory lectures, practical, seminar, guest lectures, sports and cultural events, library uses, conduct of examination, meetings, conference, workshop, training and placement camp etc.

The ventilated eco-friendly facility in classrooms consists of benches, table, chair, black board, LCD projector, screen, desktop provided with internet connection supporting ICT based learning environment. Institute has well-equipped labs having newest equipments and required chemicals and specimens. A storage room facility is provided to store raw material and consumables. All laboratory safety precautions were taken and displayed on walls of laboratory, elaborative charts are available for teaching and learning activities including instructions about Do's and Don'ts' in the laboratories.

The institution has a good library, at present the total volumes in our library are 30x22_, for reference in various subjects. The institution is planning to purchase subscription to many online journals through DELNET, INFLIBNET etc. Everyday a good number of students and faculty members make use of library for enrichment of their knowledge. A separate Digital Library with 22 computers with high speed internet connectivity is maintained in the campus to facilitate the self learning among students. They can download materials from the internet and copy it on CD/Pen drives. The Digital Library is kept open on all days. The campus is under video surveillance with 16 CCTV cameras.

File Description	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: 28.33

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
2.07	1.72	0.5	0.31	2.86

File Description	Document
Institutional data in the prescribed format	[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:

Institution is providing good library facilities in terms of infrastructure and knowledge resources in the

form of offline resources. Library has book keeping, issue-return, reading room and Information Technology sections. In the book keeping section, text books and reference books have been arranged in the shelves as per the accession register's entry as well as subject wise classification. Along with these shelves one shelve has made available for periodical section. All the offline resources purchased during the academic year have been recorded in the accession register regularly. In the beginning of academic year text books and reference books have been issued to the students through the book bank scheme to use in complete academic year. Beside this book bank scheme as per the need of student library has provision to provide books regularly using issue-return section. Institution has made available Identity cards to the students and the library maintains barrow cards required for issue-return facility. Every book has barrow card and data available on the card has been used for utility of that specific book. It is compulsory to read news papers and periodicals in the reading room only. The research journals have been made available under periodical section to enhance scientific temper among the students. In the reading room benches are provided for comfortable seating as well as doing study by the students and faculty members. It is compulsory to keep noiseless environment in the library as well as reading room by the all stakeholders. In the beginning of academic year all faculty members according to syllabus has to submit book demand through the HOD and Principal to the librarian. As per the report made by librarian keeping in mind demand of faculty members, books has been purchased after approval by Principal and institutional management. In the information technology section two computers with internet facility have been made available for retrieval of academic as well as research information. The footprint of library utilization by students as well as faculty members has been recorded by librarian in two different registers. The amounts spend on the purchase of books, journals and other resources are submitted as per the data template in detail.

Institution is thinking to purchase Integrated Library Management System (ILMS) and subscription to e-resources including provision of links to OER repositories. Few Open Educational Resource (OER) repositories are providing free of cost services the links of such repositories having shared with students and faculty members. Many research journals are also available free of cost the links of such journals shared with stakeholders. Preliminary facilities provided by library would be strengthened in forth coming days very surely.

File Description	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:

Institute has made available optimum information technology (IT) facilities to the students as well as faculty members. Institute runs B.Sc. program and computer courses have been allotted to the students up to second year as an optional subject. Computer is the most important standing tool and Android cell phone is portable IT facility. In the departmental laboratory of computer science ___22_ computers are actively functioning through which departmental as well as non-departmental students accessing IT facilities for information retrieval. Other than these in each department one computer has been provided to the faculty members. In the library three computers are allotted one for librarian and two for students and faculty members for free access. In the office total _2__ computers have been used for official work. The institute would like to generate special ICT room for students and faculty members and provide10_ number of modern computers in the service of all stakeholders. Institution has installed ___1__ LCD projectors among __1_ classrooms. All the computers have Wi-Fi access and could connect with personal or institutional Wi-Fi facility easily. In the previous year broadband internet facility was available in the institute but due to construction of Barshi-Solapur state highway road interrupted supply of internet has became common problem hence at present Wi-Fi facility of mobile phone or router used for internet access. Along with these computers faculty members are using their personal laptops as well as management has laptop to be used in emergency condition.

Out of these computers few computers (_3__) have been supported by printer facility. The Xerox and Cyclostyle facility is in the office, examination section, library and student support working properly. Storage devices such as pen drive and CDs/DVDs are also made available as per the need. The lecture capturing and video making has been practiced using Android cell phones. The various video making and streaming android powered tool have been used for the video preparation. These videos are uploaded on you tube. The CCTV cameras are instilled in the classrooms and college campus for providing safety and security facilities to all stakeholders. Institutional management is planning to install broadband internet facility when it will be offered in the form of lease line by the service provider in the campus area of the institution. In future institutional management is thinking over to provide maximum ICT facilities supporting NEP 2020 policy required for MOOCs and distance education

File Description	Document	
Provide Link for Additional information	[View Document](#)	

4.3.2

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

Response: 15.1

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

Response: 10	

File Description	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: 0.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.0087	0.009	0	0

File Description	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 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: 74.82

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
121	119	149	132	106

File Description	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
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

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

Response: 11.34

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
53	42	0	0	0

File Description	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: D. 1 of the above

File Description	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: 15.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	05	06	03	04

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
35	38	38	25	10

File Description	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: 0

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

last five years

Response: 0

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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 3.2

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
3	4	1	4	4

File Description	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 institution has registered Alumni Association registered under 2020 and _2021_ since from

academic year 2022-23. The college management and principal of college act as patron for the conduct of various activities under this association. The prominent alumni have been invited for guidance to the students as a guest lecturer. Alumni provide study notes, previous exam question papers to the students as well as hints, skills are provided for seminar and project presentation. Alumni give feedback which is forwarded to the BOS for improvement in syllabus, academic activities, research, entrepreneurship, sports and cultural activities as well as competitive exams and placement. As per agenda, minutes of meeting and suggestions given by alumni association action has been taken for the improvement in institutional practices required for holistic development of students.

Since from the registration of students' alumni has contribution in admission campaign. Other significant contributions have been performed by alumni are discussion on entrance examination, preparation for seminar and project presentation, opportunities in govt. jobs and competitive examination, career counseling, placement, preparation for cultural activities, performance in youth festival, participation in sport competition, project writing, research publication, participation in Avishkar research festival, book donation and group discussion on interview skills. In this way alumni behaves like family member and contributes a lot for the institution and students.

File Description	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 motto of the institution is 'Education is a ladder to gather fruits of knowledge' and vision is 'Quality education for empowerment of rural youth' as this college is located in rural village away from taluka and district places. Solapur district is a drought prone area hence average per capital income of individual common man is very poor as compared to the other districts of west Maharashtra. The institute is trying its best to provide quality education hence it will be possible to enhance per capital income of the society. Mission statement of the institution is very noble through which capacity build among the students for national development has been achieved by providing globally competent skills, moral, value and ethical education, modern teaching aids, safety, security, transportation and Govt. scholarship facilities.

As per the composition and need of the committee all the stakeholders are actively participating in the process of governance. The mechanism of governance is practiced in democratic and participative manner effectively. The Governing Body or Standing Committee of the institution has delegated authority to the Secretary of the institute and then to the College Principal. Then it's conveyed to lower order as head of departments, librarian, faculty members, senior clerk, lab assistant, junior clerk, attendant, peon etc. In another manner committees are actively engaged in functioning of institution effectively. The College Developmental Committee (CDC) and Internal Quality Assurance Cell (IQAC) are most important committees as per hierarchy of approval and planning as well as suggestions respectively.

The Governing Body delegates authority to the Secretary and Principal who, in turn share it with the different levels of functionaries in the college. The Heads of Departments, the Conveners of various committees and cells along with the staff representatives on higher decision-making bodies play an important role in determining the institutional policies and implementing the same.

CDC, IQAC, RTI, Admission Committee, Anti-Ragging Committee, Sexual Harassment Prevention Committee /ICC/, PoSH Committee, Scholarships monitoring Committee, Special (BC) Cell, Grievances Redressal Committee, Purchase Committee, Library Committee, Development fund Utilization Committee, Internal Examination Committee, Health Committee, Divvying Development Committee, Publicity Committee, Teacher-Parent Committee, Innovation / Incubation Cell, Alumni Association, Earn while Learn Committee, Academic / Curriculum Committee, NSS Committee, Research Committee, Cultural Committee, YCMOU Committee ,College Magazine Committee, MOU Committee, Examination Committee, Infrastructure Development Committee, Faculty Development Committee, Discipline Committee, New Education Policy Implementation Committee, Electoral Literacy Club, Open and Distance Learning Committee (ODL), Career Counseling Cell, Environmental Awareness

Committee, Women Empowerment Committee, Guest Lecture Committee, Tour / Visit Committee, Mentor-Mentee Committee, Financial and Budgetary Committee, Skill Development Cell, Standing Committee. As Per the government of Maharashtra and PAH Solapur university Solapur Our institution is ready to implement NEP from next Academic Year .

File Description	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:

Hemuji Chandele College run by the women management Tuljabhavani Mahila Mandal, Shelgaon (R) has formed institutional bodies in the form of statutory bodies and non-statutory committees. Functioning of the institution has been practiced by considering policies, procedures and appointment as well as service rules prepared by the IQAC and approved by the CDC. Institutional strategic or perspective or development plan has been prepared by IQAC and approved by CDC. As per the planning all the programs and activities have been performed effectively and efficiently to obtain the goals. The hierarchy of administrative setup works according to their roles and responsibilities from the Management, Principal, HOD, Faculty members, Physical Director, Librarian, Senior Clerk, Laboratory and Library Assistant, Junior Clerk, Laboratory and Library Attendant, Peon, Sanitary workers etc.

As per the government and university norms institution has composed CDC, IQAC, RTI, Anti-Ragging Committee, Sexual Harassment Prevention (PoSH) Committee, ICC, Special (BC) Cell and Grievances Redressal Committee to maintain fine and suitable environment in the institutional campus. The institution has framed various policies keeping in mind specific goals and these policies are published at institutional website as a ready reference. IQAC and CDC prepare perspective plan in summer holidays and accordingly approve the budget for the same for next academic year. As per government norms Right to Information Act (RTI) nodal officer board as well as anti-ragging posters has been displaced in the college campus. The RTI forms and anti ragging grievance submission forms has been made available offline as well as online mode. The required information has been provided and grievances have been redressed immediately after the submission from the respective committees. An appointment and service rule has been prepared by clerical office and principal taking into consideration government and university norms or act.

Institution has mechanism for conduct of feedback and student satisfaction survey. After collection analysis, action taken report and publication at website has been practiced. Institution has to always follow the reservation policy for the admission of student and recruitment of employee which is supervised by BC or Special cell of the college. The institution has framed Examination Grievance

Redressal policy for the students and Prevention of Sexual Harassment policy for the students as well as employees.

Institute has prepared policy for performance appraisal of teaching and non-teaching staff. Institution has policy for mobilization and optimal utilization of resources and funds from various sources and it conducts financial audits regularly. Institution has constructed policy document for utilization and maintenance of infrastructural and transportation facilities. Institution has composed code of conduct for all stakeholders. For the smooth conduct of campus actives rules and regulations have been prepared with respect to discipline, library and laboratory practices. The green practice policy has been framed for sustainable development related to environmental awareness and alternative energy resources. The institutional IQAC has prepared mechanism to reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities.

File Description	Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
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 institution has adapted mechanism of optimum welfare measures for all employees. Institution is effectively considering Performance Appraisal System (PAS) of teaching and non-teaching staff during the salary incremental improvement reviewed at the summer vacation every year. The PAS of the faculty members is formerly known as Performance Based Appraisal System (PBAS) as per the University Grant Commission (UGC). PBAS is the formal method of assessment and used for promotion under Career Advancement Scheme (CAS) but as this is the self financial college PBAS is used for consolidated salary increment of faculty members. The formal assessment has been evaluated in terms of theory teaching and practical conduct at UG/PG/Ph.D. level, participation in blended teaching, curriculum design, examination duties, teaching aids development, designing MOOCs, conduct of viva-voce, evaluation of thesis, funded research projects completed, participation in extension activities, participation in innovation and incubation cell, publication of research articles, papers, review of literature, books, book chapters, participation in seminar, workshop, conference, engaged in research projects, participation in innovation and incubation cell, working in public domain, participation in co-curricular and extracurricular activities, completion of FDP, refresher and orientation courses, training, awards or prizes won and contribution for institutional development etc. has been considered. Every year college IQAC is collecting PBAS forms and evaluating the forms on the basis of documents attached to the form under the supervision of committee.

Basically appraisal system for the non-teaching staff is informal in nature. All the non-teaching staff has been advised to given the application form at the end of academic year for the salary increment of forth coming year. The evaluation of the non-teaching staff is related to honesty, regularity, punctuality, cleanliness, hygiene, document filing, documentation processing, record keeping, use of online university portal activities, govt. portal activities, AISHE portal, scholarship portal, regular communication in office, communicating with other offices, helping to the management, teaching faculty, stakeholders, supporting co-curricular, extra-curricular activities, helping for YCMOU, Nasik, university examination, laboratory preparation, safety in laboratory, conduct of practical etc. All the non-teaching staff has to answer the question, 'Why his/her salary should be increased?' Instructional management would like bring improvements in self appraisal system in coming days effectively.

File Description	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: 14.04

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
6	0	0	0	2

File Description	Document
Institutional data in the prescribed format	[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: 0

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

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

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

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

File Description	Document
Institutional data in the prescribed format	[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:

Institution has well defined strategy for mobilization and optimal utilization of resources and funds obtained from various sources. The institution is running mono-faculty, self financed Co-education College. The major financial resource is the tuition fees received from students of B.Sc. program affiliated to PAH Solapur University, Solapur and funds received from the B.A./B.Com. programs affiliated to YCMOU, Nasik in the form of 'Study Centre' fees. As per the academic calendar, administrative calendar and strategic planning suggested by IQAC and approved by CDC institutional management does approve budget for performance of curricular, co-curricular and extra-curricular activities. Other than tuition fees received from the B.Sc., B.A. and B.Com. programs institute has obtained some funds from the generous donors for the conduct of specific functions or activity. All the reserve category students are recommended by the college for applying to the various government and non-government scholarship schemes. The institutional management has decided to allow admission by paying minimum fees other than tuition fees to the reserve category students. As per the approval of scholarship by Social Welfare Department College receives tuition fees in the same academic year or several time it will take few years to obtain tuition fees. The open category student has to pay tuition fees individually then also institutional management allowed such students installments for fees submission. Those students pay fees in minimum installments are supported under fees waiver scheme. Those students didn't have both of the parents or one of the parent such students are supported by 100% and 50% tuition fees waiver respectively under the scheme 'Financial Aid to Orphans'.

As this is a self financial institution it is very hard to manage all the expenses only from funds obtained in the form of tuition fees. Institutional management has to handle many surplus expenses from the other unit's funds obtained. The other insignificant fund generated from student travelling fees could not manage expenses of travelling facility provided. Institutional management has to play crucial role during the fund mobilization required for performing co-curricular and extra-curricular activities such as conducting various functions or programs or activities, research activities, innovation and incubation, career development, student support, green practices, augmentation of infrastructure, providing ICT facilities, providing transportation facility, fees waiver schemes, performing activities in neighborhood community, conducting various competitions etc. The institution has to deposit share of university fees as it is obtained from the students under different financial heads mentioned and approved by fees chart by the university committee. In the future institutional management will pay attention on fund generation from the various government and non-government organization as well as philanthropists.

Institutional management is doing internal and external financial audit regularly per year. Internal financial audit has been practiced by official staff and external audit facility has been provided by Chartered Accountant Mr. S. B. Salaskar and Associates, Solapur. The remarks, objections and observations recommended by the CA will be settled by internal auditor team regularly under the supervision of institutional management.

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:

In this academic year 2022-23 institution composed Internal Quality Assurance Cell (IQAC) for the quality improvements in teaching learning process, co-curricular and extracurricular activities. Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by regular conduct of meetings of statutory and non-statutory bodies or committees. Institute has prepared norms, rules and regulations, policies, procedures or processes for the smooth conduct of educational institution with respect to teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities like RTI, Anti-Ragging Committee, Sexual Harassment Prevention (PoSH) Committee, ICC, Special (BC) Cell and Grievances Redressal Committee to maintain fine and suitable environment in the institutional campus. As per government norms Right to Information Act (RTI) nodal officer board as well as anti-ragging posters has been displaced in the college campus. The RTI forms and anti ragging grievance submission forms has been made available offline as well as online mode, conduct of feedback and student satisfaction survey and then analysis, action taken report and publication at website has been practiced, reservation policy for the admission of student and recruitment of employee, Examination Grievance Redressal policy for the students and Prevention of Sexual Harassment policy for the students as well as employees, policy for performance appraisal of teaching and non-teaching staff, financial support to attend conferences/workshops and towards membership fee of professional bodies, policy for mobilization and optimal utilization of resources and funds from various sources and it conducts financial audits regularly, code of conduct for all stakeholders, rules and regulations for discipline, library and laboratory practices, green practice policy for sustainable development related to environmental awareness and alternative energy resources etc.

As per the term start and term end schedule academic calendar has been prepared including schedule of Continuous Internal Evaluation (CIE). The orientation program has been organized for newly admitted students, teaching plan prepared including method of teaching, cross cutting issues, seminars, guest lectures, visits, unit tests etc. prepared and passed by HOD and approved by IQAC, time table prepared, bridge course conducted, mapping of slow and advanced learners, unit tests and college assessments practiced, redress of examination grievances, conduct of guest lectures, industrial visits, competitions, seminars and workshops, student exchange, faculty exchange and internship under the MoUs, provision of mentoring, use of participative, experiential and problem solving methodology, blended teaching-learning methodologies used with ICT, library and laboratory resources strengthening, conduct of Seminar, conference and workshops with respect to entrepreneurship, IPR, MPSC, UPSC, gender equality and environmental awareness, conduct of Student Satisfactory Survey (SSS) and Feedback etc., enhancing academic bank credit, ABC and becoming job competent, program and course outcomes attainments evaluated under the revision of IQAC for successful implementation of outcome based education, OBE.

File Description	Document
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institute is providing coeducation i.e. male and female students are taking education together without any discrepancy (transgender admission not reported). Very consciously institution is engaged in creating awareness on gender equity issues with the help of Sexual Harassment Prevention Committee, Internal Complaint Committee, Women Empowerment Committee and Mentor-Mentee Committee. The college campus is completely safe and secure for taking coeducation. In the campus separate common rooms, toilets and counseling facilities are provided. The college campus is protected by wall compound along with security at gate and CCTV cameras in the premises. Very good transportation facility especially for women students has been provided by the institution in subsidized rate. Along with these static gender equity promotion initiatives other various activities / events / programs has been practiced for empowerment of women students. The list of events carried out is as follow: Beti Bachao Beti Padhao, guest lecture on women empowerment, guest lecture on women entrepreneurship schemes provided by govt., celebration of women's day, Safety advise by Damini Pathak, Seminar on Women domestic violence and abuse, Women Rights, prevention of sexual harassment, gynecological issues of women, self defense tricks for women, essay competition on place of transgender in society, capacity building in female students, handicraft training for women e.g. shivan class, cooking, bakery training etc. In the future institute is planning to provide fairness of treatment for women, men as well as transgender according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities.

Institution regularly celebrates national and international commemorative days enthusiastically. The celebration of Independence day, Republic day, Maharashtra day, Dr. Babasaheb Ambedkar's birth anniversary, Mahatma Gandhi's birth anniversary and Constitution day has given prime importance. Through these events students came to know importance of integrity, nationality, prime duties of citizen, human rights and sacrifice of national heroes in the independence of India. The cultural festival and events are organized to know tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic varieties observed in society. Celebration of other important days as per report has been performed in the form of guest lecture, competitions, seminar, workshop, quiz, showing short films, debate, elocution, group discussion, essay writing, video making etc. for better participation of students. The events organized by the institution have been given publicity using YouTube channel . Organizing these events could support in the fulfillment of one or more objectives which are aimed for the holistic development of the students. Active participation of students in these events as a member of organizing committee or volunteer developed leadership capacities as well as professional ethics, awareness about human values, gender, environmental consciousness and sustainability. All these activities influenced the life of students and groomed them to become globally fit for doing jobs or business.

File Description	Document
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
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
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:

Institute is proactive in providing an inclusive environment by conducting various activities. Institution is run by Tuljabhavani Mahila Mandal i.e. all the directors of the governing council are women. Then also management has decided to provide co-education to the students. Male, female and transgender (not reported) students taking education together itself is the tolerance. Mostly Hindu, Muslim and Nav-Budha communities are predominant in the neighbourhood community. All possible cultural programs of these communities were celebrated gracefully. In the admitted students mostly Hindu community students are predominated but various castes and sub-castes are observed in same community and have different cultural traditions. All category students are grasping education very friendly without any issues. As this is a rural and traditional college providing basic science education, most of the local students are admitted hence regional programs are nothing but celebration of regional festivals in the college has give importance. Mostly Marathi is a preferred regional language in the nearby community of college and Muslim's uses Hindi. Celebration of language days has been practiced by the institution to know the different languages with its importance. Celebrate of Sarva Dharma Samabhav days has given prime importance. has been practiced to learn and know the art and skills with regards of communal socioeconomic diversity.

An inclusive environment is one in which members feel respected by and connected to one another. Institution believes in cultural diversity and cultural tolerance as a key to social harmony and has a diverse range of student body as well as employees from diverse regions. Students admitted reflect inclusiveness in the entry level and acceptance of all students from diverse regions, academic backgrounds, and linguistic competencies. A cosmopolitan environment has helped in each person bringing to the group a unique perspective which is influenced by his/her self unique cultural identity. The Institution follows a tolerant recruitment policy with recruitments of staff from all parts of the geography as well as category. This has resulted in making the employees cultural identity a multifaceted one. Diversity along all cultural dimensions are recognized, valued and respected.

File Description	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:

1. Title of the Practice 1

Financial Aid to Orphans.

2. Objectives of the Practice

The scheme "Financial Aid to Orphans" is being implemented by Tuljabhavani Mahila Mandal's, Hemuji Chandele College, Shelgaon (R) to provide encouragement and educational support to orphans, wards of parents either one or two died due to Covid-19 or died in other means, wards of Armed Forces and Central Paramilitary Forces martyred in action. This is an attempt to give an opportunity to study and prepare for a bright future through an education. Beside the scholarship provided by Govt. The financial aid attracted students for taking higher education as well as students became morally strong by acquiring globally required skills.

3. The Context

There is a big difference in between financial condition of rural families and urban families. Very limited sources are available to generate the money in the rural area. Parents from the urban area do regular investment in insurance policies same practice is completely disappeared in a rural area. If parent from urban area died, families will get a sufficient amount from insurance claim. The needs of family as well as education of children are possible using amount obtained. The rural families are not attentive about the insurance policies or could not pay premium regularly hence future of these families will be in a dark shadow. In such uncertain condition, if due to any cause parent or parents of student unfortunately died it will tremendously affect education of student. Such orphans may face challenges like lack of food, high labor demand from guardian, lack of parental love, lack of uniforms and learning materials, behavioral and emotional problems, feelings of isolation, rejection, unhappiness and shame, poor self-esteem and lack of confidence, high levels of sensitivity when playing with other learner, sickness and become weak as well, not attending college regularly and come to college without uniform or dirty uniform.

1. **Title of the Practice 2**

Subsidized Transportation Facility

2. **Objectives of the Practice**

The scheme "Subsidized Transportation Facility" is being implemented by Tuljabhavani Mahila Mandal's, Hemuji Chandele College, Shelgaon (R) to provide easy, safe and subsidized rate transportation facility to the students doing a daily basis up and down. The location of institute is at rural area and students admitted are belonging from the nearby villages hence providing transportation has become prime necessity. Shelgaon (R) is the rural village of Barshi Tahasil of Solapur district. Maximum higher educational institutes are actually situated at tahasil and district places providing special or general education and supported by bus facility of the govt. of Maharashtra.

3. **The Context**

The motto of institute is, 'Education is a ladder to gather fruits of knowledge', vision is, 'Quality education for empowerment of rural youth' and one of the mission is, 'To fulfil the local and regional educational needs of rural society'. Institutional management found that inadequate transportation facility has become a major issue and become obstacle to take higher education. The objective of to the

institute is to provide higher education to the nearby rural and especially women students. Maximum educational institutes are actually situated at tahasil and district places where govt. of Maharashtra providing concessional (70%) public transportation facility to the students. Although few of the villages have the public transportation facility, frequency is very poor and it is out of college schedule as well as many villages did not have public transportation facility. To overcome issue addressed management has decided to provide good transportation facilities to the students making them global leaders.

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:

Women Empowerment through the Education

Since 2009 in India access to education has been considered a basic right but many girls or women from the rural area are not attending higher education or dropping out from school before completing their secondary or higher secondary education. As per statistical analysis of Maharashtra state educational situation, male students are more as compared to female students. In the cities, due to economic condition as well as awareness among parents most of the families have been taking efforts for providing education to their wards without thinking about male or female child. As per the previous reports, girls living in rural area of India are constantly deprived of adequate access to basic health care, nutrition and education. The report also states that families always support or prefer education of male child rather than female child; it will result in to maximum dropout rate of female candidates. The other side of this issue is an early marriage of girls who left their education from secondary school. The illiterate women in rural areas have high rates of young pregnancies, infant and maternal mortality and overall morbidity. The poverty, child marriage, gender-based violence, and gender biases are some of the observable barriers of girls education among more hidden other barriers also. The most of girl child found married before 18 years age is the scenario of Indian rural area. The education is the weapon and it will reduce the severity of this issue.

The great visionary founder, Hon. Laxmanrao Gaikwad in his actual life found the same fact related to education of girls, early age girl child marriages and barriers in an empowerment of women. The eradication of these issues is only possible through the educational movement in the rural area.

Hence he decided to start educational institute, 'Tuljabhavani Mahila Mandal, Shelgaon (R)' governed by women members under the chairmanship of Hon. Sou. Shakuntala Gaikwad in 1998. The objective of the institute is to provide higher education to the rural and especially women students from the nearby society. The motto of institute is, 'Education is a ladder to gather fruits of knowledge', vision is, 'Quality education for empowerment of rural youth and one of the mission is, 'To empower the women educational facilities by providing safety and security'. Under this mother institute, Hemuji Chandele College, Shelgaon (R) is providing under graduate, UG education facility as coeducation giving equal facility to women students. The college is providing B.Sc. and B.A./B.Com undergraduate programmes affiliated to P.A.H. Solapur University, Solapur and YCMOU, Nashik universities respectively. Under these programmes most or more than 50 women has been taking their higher education with male students. The vision and mission of the institute will be brightened, broadened and made factual by the management taking painstaking efforts related to curricular, co-curricular and extracurricular facilities.

The high lightening facilities provided by the institute which will be playing important role in the empowerment of rural women are travelling in very subsidized rate, avoiding early girl child marriages by personal counselling, wall compound security, entrance gate security, transportation to the hospital, personal mentoring, progression to higher education, CCTV surveillance, career counselling, ban to outsiders in the campus, organization of placement drives, good infrastructural facilities and provision of safe drinking water. The frequency of state common transportation facility is very inadequate or not approaches the college time-table or some of the villages does not have common transportation facility. These facilities are meticulously provided by the institute hence parents are attracted and became ready to take admission for undergraduate studies in our institute. The admissions are very promising of women students than male students due to the facilities provided. This is resulted in to academic excellence by women students.

Only providing education to young women is not the women empowerment but it has improved quality of life of a women family and her community. The college likes to reduce the education gap, raising funds and improve feminine participation in everyday life by providing extraordinary facilities through the quality education at the institution. The anti-Ragging committee, Internal Complaint committee (ICC) and Prevention of Sexual Harassment (PoSH) as well as discipline committee working together for providing gender equity and women empowerment in the college campus. The programs organized by these committees make women students literate about their rights and provide little autonomy in the household. The graduate women students have been contributing very effectively in their families by taking part in farm activities and book keeping activities. As compared with illiterate women domestic violence found reduced in literate women i.e. domestic crimes of society will be reduced due to education.

Through the education institute would like to change the mentality of society with regards to educating son is an asset, expenses on educating women provides actual monitory benefits to husband, more education of women leads to remarkable expenses in marriage and educated women will do unfair behavior. The provision of good infrastructure, good toilet facilities, more female teachers, co-education, and hands on training, and participation in seminar co-curricular and extra-curricular activities will empower the rural women is the true faith of the institute.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Along with one senior college institution runs other educational units *viz.* in the initial period at 2001 institution had started Padasali High School at North Solapur but since 2005-06 shifted to Kati Sangvi, Tuljapur tahasil as Modern High School and Junior College where 5th STD to 12th STD classes are running and 600 students are taking co-education, in 2004-05 institution opened new unit at Pandharpur as Matoshree Ratnaprabha Mohite Patil High School wherein 8th STD to 10th STD, 135 students are taking education, in 2007 and 2009 as per the demand of local students and scope institution had opened B.C.S. and D.Ed. colleges respectively, in 2009 Shriram English Medium School has been started for providing nursery, 1st STD to 8th STD school education where 700 students are taking education, in 2011 institution stepped forward for starting B.Sc. College named Hemuji Chandele College, Shelgaon (R) affiliated to PAH Solapur University, Solapur and near about 200 students are taking education, in 2013 Junior college was established named as Hemuji Chandele Jr. College, Shelgaon (R) where 600 students are taking their education and as per the need of new education Policy College has provision of education in B.A. and B.Com. affiliated to YCMOU as open distance learning program.

Concluding Remarks :

Since from one decade institute is working in higher education for providing B.Sc. regular program and B.A./B.Com open distance programs. Institutional functioning in Curricular Aspects is good in terms of curricular planning and implementation, provision of very limited academic flexibility as only one regular program offered, zero contribution in curriculum enrichment as faculty members are new, non-qualified, having few years experience and not a member of the BOS Committee, but institution is best in feedback system mechanism. Teaching- Learning and Evaluation mechanism is best in terms of Student Enrolment and Profile, Student Teacher Ratio, Teaching-Learning Process, Evaluation Process and Reforms, Student Performance and Learning Outcome, Student Satisfaction Survey but management should purposefully focus on Teacher Profile and Quality. In the criterion Research, Innovations and Extension institutional performance has been found preliminary in terms of Resource Mobilization for Research, Research Publication and Awards but institution has been best in Innovation Ecosystem, Extension Activities and Collaborations. Under the Criterion 4, Infrastructure and Learning Resources institution has been providing very good physical facilities and doing well with respect to maintenance of campus infrastructure but need to strengthen library and IT infrastructure forcefully. With respect to Student Support and Progression overall functioning and performance has been very best in terms of Student Support, Student Progression, Student Participation and Activities and Alumni Engagement. Institutional Governance, Leadership and Management is doing well in terms of Institutional Vision and Leadership, Strategy Development and Deployment, Internal Quality Assurance System but should mobile Faculty Empowerment Strategies and Financial Management and Resource Mobilization energetically. In the Criterion Institutional Values and Best Practices institutional performance has been found excellent in terms of Institutional Values and Social Responsibilities, Best Practices and Institutional Distinctiveness.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : 45 Answer After DVV Verification :01
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* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Remark : As per supporting documents provided by HEI, Input modified
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>54</td><td>77</td><td>85</td><td>76</td><td>52</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>53</td><td>77</td><td>85</td><td>76</td><td>51</td></tr></table> 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>360</td><td>360</td><td>360</td><td>360</td><td>360</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>120</td><td>120</td><td>120</td><td>120</td><td>120</td></tr></table>
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	24	25	19	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	24	25	19	20

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	46	46	46	46

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per supporting documents provided by HEI, Input modified

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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

| 1 | 1 | 1 | 1 | 1 |

Answer After DVV Verification :

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

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 | |---|---|---|---|---| | 40 | 44 | 40 | 22 | 10 |

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
40	44	40	22	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42	39	39	25	14

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
40	44	40	37	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
47	41	40	42	35

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
6	0	0	0	0

Answer After DVV Verification :

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

3	0	0	0	0

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 :02
	Remark : As per supporting documents provided by HEI, Input modified.

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*
	4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.7259	2.09755	0.3157	2.965	1.34459

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.07	1.72	0.5	0.31	2.86

Remark : As per supporting documents provided by HEI, Input modified.

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)**
	4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
	Answer before DVV Verification : 15
	Answer after DVV Verification: 10

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
0.18634	0.48366	0.33575	0.75745	0.68208

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.0087	0.009	0	0

5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*
	5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**
	Answer before DVV Verification:
	<table><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr><tr><td>121</td><td>118</td><td>148</td><td>132</td><td>106</td></tr></table>
	Answer After DVV Verification :
	<table><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr><tr><td>121</td><td>119</td><td>149</td><td>132</td><td>106</td></tr></table>
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 : As per supporting documents provided by HEI, Input modified
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years** Answer before DVV Verification:
	<table><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></table>
	5.2.1.2. **Number of outgoing students year wise during the last five years** Answer before DVV Verification:
	<table><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr><tr><td>51</td><td>44</td><td>40</td><td>37</td><td>37</td></tr></table>

	Answer After DVV Verification :				
	2022-23	2021-22	2020-21	2019-20	2018-19
	35	38	38	25	10

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
8	4	2	7	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	1	4	4

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: A. All of the above

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

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

Answer before DVV Verification:

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

11	11	11	11	11

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above
7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : As per supporting documents provided by HEI, Input modified
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above

2. Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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153	200	173	157	128	 Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
151	200	202	157	128

2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 24 Answer after DVV Verification : 39

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

Answer before DVV Verification:

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

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	09	12	13

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.8719342	3.3904372	3.1087778	7.4030142	3.8286772

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9.57	2.87	3.39	3.10	7.40