SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RAMKRISHNA WAGH COLLEGE OF ARTS AND COMMERCE

KORADI RAOD BOKHARA NAGPUR RURAL TH. DIST. NAGPUR 441111

www.ramkrishnawaghcollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ramkrishna Wagh College of Arts and Commerce was founded in 2009 by Dr. Maroti R. Wagh, the founder secretary of the "Chhatrapati Shahu Maharaj Shikshan Sanstha" trust in Nagpur. The college's mission is to create a transformative environment that inspires curiosity, critical thinking, and lifelong learning and shapes global contributors in an ever-evolving landscape. The college is located in the rural area of Bokhara Tahasil - Nagpur (rural) Dist, Nagpur, Maharashtra, and is a self-financed unit affiliated with Rashtrasant Tukdoji Maharaj Nagpur University (RTMNU), and recognized by the Government of Maharashtra. The college has all legal compliances with authorities RTMNU, Local civil bodies, and National information portals like AISHE.

The college began in 2009 with three programs: BA, BBA, and B.COM (Computer Application) with 64 students and has since grown to accommodate more than 1000 students.

In addition to the college, the "Chhatrapati Shahu Maharaj Shikshan Sanstha" trust runs a junior college with Arts, Commerce, and Science faculties. The trust also has a recognized center for YCMOU, which is an open university study center offering BA, BCOM, MA, MCOM, and MBA. This center is particularly useful for dropped-out and global students in the vicinity. The college caters to the needs of students who come from economically backward backgrounds, rural and slum areas, and who have no educational background.

Vision

Inspired by Rajashree Shahu Maharaj (26 June 1874 – 6 May 1922) work and ambitious social reformation on education, aiming learning available to the masses, trust has same motto expressed through its vision.

"we envision a transformative learning environment that inspires curiosity, critical thinking, and lifelong learning that shapes global contributors in an ever-evolving landscape."

Mission

To provide quality higher education at an affordable fee to the aspirants of both rural and urban area.

To provide educational environment that empowers learning ability and manifest it into employability skills.

To inculcate the spirit of Nationality, sense of culture, morals, and ethics.

To encourage students to discover and exhibit their talent in the field of arts, sports and social activities.

To develop critical thinking and research aptitude among students through case studies supporting curricular and real-life experiences.

To integrate emerging technologies into the learning environment, preparing students to navigate and leverage the latest advancements in arts, business, and computer applications.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Supportive and friendly environment for the students

- Convenient location and well-connected by transport

- Scholarships and fee installments available for disadvantaged groups

- Strong support and conducive environment for female students

- Encouragement of eco-friendly activities and Community service through NSS

Institutional Weakness

- Financial limitations due to self-funding

- Lack of quality research activity & publications

- Limited facility for sports and library

Institutional Opportunity

- Introduction of new UG and PG programs and skill development courses

- Enhance research contribution by faculty and students in indexed journals

- Strive for accreditation & quality practices

- Implementation of NEP2020 to have students' centric programs

Institutional Challenge

- Streamline Student-Institute-Scholarship interface

- Increase reading habits among students

- Trend of students moving towards technical education

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute offers BA, BBA, and BCCA programs follows the RTMNU syllabus and implements several processes to ensure an effective curriculum. Curricular aspects have 3 major stages to be implemented for the cause, Content Designing, Contents Delivery, and Evaluation. The Institute is affiliated and hence has focused on Contents Delivery and Evaluation. These include preparing an annual academic calendar, teaching plans, and timetables, monitoring progress with an IQAC team, conducting periodic reviews, and organizing exams. The Institute also encourages faculty members to attend orientation/refresher courses and workshops, and provides additional support to students such as special classes and field visits. Feedback on the curriculum has been conducted from stakeholders students, Teachers, Alumni, and Employers. and analyzed and corrective paths where needed were taken. A key feature of feedback is its well-designed questions set. The feedback is discussed in IQAC meetings to enhance effectiveness and necessary action is taken.

A curriculum of BA, BBA and BCCA programs covers cross-cutting issues such as gender, ethics, environment, sustainability, and human values. Environmental Studies is a compulsory subject for all second-year undergraduate students. The NSS unit conducts activities such as tree plantation, lectures, Swaccha Bharat Abhiyan, and street plays on environmental issues. Courses address gender sensitivity and equity through prose, poetry, and other chapters. The institution also organizes programs on gender equality and sensitization, including invited talks, self-defense training. Programs such as blood donation camps, disaster management, and social and cultural activities are organized to inculcate human values in students and staff. Ethical practices such as truthful information and an unprejudiced approach are taught in the content of syllabus and certificate courses. The institute conducts expert lectures, industry visits, and workshops to develop professional ethics among students and faculty.

Teaching-learning and Evaluation

Admissions for the Programs BA, BBA, and BCCA are conducted based on 10+2 score and students' choice. Admitted students are from different socio-economic and educational backgrounds. The college has enrollment of students from categories as per MH-state government norms. The enrollment of girls' students in our college is appreciable.

The diversity among students is catered to by supporting them academically and emotionally through mentors and providing a platform to express themselves and feel relaxed. The teaching-learning process is implemented following the planning. The induction program focuses on the program outcomes, mode of internal assessment & facilities. The students are moved to pursuing their own goals with institute affirming support. Regular classroom engagement is an institutional feature. The college is focused on promoting the academic growth of all students through student-centered learning.

Faculty members use various teaching methods such as interactive learning, project-based learning, and experiential learning. The institute also has a well-developed ICT ecosystem to ensure effective curriculum delivery and self-paced learning. The mentor-mentee scheme in our college has effectively implemented to provide students with academic guidance.

Faculty members are motivated to participate in workshops, seminars, and conferences to have state-of-art knowledge. In-house discussions & workshops for professional growth are organized, leading to Institutional

excellence.

The evaluation process is continuous in both formal and informal ways. Apart from summative assessments, formative assessments are executed to support the students to catch the expected learning track.

The college ensures that program outcomes and course outcomes are easily accessible and discussed during important events. The course outcomes cover cognitive, affective, and psychomotor domains, and evaluation methods include formative and summative assessments. The college uses both direct and indirect methods of assessment and monitors students' performance regularly.

Research, Innovations and Extension

The institute has positive steps for conducting research by faculty members. Although the UG teaching departments have limitations, the faculty members have taken up initiatives in the field of research & publication.

The Institute focuses on enhancing students' practical knowledge and research culture through educational visits, workshops, and certificate courses. IKS principles are integrated into relevant courses, promoting ethical conduct, sustainable resource management. The Institute actively promotes IPR awareness among students and faculty, conducting sessions and guest lectures on IKS and IPR.

A task force has been assigned to orient faculty members on various project schemes, sponsored projects, Ethical practices, research methodologies, IPR, and areas for future work. Collaborative work has been focussed and initiations in the form of MoU have been made. Publications have been witnessed in peer-reviewed journals. Books & chapters in the book are also significant.

The institute has a strong hold on extension activities both standalone & collaborative. The extension activities include several camps conducted at different need levels by NSS unit of our college. The institute has worked massively during the pandemic years, services rendered at the institutional level, and individual level by staff & alumni mark their commitment towards the profession. Various activities, including Blood Donation Camps, Swachhata Abhiyan, Cleanliness Rallies, AIDS awareness Camps, tree plantation drives, campaigns for Swachha Bharat Abhiyan, cultural programs, and yoga and health awareness activities were organized to promote social well-being and community development. The initiatives are designed to make a positive impact on society, and the unit is committed to building a culture of service and social responsibility.

Infrastructure and Learning Resources

Ramkrishna Wagh College of Arts and Commerce, affiliated with RTM – Nagpur University, is situated on a 1.606-acre campus. The well-furnished administrative block includes management chambers, the Principal's chamber, and clerical sections, along with a server room and a storage room. The academic building features spacious and well-ventilated classrooms, a seminar hall, a college library, and exam control room. The college boasts four well-equipped laboratories and a computer laboratory with updated software and internet connectivity. Additionally, it houses a store room, a rich and fully automated library, and grounds for sports and cultural activities.

The college has a library with digital facilities, including an Integrated Library Management System is deployed for automation & includes stock maintenance, issue of books, and keeping records. Subscription of DELNET makes resources full of research materials and subscriptions to e-resources and journals. It offers various facilities such as a reading room, internet access, an Online Public Access Catalogue (OPAC), book banking services, and more. It houses a diverse collection of books for courses and competitive exams, as well as standard journals and newspapers in multiple languages. The library is open from 09.30 AM to 05.30 PM and provides easy circulation of books to students, staff, and other users.

The college has a well-maintained Computer Laboratory with internet facilities and a Wi-Fi network, covering all areas of the college building. The Wi-Fi network provides internet connectivity of 200 MBPS through broadband, and the service provider is UCN. All students, faculty, and staff have their accounts for internet usage, and UCN maintains the facility. The library has also an IT facility to explore E-resources. The institute has around 30 computers available for students.

The facilities are well maintained and are governed by a committee. Annual maintenance contracts & in house both have been opted depending on service and segment.

Student Support and Progression

The ecosystem of good Academics, resources, content delivery, and infrastructural provisions is accompanied by a highly effective student support system. Counselling at the time of admission, complete documentation for scholarship & free ships, and a mentor make perfect human support for students. Administrative staff & faculty members provide a transparent picture of Program requirements and also respond to parents regarding prospects. The students are made aware of the rules, regulations, policies, and working of the grievance redressal cell, Internal Complaint Committee.

Most of our graduating students are placed in private sectors. Looking at CO and PO attainment, students are motivated for higher studies and its pre-qualifying entrance test. Guest lecturer discusses career opportunities to help students search for potential career paths.. The institute also supports non- attainment students by basketing them as slow learners and providing remedial actions.

The holistic loop is intended and completed by the institute through various cultural, sports, social & team base student activities. The spread is throughout the year and it keeps a positive spirit, inculcates responsibilities, and a strong team work mind set.

NSS unit of our institute is actively engaged students in extension and outreach activities and conducts camps in nearby villages.

The auditorium, sports facility, and support for cultural activities, drama, competitions, and event management by the students make it a vibrant hub of activities. a perfect place of happenings.

Our alumni are actively involved in the institute's development. A formal association began to take shape in 2019, and the Alumni Association was registered in 2023. Our alumni actively participate in activities conducted for alumni, support the institute by organizing various events, and help improve admissions.

Governance, Leadership and Management

Ramkrishna Wagh College of Arts and Commerce is run by Chatrapati Shahu Maharaj Shikshan Sanstha (CSMSS), a non-governmental organization, established as a trust. CSMSS has a pool of educated and committed team members, who after churning thought of providing quality education in semi urban, and rural area of Nagpur district.

 The Sanstha strongly believes in serving society by educating the youth, which is reflected in its vision.

"We envision a transformative learning environment that inspires curiosity, critical thinking, and lifelong learning that shapes global contributors in an ever-evolving landscape."

Our mission:

1.To provide an educational environment that empowers learning ability and manifests it into employability skills.

2. To inculcate the spirit of Nationality, sense of culture, morals, and ethics.

3. To encourage students to discover and exhibit their talent in the field of arts, sports, and social activities.

5. To integrate emerging technologies into the learning environment, preparing students to navigate and leverage the latest advancements in arts, business, and computer applications.

6. To provide quality higher education at an affordable fee to the aspirants of both rural and urban areas.

The mission is executed with the help of the Principal, faculty & staff of the institute. Structured & decentralized system is explained in the criteria.

Through participative action governing policies, the SoP of various committees, cells, procedures, and working is designed, adopted, and implemented.

These documents are placed on a website to ensure Transparency. Faculty Empowerment Strategies Financial Management and Resource Mobilization are worked out with pre-approval from management.

The Quality aspects were rearranged and redefined after the formation of IQAC in 2018. Team IQAC was constituted to implement Quality processes & monitoring. Since its inception, the IQAC coordinator has been

involved in the decision team. The Team has worked on understanding the Accreditation process & Norms and also had workshops for faculty members. The orientation of Teaching & Non-teaching staff, preparation for SSR, and the Concept of Geo-tag photos have been undertaken under the guidance of IQAC. Regular meeting and interaction have been conducted.

Institutional Values and Best Practices

The College has been established with a focus on serving society. It is our social responsibility as a Higher Education Institution to set an example for society and instil these values in the next generation. Our work culture reflects our transparent expression of vision and mission.

The institution has actively promoted gender equity at the institutional level and continues to advocate for this principle among new entrants. We are also committed to meeting global environmental targets, including rainwater harvesting, waste recycling (solid/liquid waste & e-waste), and the use of solar energy.

The best practices depicted, 'Earn while Learn' The institute is dedicated to the holistic development of the youth, believing that it builds tomorrow's nation. The institute aims to instill academic knowledge, an appreciation of labor, physical work, a culture of work, and the value of money in the next generation. As part of this objective, the institute has initiated a scheme called "Earn while Learn" to make students a valuable resource for the nation.

Second best practice of our institute is the implementation of 'Community service programs through the National Service Scheme (NSS)'. The objective of this initiative is to cultivate a positive attitude towards society, to encourage students to take responsibility for the well-being of their community.

The College prioritizes student comfort and support to ensure academic success. Participation from alumni reflects the impact of this approach, leading to the institute's distinctiveness.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Ramkrishna Wagh College of Arts and Commerce
Address	KORADI RAOD BOKHARA NAGPUR RURAL TH. DIST. NAGPUR
City	NAGPUR
State	Maharashtra
Pin	441111
Website	www.ramkrishnawaghcollege.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	ARCHANA KAHALEY	0712-2712525	9823844836	-	principal@ramkrishnawaghcollege.edu.in
IQAC / CIQA coordinator	PANKAJ ISHWAR ZAGADE	0712-2512525	8237175275	-	rwcnaac@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	[View Document](#)

Details of UGC recognition

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

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	KORADI RAOD BOKHARA NAGPUR RURAL TH. DIST. NAGPUR	Rural	1.606	3956.194

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Humanities,MAR HIN ENG PALIPKRIT SANSKRIT SUPPENG SOC POLSCI ECO HOMEECO ELT MLT HIS GEO MUS PUBADM HLT FD	36	HSC	Marathi	320	254
UG	BCA,Commerce And Managment,B.COM COMPUTER APPLICATION	36	HSC	English	120	120
UG	BBA,Commerce And Managment,BACHELOR OF BUSINESS ADMINISTRATION	36	HSC	English	144	143

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				10			
Recruited	0	0	0	0	0	0	0	0	7	3	0	10
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				24			
Recruited	0	0	0	0	0	0	0	0	7	17	0	24
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	6	3	0	9
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	3	0	5
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	4	0	0	4
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	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	16	5	0	21
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/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	810	0	0	0	810
	Female	368	0	0	0	368
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	277	237	266	238
	Female	122	115	127	134
	Others	0	0	0	0
ST	Male	44	259	270	233
	Female	25	142	146	174
	Others	0	0	0	0
OBC	Male	297	27	28	28
	Female	134	18	19	16
	Others	0	0	0	0
General	Male	137	108	103	95
	Female	48	34	35	33
	Others	0	0	0	0
Others	Male	58	57	62	40
	Female	35	24	27	40
	Others	0	0	0	0
Total		1177	1021	1083	1031

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our college offers three programs: BBA, BCCA, and BA. Our parent body CSMSS offers BSc program runs by Saraswati Mahavidyalaya. Hence, it is possible to integrate Arts, Commerce, Science,

	Technology, and Management to convert it into a Higher Education institution with multidiscipline. Currently, the institute is implementing Phase 1 of NEP and following the directives of the Affiliating University and State Authorities regarding the framework for integration. To keep up with the progress at the state level, the institute has formed a Task force for NEP implementation. Recently, the RTM Nagpur University has introduced credit-based courses, and as an affiliated college, we have enthusiastically implemented all of them. Our college has been providing certificate and value-added courses for the past five years, which have helped our students enhance their skills and generate employment opportunities. These courses can be converted into major or minor courses as per the Program requirement. From the next academic year, our college will offer a credit-based choice system and facilities of multiple entry and multiple exit in the first, second, and third year by RTM Nagpur University.
2. Academic bank of credits (ABC):	The institute is working on the current guidelines of RTM Nagpur University, and has taken up an awareness drive among students, about the Academic Bank of Credits along with DigiLocker. Resources are also made available on the website. Our 1st year Students from BCCA, BBA and BA have registered for the academic Bank of Credit to avail the benefit of multiple entries and exit during the chosen programmes. The college will tie up with institutes of national and international repute and the transfer of credits will be facilitated.
3. Skill development:	The institute places a strong emphasis on developing professional and technical skills among its students. The curriculum not only covers the expected theoretical aspects, but also provides ample opportunities for faculty members to help students convert their theoretical knowledge into practical skills. At our institute, we believe that the skilling factor depends on the willingness of students to learn, and we take every effort to imbibe the concept of responsibility in aspiring graduates. We offer certificate courses on a wide range of subjects, such as business ethics, communication skills, fabric painting, fashion designing, income tax, music, political science, and spoken English. These courses are particularly popular among students pursuing BA,

	BBA, and BCCA degrees. Our college also offers skill-based courses that enable students to apply for jobs in various industries. Our goal is to equip students with the necessary skills and knowledge to succeed in their chosen careers. By offering a diverse array of courses and ensuring high-quality instruction, we aim to provide a well-rounded education that prepares our students for the challenges of the future.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our college BA, BBA and BCCA programs at the undergraduate level. Program BA includes courses in subjects like History, Music, Hindi, Marathi Indian Language course, Sanskrit and Pali English, Political Science, Sociology, Economics, and Psychology. These courses are taught bilingually, with Marathi being used as the regional language of instruction. This helps students to better understand the curriculum and raises their confidence in asking questions and discussing issues. Programs, including BA, BBA, and BCCA, are delivered in a bilingual mode of instruction. This approach not only enhances students' language skills but also imbibes cultural awareness and prepares them for success in a globalized world. Our institute takes pride in affirming Bharatiya culture, and we celebrate various festivals such as Guru-Purnima, Kojagiri-Purnima, Dipawali, Ganesh festival, and Ch. Shiwaji Maharaj Jayanti. We also observe national festivals and international days. Our environment is inclusive and supportive, where students are encouraged to learn, grow and thrive.
5. Focus on Outcome based education (OBE):	Evaluation has strong significance for Teaching-Learning Process. The institute looks for parameters, and objectives mentioned as CO, CSO, and PO during internal assessment and Viva Voce examinations. The course outcomes are explained at the start of the session, which helps students to find out exactly what they have to achieve. The Classrooms interactions, seminars, presentations, and practical are aligned with a query of outcome achievement. In the initial phase, these observations also help the institute is classifying slow & advanced learners. In case of student is not found up to a certain bench mark is asked to improve with support from peer and faculty. The PO's and CO's of BA, BBA and BCCA program are displayed on website and conveyed to students in the induction week and

	during teaching-learning in the classroom.
6. Distance education/online education:	The Institute is providing supportive online education to its students. While the concept of ICT was incorporated, it was during the recent pandemic that the Online Form emerged as a vital means of education. Our college is equipped with a wide range of online resources that have been developed either by our in-house experts or by eminent scholars under a creative common license. These digital resources include ebooks, journals, and other academic materials, all of which are made easily accessible to our students through the library. College has subscribed to DelNet, which allows our students to access digital data. Additionally, we also offer a comfortable reading room facility that is available to all our students. At our institution, we believe that online education is the future, and we are dedicated to providing our students with the best possible resources to help them succeed in their academic pursuits.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Electoral Literacy Club(ELC) has been set up in the college. It was established in the year 2023.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes the students' co-ordinator and coordinating faculty members are appointed by the college. The ELC is functional and representative in character. The office bearers of the electoral literacy club are given below. 1. Mrs Saylee Manoj Pidadi • Nodal Officer 2. Mr Hardik Wankhede • Campus Ambassador 3. Mr Vishal Kamble • Chairman 4. Mr Sudarshan Maladhare • Vice Chairman 5. Ms Latisha Kakodiya • Student representative 6. Ms Suman Yadav • Student representative 7. Mr Utkarsha Ninave • Student representative 8. Ms Chanchal Akhare • Student representative 9. Ms Divyani Dakhole • Student representative 10. Mr Durgesh Thosar • Student representative
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	1.Voter awareness Program conducted at Ramkrishna Wagh College of Arts and Commerce on 19/12/23. 2. Participation in National Voters Day Rally on 25/01/24 3. Voter awareness guest lectures conducted

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.	for in-house students.
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.	1. Graduate Constituency voter awareness & registration drive conducted in Nagpur District. 2. Teachers Constituency voter awareness & registration drive conducted in Nagpur District.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Around 120 Students registered as voters

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1177	1021	1083	1031	1190

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: 32

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	28	28	25	24

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
19.17	18.91	25.64	26.64	54.34807

File Description	Document
Upload Supporting Document	[View Document](#)

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 Institute follows the undergraduate syllabus as prescribed by RTMNU. The following processes are implemented to ensure an effective curriculum before the start of the academic year.

1. The annual academic calendar is prepared following the university calendar before the start of the academic year.

2. Each faculty member prepares a teaching plan for the subjects they teach for an academic year.

3. A timetable is prepared for all academic years before the session starts.

4. The teaching staff completes the syllabus according to the timetable and teaching plan.

5. A Team of Internal Quality Assurances Committee (IQAC), subject teachers, and the Program Coordinator monitor the progress of the syllabus given in the Teaching plan.

6. A periodic review is conducted for academic progress. Extra lectures are arranged as per requirement.

7. All faculty members are encouraged to attend the Orientation / Refresher Courses / Workshops organized by the University for a better understanding of the syllabus and implementation of the syllabus.

8. Term-end exams are conducted as per the Academic calendar of the University and results are declared within the stipulated time.

9. Prelim exam and internal practical examinations are conducted during the semester to prepare the students for university exams.

10. The results of an internal examination of students are analysed and communicated to their parents.

11. Special classes are conducted for slow learners.

12. Advanced learners are provided with reference books having dimensions beyond the curriculum.

13. Student attendance is regularly monitored. 75% attendance is compulsory for the students to be

appear for the examination.

14. Field Visits are arranged for the BA, BBA, and BCCA students to enrich their subject understanding.

15. Feedback regarding the curriculum is taken, analysed, and discussed in the curriculum meeting of the college council to enhance the effectiveness of the curriculum.

File Description	Document
Upload 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: 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](#)

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: 18.79

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
124	220	150	374	166

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute provides BA, BBA, and BCCA programs, with a curriculum designed by RTMNU that covers various cross-cutting issues such as gender, professional ethics, environment, sustainability, and human values. The institution focuses on these issues and makes Environmental Studies a compulsory subject for all second-year undergraduate students. Through this subject, students can gain knowledge about environment and sustainability-related issues. The institution also inculcates values related to the environment and sustainability through various practices and programs under NSS.

The NSS unit of the college conducts activities such as tree plantation, lectures by experts, Swaccha Bharat Abhiyan, and street plays on environmental issues. Certain courses address issues related to gender sensitivity and equity through prose, poetry, and other chapters. The institution also organizes special programs on gender equality and sensitization, including a series of invited talks. Additionally, it takes measures to ensure women's safety, such as conducting guidance lectures, organizing self-defence training for female students, and creating an Internal Complaint Cell for Redressal of complaints about sexual harassment.

To inculcate human values in students and staff, the institution organizes programs such as blood donation camps, sending NCC volunteers for disaster management, and arranging social and cultural activities in the college and nearby village. Ethical practices such as truthful information, facts, and an unprejudiced approach are taught in the content of syllabus and certificate courses. The Career Guidance and Placement Cell also organizes placement activities, including training, development of students, and aptitude tests, as per the requirements of the industry.

Activities conducted beyond the curriculum:

1. To develop Professional ethics amongst the students, faculties, and non-teaching staff continuous efforts are taken by organizing expert lectures and industry visits which also helps the students to know the gap between academic curriculum and to meet industry requirements. Workshop organised for BA Students "Writing Skill Development program for Print Media".

2. The institute prompts a culture by involving boys and girls in every activity. Gender equality is also maintained by appointing female faculty. A Guest lecture was conducted on "Gender Sensatization" By

Renouned Socialist Mrs Sana Pandit on College. College also celebrate Women's Day on 8th March every year. Well Known regional Artist Mrs Rupali Kondewar was invited as a key note speaker for this event.

3. The institute has arranged a separate session by Mrs Karen Yenged on "Women's Empowerment" on Annual Function.

4. A session was conducted by Ms Prajakta Parkale, on "Environment Awareness" for 2nd year students of BA, BBA and BCCA. The Student Council and NSS unit conducts environmental awareness and social awareness responsibilities activities.

5. A Program conducted on Social Harmony on the occasion of Makar Sankranti. Gram Panchayat Member Mrs Rajni Dhok was the resource person given the expert talk on the event.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response: 54.63

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

Response: 643

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 79.5

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
470	340	460	420	644

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

2022-23	2021-22	2020-21	2019-20	2018-19
584	560	560	584	648

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 92.94

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
220	197	205	209	235

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
228	219	219	228	253

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 37.97

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:

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

The College is dedicated to promoting the academic growth of all students, regardless of their diversity, through a student-Centric learning process. Faculty members employ student-centred teaching methods such as Interactive Learning, Project-based Learning, and Experiential Learning that are tailored to the subject matter and specific requirements of the topic. To achieve course outcomes, teachers use various teaching methods such as Class Room teaching, oral presentations, PowerPoint presentations, and recorded videos.

Experiential learning - Students receive hands-on training in every aspect of their learning, including music, Home economics, Geography, Poem recitation, Commercial Geography, C, C++, VB .NET, Python, Tally, PHP, SQL, etc. Teachers conduct classroom seminars and presentations to build confidence, remove fear of public speaking, and clear doubts about the subject. Regular study tours are arranged for BBA students to visit various commercial companies like Parle, Dinshaws, Raymond, Adani, and Sundar Biskit company, Educational Tours for BA students to explore geography, environmental studies, and languages. Some of the destinations include Satpuda Hill in MP, Ghogra Mahadeo, Makardhokala Dam, Vidarbha Sahitya Sangh – Library, and Aakashwani.

Project-based learning - Students are assigned projects or assignments, and teachers play the role of mentors and monitors in the process. Topics are assigned to students as per their interests in the domain, such as Human resource management in 2nd year and marketing management in 3rd year, Financial Management in 3rd year. BCCA 3rd year students select the domain of their interest and finalize the topic.

Participative learning - Students are encouraged to participate actively in the learning process by organizing exhibitions, presenting papers, and taking up health awareness in community service. They are also encouraged to prepare topic-based group discussions and seminars, where they are divided into groups and assigned topics of their interest to enable peer learning. This approach helps students develop critical thinking, communication, and group understanding skills. Quiz competitions are arranged in classrooms to activate the students' participation. 2nd and 3rd year BBA students studying Marketing Management and Principles of Marketing Management analyse different brands in markets based on business, market structure, consumer demand, and company requirements.

The institute has a well-developed ICT ecosystem to ensure the effective delivery of curriculum and imbibe self or independent learning processes among students. The college complies growing trend to adopt ICT and online platforms, especially during the pandemic. These tools are used for teaching, training, and evaluation. The college also facilitates faculty training to promote usage. The use of Online E- resources makes teaching and learning enriched, self-paced, and interest-oriented for the students.

The following ICT facilities tools :

1 LCD Projectors

2 Computers
3 Internet Connectivity
4 LMS: Google Classroom
5 Online Platforms: Google Meets, Google Classroom, Zoom, Program based apps, etc:

Our college hosts a YouTube channel where faculties from BA, BBA, and BCCA participate in content creation and uploading. Video lectures from subjects like Marathi, Hindi, Economics, English, Business, etc., are available on the channel. Most of our teachers use ICT tools and video editing software to record videos.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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
31	28	28	25	24

2.4.2

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

Response: 40.44

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

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

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal assessment examinations are conducted in the colleges according to the university guidelines. The continuous internal evaluation is carried out as per the academic calendar schedule of the university. The examination question paper pattern is similar to the university question paper pattern and contains various types of questions, including Short Answer Questions and Long Answer Questions. The practical examination pattern is also similar to the RTMNU practical exam pattern.

Internal assessment examinations are planned at the end of each term. For the smooth conduction of the internal assessment examination, an examination committee is formed. The examination committee ensures adherence to the academic calendar, which is part of the planning of an internal evaluation and examination formats & norms.

The schedule is approved by the Principal and then conveyed to departments. The date of examination and syllabus are also displayed on the departmental notice board and conveyed to students in WhatsApp groups. This helps students in planning and preparation for the examination. Sitting arrangements in the examination hall are similar to university examinations, under strict invigilation by the staff.

The attendance report of the students appearing for the examination is prepared with signatures by the invigilator in the prescribed format. At the college level, answer books are assessed by the subject teacher. Assessed answer books are shown to students to see the total marks received and marks received for the answer to each question. Queries, if any, regarding valuation or totalling, from students are resolved. This helps the students in self-judgment of their study and better performance in examinations. A separate result sheet is prepared for old and new course students, and the results are displayed on the notice board.

All exam-related records are kept program wise. The subject teacher prepares internal assessment evaluation out of maximum prescribed marks by the university exam scheme. Marks are uploaded on the university exam portal, and the copies of the marks allotted are kept with the concerned subject teacher

and with the department.

Students can apply for queries or grievances related to the internal examination to the Examination committee within ten days after the declaration or communication of the result. The Examination Committee redresses grievances related to the internal examination within ten days from the receipt of an application form and communicates to the student. The College also has a mechanism and procedure to address university examination-related grievances as described in the university ordinance. The details about the grievance mechanism at the university level are available on the university website, and the students are made aware of it.

The university-level examination-related files are maintained separately.

File Description	Document
Upload Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Institution has clearly stated POs and COs for all its academic Programs BA, BBA and BCCA, and is uploaded on the institute website.

These outcomes are communicated to the students and teachers through the website and by displaying the information at the departments. The PO and CO statements are written, displayed on the notice board, and communicated with the students. The accomplishment of effective PO, PSO, and CO becomes fundamental for the successful running of an institute. They are instrumental in achieving the vision, mission, and strategic objectives of the university.

The mechanisms have been designed and adapted to ensure that the desired outcomes are achieved accordingly to the defined outcomes, program curriculum, teaching-learning methodology, and supporting Facilities are designed.

Before the commencement of the academic year, faculty meetings are conducted by the institute, and Decisions are taken on the mode of teaching-learning from the perspective of POs &COs. Induction and orientation programs are conducted for the newly enrolled students at beginning of an Academic session. The dissemination of PO-CO is deliberated during the induction and orientation Programme.

The Course Outcomes are formulated to make students competent for all domains of learning (Cognitive, Affective, Psychomotor domains). Their assessment is done in the formative domain at the institute Level and summative at the university level.

Formative assessment methods include internal examinations which consisting written unit test, Viva-voce and practical examinations.

The students participate in state, national, and international levels competitions, debates, paper Presentations and quizzes.

The passing out graduates in various streams are made fit to practice independently with due confidence and skills.

Besides professional knowledge, they are groomed to play leadership roles in the community, in social issues such as gender equity, environmental protection, disaster management and sensitizing people at large on their right to health.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of POs and COs are evaluated.

One of the most important aspects of any educational institution is to ensure that their programs are meeting the intended learning outcomes. To achieve this, our college displays the program outcomes for all Programs BA, BBA and BCCA in a visible and easily accessible location. We also understand that accessibility to this information is important and therefore, program outcomes and course outcomes for all programs offered by the institution are displayed on our institutional website. This allows for easy access by all stakeholders at all times.

In addition, we ensure that program outcomes and course outcomes for all programs offered by the institution are discussed during various important events such as orientation programs for new students, faculty meetings, and Curriculum Meetings. This helps to ensure that everyone is on the same pace about what is expected of them.

To make sure that our students are competent in all domains of learning, the Course Outcomes are formulated to cover the cognitive, affective, and psychomotor domains. We also use evaluation methods such as formative and summative assessment to analyze program outcomes. Formative assessment methods include internal examinations consisting of written, viva-voce, and practical examinations, which are done at the college level. Summative assessments are evaluated at the university level. The College regularly monitors the performance of the students in internal examinations, viva-voce, and University examinations.

Both direct and indirect methods of assessment of learning outcomes are used. Direct methods include tests, presentations, lab work, student projects, seminars, Problem-Based Learning, quizzes, and assignments,

The list of monitoring points for attainment level has been defined for all courses of programs BA, BBA, and BCCA. The list is attached herewith. The attainment level is calculated by analysing the marks obtained by students in their internal exams throughout the year as well as their final university exam.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

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

Response: 88.88

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
323	271	299	244	102

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
382	282	325	256	149

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.28

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

2.7.1

Online student satisfaction survey regarding teaching learning process

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:

In pursuit of enhancing the ability of students to create and transfer knowledge practically, the Institute has implemented several initiatives. Collaborative efforts and workshops have been employed toward this goal, although a dedicated facilitation centre is not yet available. Educational visits are organized by the Institute with the aim of providing students with an opportunity to apply theoretical knowledge in practical settings, thereby augmenting their critical thinking skills and research attitude. Additionally, the Institute conducts certificate courses designed to expand the knowledge base of students and build a culture of innovation by encouraging creative thinking and ideation.

The Institute recognizes the value of Integrative Knowledge Systems (IKS) and integrates its principles into relevant courses. For example, the principles of ethical conduct are integrated into the BBA course, Business Ethics and Social Responsibility, such as Dharma (righteous duty), Satya (truth), and Aparigraha (non-possessiveness). Another example is the integration of the IKS principle of sustainable

resource management in rural Indian industries in the BBA course, Strategic Management. This is achieved through the analysis of a case study of business during the Ramteke Visit.

The institute also integrates IKS principles into BA courses such as History, Literature, Sociology, Economics, and Environmental Science. In History, students explore the concept of Dharmic rule (righteous governance) and its influence on historical empires. Literature students analyses literary works within the framework of Rasa theory (aesthetic experience) and Navarasa (nine emotions). In Sociology, students examine the concept of Dharma (righteous duty) and its influence on social norms and behaviour, and analyses the caste system within the framework of the Varna system and its evolution over time. In Economics, students explore the economic principles outlined in the ancient treatise Arthashastra and study traditional economic practices like temple economics and their potential contributions to modern economic systems. In Environmental Science, students analyse the concept of living in harmony with nature as emphasized in IKS and its relevance to addressing environmental challenges.

The Institute actively promotes awareness about Intellectual Property Rights (IPR) amongst students and faculty. Positive outcomes have been observed across the BA, BBA, and BCA programs, including increased student participation in competitions and entrepreneurial ventures, development of innovative solutions and business ideas by students, and increased awareness and understanding of IPR among students and faculty.

The Institute conducted sessions on IPR and IKS during the academic year 2023-24, including a guest lecture on IKS by Mrs. Rama Golwalkar and a session on IPR.

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

3.2.2

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

Response: 2

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	6	2	8	4

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

3.3.2

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

Response: 0.16

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**

05-08-2024 03:07:50

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

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document]
Institutional data in the prescribed format	[View Document]

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:

Extension activities of our institute are focused on developing the students, first to follow attitude of service and to demonstrate leading to community services. These activities conducted through NSS unit along with Rotaract Club, Trusts running orphanage, old age homes and local bodies. The major purpose in last five years was "Swachata Abhiyan" inspired by Hon. Shri Narendra Modi, "Swachh Bharat Mission" launched in 2014. The institute has events and programs to contribute in the national movement.

From place of learning the action started, to imbibe cleaning doesn't degrade status and actually it is a trait for every individual. The activity was extended to their home and localities especially from students belonging to villages. The students promoted campaign of "Swachh Survekshan" conducted by the Ministry of Urban Development, and the Central Pollution Control Board (CPCB) of India.

Other purpose covers awareness of Blood Donation, Social connectivity with problems of orphanage, old age homes, Sensitization on larger national interest such as Black Day, Unity Day.

Basic health issues such as Malnutrition has been upheld by illustrating "Nutrition". These illustrations are important for future home-makers and mothers, to bring out social change.

The residential camps of students at different places involved community engagement and interaction. The institute has 5 camps including state level camp and has engaged 400 plus students. The camp life include experience sharing from active social workers, competitions approaching effectiveness in awareness, self-discipline, cultural performances making a camp memorable for participants.

The work also received appreciation from Gram Pachayat office. The Reports of each activities is attached in matrix.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

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

Response:

Over the last five years, our NSS unit has conducted several camps in nearby villages such as Bhansali Takli, Lonara, and Gumthala. These camps have been a great success, bringing together students and community members to work towards a common goal. We have organized several activities such as Blood Donation Camps, Swachhata Abhiyan, Cleanliness Rallies, and AIDS awareness Camps.

A diverse range of activities organized during these camps, which have been highly successful in creating awareness and bringing about positive changes. Blood Donation Camps are arranged to encourage people to donate blood and save lives. We have conducted Swachhata Abhiyan and Cleanliness Rallies to promote cleanliness and hygiene in the villages. We have also organized AIDS awareness Camps to educate people about the importance of safe sex practices and the prevention of the spread of HIV.

Our aim is to promote social well-being and community development. We believe in making a positive impact on society, and our initiatives reflect this approach. We have organized various events such as tree plantation drives, campaigns for Swachha Bharat Abhiyan, and construction of bridges for navigation. We have also conducted cultural programs, such as traditional dance performances, best from waste initiative, and yoga and health awareness activities. Additionally, we have organized programs to educate people about the importance of staying safe and healthy.

We are dedicated to improving the lives of people in and out of our community. The appreciation from the gram panchayat validates our commitment to creating a culture of social responsibility and service.

File Description	Document
Upload 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: 27

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	10	6	4

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 7

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Our college, Ramkrishna Wagh College of Arts and Commerce, ensures the provision of adequate facilities and optimal utilization of physical infrastructure according to the norms and standards set by RTM – Nagpur University. The campus spans over a total land area of 1.606 acres.

The college campus consists of an academic building and an administrative block. The administrative block is well-furnished and maintained, and includes management chambers, the Principal's chamber, and a clerical section with separate windows for admission, scholarships, and examinations. Additionally, it houses a server room and a storage room. The academic section is a three-floor (G+3) building. The first and second floors contain classrooms for BA, BBA, and BCCA Programs, while the ground floor features a seminar hall, staff room, college library, and exam control room. The third floor is home to a cultural hall, a music room, an NSS room, and a sports room.

The college has 10 spacious, well-furnished, and ventilated classrooms, each equipped with a sufficient number of LED lights and ceiling fans. In addition, there is a seminar hall equipped with a projector, podium, and PA system. As per the guidelines of RTMNU, the college has four well-equipped laboratories: Geography lab, Home Economics lab, Music lab, and a Computer ICT Laboratory. The computer laboratory is equipped with updated software and internet connectivity to make students proficient with a wide range of computer applications, in line with the syllabus requirements and to make them competent in the present scenario.

The college has a store room to store all equipment required for the smooth conduct of curricular activities. Additionally, it has a spacious, well-ventilated library with a rich collection of text and reference books, journals, periodicals, dissertations, and research reports, all of which are fully automated.

The college has borrowed the ground for the annual sports activities, including kabaddi and Kho Kho. There is a separate ground for outdoor activities such as football and cricket, and a cultural hall for indoor games. Yoga activities are conducted on the ground floor.

4.1.2

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

Response: 1.52

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
2.20	0	0	0	0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Our institute has an automated library with digital facilities using the Integrated Library Management System (ILMS) and adequate subscriptions to e-resources and journals. The library is optimally used by both faculty and students. We use the software SackInfo 2.5 (ERP Software) for the integrated library management system, which is multi-functional, adaptable, shows an easy-to-manage catalog and is user-friendly. The software has improved the performance and efficiency of library management. It eliminates duplication of effort to create and maintain multiple copies of bibliographic records.

The library offers several facilities, including a reading room facility for students and staff, two computers with internet facilities allotted for student access during library hours, an Online Public Access Catalogue (OPAC) that allows users to browse books by author, title, publisher or any keyword, book banking services for students during vacation time, and storage of book and journal details. Other

services include issue/return of books by students and faculty, storage of book data entry collection such as accounts and register records, generation and printing of book barcodes, and Management Information System (MIS) for book barcodes, book reports with added filters like book name, accession number, author, publisher, edition, vendor, and date-wise issue/return.

Our library has a diverse collection of books, including those for courses run in the college and competitive examinations, as well as subscriptions to standard journals and newspapers in Marathi, Hindi and English. The library is open for users from 09.30 AM to 05.30 PM and offers easy circulation of issuing books to students, staff, and other users. A special issue register is maintained by the attendant under the guidance of the librarian. The library also has a reading room facility for teachers and students, a reference and digital section for accessing e-books, e-journals, and online open-source books.

Rare and reference books are kept for compiling the index and bibliography. Libraries are enriched with new additions every year. The library is a fundamental part of our institute, and the library committee, consisting of the Principal as a Chairperson, senior faculty, and Librarians as the secretary of the committee, takes care of its needs. The library committee conducts library usage programs and learner sessions once a year for every batch, helping students to know about the library's updates and to put forward any queries and suggestions.

Students and faculties are allowed to make use of 24*7 broadband internet through Wi-Fi connectivity and access the online resources from web links displayed and all other freely available sources. The institute provides remote login facility to the users of the institute. Students and faculty members can access online and digital resources at their home through remote login facility.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

Our college offers three programs: BA, BBA and BCCA. BCCA program include Information & Communication Technology in their curriculum. C, C++,E-Commerce and Web Designing,PHP and My SQL,Core Java,VB,VB.Net,Python and C#.

To facilitate teaching activities for these courses, we have a well-maintained Computer Laboratory with internet facilities and a Wi-Fi network. The Computer Laboratory is equipped with 23 computers, one laser printer, one scanner, a public address system (PAS), and one laptop. The Wi-Fi network, which covers all areas of the college building, including institutional area, the library, and the office, is available for everyone. The secured Wi-Fi network provides internet connectivity of 200 MBPS through broadband, and our service provider is UCN.

All students, faculty, and staff have their accounts for internet usage, and UCN maintains the facility from time to time. Internet facilities were first availed in the Year 2009 – with VSN Cable network and broadband services having connectivity speed – 400 MBPS and have since undergone upgrades in 2017-18. In the most recent upgrade, LAN connectivity and access points to enhance the performance of the Wi-Fi network.

The computer lab is dedicated to providing computing networking and information services for academics in the most cost-effective way. It aims to introduce innovative technological resources and techniques that support teaching, learning, and administrative operations at the college level.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 39.23

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

Response: 30

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: 31.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.55	4.66	2.09	21.73	4.55

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 45.47

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
541	501	528	471	461

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 4.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	80	0	40	60

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

5.1.4

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

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

Response: B. 3 of the above

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

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: 17.76

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
99	30	16	40	35

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
323	271	299	244	102

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

5.2.2

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

Response: 0

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

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

File Description	Document
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: 5

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	1	4

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

5.3.2

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

Response: 5.2

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
8	5	0	6	7

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Ramkrishna Wagh College of Arts and Commerce Alumni Association was established on June 30, 2018 and registered on November 1, 2023 with registration number Nagpur-0000551-2023.

The aim of the Association is to establish a network of alumni for interaction, association, and to express gratitude towards the institute.

The purposes of the Association are as follows:

1. To promote and extend cordial relationships between current and past students.

2. To promote an active interest of all graduates in the faculty of physical education.

3. To maintain and update information of all alumni.

4. Willingly provide moral and financial support and other help as needed to the alumni in critical cases.

5. To guide newer students by sharing experience and knowledge.

The responsibilities of the Association include:

1. Organizing an annual alumni meet.

2. Maintaining and updating details of alumni every year.

3. Organizing events such as seminars, get-togethers, and more.

4. Updating the events organized by the institute and by alumni on social media.

The process/working of the committee is as follows:

1. Enrolment of alumni with the Association: All degree holders are registered with the alumni association after completion of final year examination. The alumni association will collect basic information and save a soft and hard copy of it.

2. Meetings: The meeting is conducted with all the members at least two times a year. The secretary of the committee shall inform about the date, time, and venue of the meeting. The convener of the committee shall forward the circular of the meeting six-seven days prior to all the members. The chairman of the committee shall take a brief account of the previous meeting and ask the respective members about progress. The convener shall put the discussion topics for the meeting. The minutes of the meeting will be maintained by the convener of the committee.

3. Activities:

- Alumni meet

- Felicitation of toppers of every batch

- Felicitation of any executive, exclusive achievements

- Upgradation/sharing some extra knowledge

- Organization of social activities for social welfare

4. Communication with the alumni: The convener will be responsible for collecting and maintaining all the contact details of alumni. A WhatsApp group is created under the name of Alumni Association. The WhatsApp group of the alumni is updated yearly with new alumni.

5. Problem-solving or helping:

Activities and programs conducted by alumni during the last 5 years:

1. Career guidance and guidance for competitive examinations by notable alumni Sandesh Borkar and Satyajeet Yerne.

2. Workshop on arts and crafts organized by alumni Pranjali Kahnole.

3. Teacher's Day organized and celebrated with the help of alumni every year.

4. Alumni donated podium, lamp, and books required for BA, BBA, and BCCA.

5. Our college alumni act as ambassadors to assist with admissions from nearby villages

File Description	Document
Upload Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institute is run by Chatrapati Shahu Maharaj Shikshan Sanstha (CSMSS), a non-governmental organization, established as a trust in 2009. The Sanstha has a pool of educated and committed team members. CSMSS Governing body is responsible for drafting major policies regarding Vision Mission & Objectives of institute. The CSMSS is also responsible for financial & resource mobilization, monitoring activities & actions for compliances through frequent interaction with Principal, CDC, IQAC. Discussion on important matters, events reports and requirement are held with involvement of concern person / committee / stakeholders.

Academic & day-to-day activities are executed under leadership of Principal and supported decentralized governance.

On Academic front every program is treated as one entity and in association with IQAC year plan executes Co-curricular, extracurricular, and curricular activities into a three-tiered framework at the institution. This ensures:

1) An optimum level of decentralization & Participative decision making

2) Streaming activities such as admission, teaching - learning, evaluation, examination, result preparation and analysis, feed-back collection.

3) Encourages the creation, preservation, and distribution of information for the development of a healthy education eco-system with quality.

Grievances, "Grievances and complaints are resolved with the involvement of the relevant authorities.

ICC/ Vishakha & Anti-ragging committees aggressively execute awareness programs, explains legal help and institution support system.

In order to transition to a decentralized governance system, the institute has developed a program-specific framework to grant operational autonomy and authority.

1 Principal Level

The principal, is an executive authority at college level and has frequent interaction with the management. The Principal has authority and responsibility to ensure compliances with University,

AISHE and other regulatory bodies with the help of HoDs, Committees and staff.

2 Program Level

2 Program Coordinator has all necessary power to execute program, teaching -learning of syllabus, co-curricular activities, assignment, examinations & evaluation (CIE), practical, guest lectures and other activities.

3 Individual Level

All necessary power to conduct courses they taught with suitable pedagogies. The faculty members have freedom and opportunities to share academic expertise with university bodies. The selection of research domain, projects and related activities is promoted.

4 Students Level

Students' association has the authority to coordinate student organizations, extracurricular activities, NSS activities.

This decentralization leads to **Participative Management.** The decisions are based on the facts gathered, information from resources, and objectives. The stake holders are free to share suggestions for improving quality parameters. This also ensure independent but synchronous working creating freedom at **functional level**.

The principal and staff are involved in defining the policies/procedures, framing guidelines relating to admission, discipline, grievance, counselling, training & development, and library services, etc. That leads to CSMSS to have **Strategic decentralization.**

NEP implementation

The institute is monitoring directions from state and affiliating university. Directions and circulars have been studied, modifications and changes to be incorporated in HEI have been noted. In the current scenario, all UG programs from academic years 2024-25 will be in accordance to NEP and our UG program will be modified.

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:

Governing body

Secretary of our management Chatrapati Shahu Maharaj Shikshan Sanstha (CSMSS) has been given the authority to verify reports and make policy decisions. Decisions are made at proper levels of the organizational hierarchy.

The college organizational structure includes statutory bodies such as the IQAC Cell and the Anti-Ragging Cell, Internal Complaint Committee in compliance with university and government regulations. Academic audit and evaluation are planned and carried out by a committee comprised of administrative and academic professionals.

An ideal level of decentralization is currently being achieved through the independent Program level-assigned authority and participatory decision-making processes.

Functions of various bodies

To effectively prepare and implement policy statements and action plans to achieve the college's stated mission, the Principal's leadership is essential at all levels. The principal appoints several committees, each responsible for creating and integrating action plans into institutional strategic plans. The IQAC committee members meet regularly to monitor the overall academic progress in BA, BBA, and BCCA. Various committees are established, and the college provides guidelines in accordance with its requirements.

Administrative Setup

The administrative setup of the college involves a central administrative office led by a Principal. The office has sections that handle admissions, scholarships, examinations, and accounts. The head of the college oversees the academics for all programs including BA, BBA, and BCCA, as well as staff management.

Service rules and procedures

Our college is affiliated with RTM Nagpur University and follows the rules and regulations of the university. The code of conduct is posted on the college website.

Recruitment Policies:

The college follows the standard procedure for recruiting staff as per the guidelines set by the Maharashtra state government and RTM Nagpur University. The university approves the programs and the number of seats for BA, BBA, and BCCA. Accordingly, the number of faculty positions is evaluated and the interview schedule is planned based on the calculated vacancy positions. Faculty members are then called for interviews. The performance of the faculty members in the interviews is evaluated based on specific criteria by the university/management selection committee. This committee includes the VC nominee, Management nominee, Principal, LMC Nominee and subject specialists to select the suitable candidate.

Promotional Policies:

Promotions are based on experience, merit, and the qualifications for the higher position.

Grievance redressal mechanism

The committee convenes to review and address written complaints from students or employees. They keep a record of meeting minutes and provide an Action Taken Report on the grievances. The committee communicates the institution's decision in writing to the affected staff and students.

The college has a five-year perspective plan for development.

File Description	Document
Upload 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](#)

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 Chatrapati Shahu Maharaj Shikshan Sanstha is known for generous and professional attitude towards teaching and non-teaching staff. Staff Welfare measures are established & practices through following scheme.
With the aim of ensuring the well-being of its staff, the college has put in place several welfare

The performance appraisal of the teaching and non-teaching staff is conducted regularly at the end of each academic year, during the last week of April. The program in charges of the BA, BBA, and BCCA programs take initiatives to monitor the teaching staff's performance and to motivate the members to participate in all academic activities, including workshops, conferences, and department activities. At the beginning of the academic year, the Secretary of our sanstha and the Principal conduct a meeting with teaching and non-teaching staff members, follow up on the feedback from the last completed academic year, and suggest improvements.

Measures that are practiced diligently include:
1. Casual Leaves: The college offers eight days of casual leave per year to its teaching staff. This provision enables the staff members to take a break from their routine work and rejuvenate themselves.
2. Medical Leaves: The teaching staff is entitled to ten days of medical leave per year. This provision ensures that the staff members can take some time off in case of medical emergencies or illnesses.
3. Maternity Leave: The college provides a generous three-month maternity leave with full salary to its staff. This helps expectant mothers to take care of themselves and their new born without worrying about their job security.
4. Duty Leave: The college offers duty leave to attend seminars and conferences as a delegate, guest, or speaker. This provision allows the staff members to participate in professional events and gain knowledge that can benefit the college.
The college provides financial support in the form of registration fees for conferences and workshops, as well as travel allowances.
5. Yearly Increments and Promotions: The college provides yearly increments and promotions based on an unbiased analysis of appraisal. This ensures that the staff members are fairly rewarded for their hard work and dedication.
6. Loan Facility: The college provides a loan facility to both teaching and non-teaching staff with Patil Baba Gramin Pat Sanstha, Bokhara, Nagpur, as a guarantor. The interest rate is lower than that offered by banks. This scheme helps staff members meet their financial needs without worrying about high-interest rates charged by banks.

In addition to these structured schemes, the management has provided social, emotional, and financial support to staff for the last 12 years.

File Description	Document
Upload Additional information	[View Document](#)

6.3.2

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

Response: 3.68

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
2	0	0	1	2

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)

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: 9.39

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
9	8	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
9	9	9	9	9

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:

Ramkrishna Wagh College of Arts and Commerce is affiliated with RTM-Nagpur University. All the programs offered, including BA, BBA, and BCCA, are on a non-grant basis. The tuition fee and other fees are the major sources of revenue utilized for overall college expenses, including salary expenses.

The college has an NSS unit connected with RTM-Nagpur University. The college receives NSS grant twice a year for NSS activities and the conduction of NSS camps. The college maintains an NSS account separately. One of our best practices is the conduction of NSS activities and NSS camps, which demonstrates the utilization of the NSS funds.

Mechanism of Audit:
1. Internal Audit:

There is a mechanism and process of internal audit based on the budget allocated to the institutes under different heads of receipts and expenditure. The internal committee constitutes the members from administration, finance and principal conducts an internal audit on regular basis to control the budget flow.

2. External Audit:

External Audit is done by the Certified Auditors every year. External Statutory Audit is conducted by the auditors and the final audit report with audit findings are submitted to the Management. The consolidation of the findings of the institution with the Trust Central office has been completed and the annual returns have been submitted to Income Tax Authorities, Registrar of Societies, & to the other relevant concerned authorities. The institute has discipline and transparency in financial management. The accounts of the institution are subject to external audits. The auditor goes through the receipts/payments of all college accounts. The auditor audited the statement of income and expenditure to the management for consideration and approval. After completing the Receipts and Payments of BA, BBA and BCCA the final balance sheet of CSMSS is prepared and sent to the charity commissioner's office along with the audit report and Balance Sheet with a schedule.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The social perception of the institute's quality plays a significant role in their choice, making it imperative to adopt practices that enhance the quality of our institution. Our Institution Quality Assurance Cell (IQAC) team deliberates on strategies to achieve this goal.

We regularly sensitize our faculty members on the motivation behind quality practices and monitor outcomes through feedback from stakeholders. We then modify or redesign our practices accordingly.

Regarding the teaching and learning aspect, we focus on four key strategies: planning and deploying teaching outcomes, improving the use of ICT tools, emphasizing experiential learning, and involving students in participative learning.

With respect to teaching and mentoring, we prioritize feedback analysis and motivational activities for mentees, especially those from Rural Background. We also involve parents and arrange experts for different curriculum topics.

Concerning student progression, infrastructure, and resources, we focus on library automation, scholarship documentation support, maintenance of infrastructure, promoting higher education facilitating reputed PG institutes, and involving students in NSS rigorously to prepare them for their profession.

We collect and analyze self-appraisal reports every year, and we synchronize academic plans, extension activities, signature events - "NSS-Camp", field practices, and events to prepare for the academic plan each year. We have extra working hours to take corrective measures due to unscheduled or unforeseen events.

Finally, we conduct formal and informal meetings regularly to ensure compliance with various bodies.

File Description	Document
Upload Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	
Link to Minute of IQAC meetings, hosted on HEI website	

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 provides BA, BBA, and BCCA programs, with a curriculum designed by RTMNU that covers gender equity in curriculum. Certain courses address issues related to gender sensitivity and equity through prose, poetry, and other chapters. The institution also organizes special programs on gender equality and sensitization, including a series of invited talks. Additionally, it takes measures to ensure women's safety, such as conducting guidance lectures, organizing self-defence training for female students, and creating an Internal Complaint Cell for Redressal of complaints about sexual harassment.

Our college prioritizes gender equality by conducting regular gender audits to assess and address any disparities. Through these audits, the college continuously monitors its progress and updates its infrastructure to create a more inclusive environment. The findings of these audits serve as a valuable tool for improvement across various areas. This academic year's audit specifically highlighted the need to enhance facilities for women on campus and implement additional safety measures

Activities conducted beyond the curriculum:

1. The institute prompts a culture by involving boys and girls in every activity. Gender equality is also maintained by appointing female faculty. A Guest lecture was conducted on "Gender Sensatization" By Renouned Socialist Mrs Sana Pandit on College. College also celebrate Women's Day on 8th March every year. Well Known regional Artist Mrs Rupali Kondewar was invited as a key note speaker for this event.

2. The institute has arranged a separate session by Mrs Karen Yenged on "Women's Empowerment" on Annual Function.

3. The institute organizes cultural festivals every year, such as Diwali and Makar Sankranti celebrations, to promote social harmony and boost the confidence of female staff.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Circulars and report of activities for the implementation of the initiatives document	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
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

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

Response:

Our college offers programs BA, BBA, and BCCA. We take pride in our diverse student body and strive to create an inclusive environment that celebrates cultural, regional, linguistic, communal, and

socioeconomic differences. Our aim is to sensitize our students and employees to their roles as responsible citizens and promote tolerance and harmony through various cultural events, festivals, and national important days.

We are committed to promoting education to the socioeconomically backward society. We have developed well-equipped infrastructure with all the necessary facilities to provide a comfortable learning environment to all our students.

College also celebrates the Constitution day every year and invites professionals to deliver lectures on citizen rights and responsibilities. Our NSS unit organizes camps and conducts various activities in nearby villages to contribute to society.

National festivals hold immense importance as they remind us of the significance of freedom, democracy and peace. Celebrating these festivals promotes unity and harmony among the students of our college. To raise awareness about democracy, right to vote, and our duties and rights, we celebrate Republic Day, Independence Day, Constitution Day, and International Yoga Day in our institute. Additionally, we celebrate various significant days such as Chatrapati Shivaji Maharaj Jayanti, National Youth Day, Dr. B. R. Ambedkar Jayanti, Krantijyoti Savitribai Phule Jayanti, and Teachers Day with great enthusiasm.

Our college also organizes Integrity Pledge Day on 31st October every year on the birthday of Sardar Vallabh Bhai Patel, as a symbol of Unity Day. We regularly organize programs imbued with Human Values and Professional Ethics in the college. We celebrate Marathi and Hindi Bhasha Day every year, with various awareness programs arranged on such occasions.

The college also organizes several activities on the birth/death anniversaries of great personalities, national festivals, and international commemorative days. Such events help students understand basic morals and responsibilities and relate themselves to great personalities.

File Description	Document
Upload Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Practice 1:

Title: Earn while Learn

Objective of the Practice:

The institute firmly believes in the holistic development of youth as the foundation for building a progressive and environmentally conscious society. To achieve this, the institute aims to instill a balance of academic knowledge, appreciation for labor and physical work, and the value of money in the next generation. As part of this objective, the institute has initiated a "Earn-while-Learn" scheme to empower students to become valuable contributors to the nation's progress.

Context of the Practice:

The students at our institution come from semi-urban areas near Nagpur City. Their families have limited academic and financial resources. When these students observe the lifestyles of their peers in the metro city, it can lead to a negative mindset about their own circumstances. Additionally, there is a need to be prepared for job opportunities or self-employment through work experience after graduation. The "Earn while Learn" scheme addresses this gap by allowing participating students to simultaneously learn and earn. The scheme aims to boost confidence and support those in need.

The Practice:

The scheme involves explaining the program at the beginning of the year, sharing experiences of previous students, and inviting applications from students. The selected students work under staff supervision and receive training for their assigned tasks. Feedback is provided for improvement, and an experience-sharing session is organized at the end of the program.

Evidence of the Practice:

Over the past 5 years, more than 100 students have participated in a successful 'Earn While Learn' program, demonstrating proficiency in computer operations and document management. This experience has strengthened the belief that education should provide real-world opportunities and has helped bridge the gap in confidence levels between students from different backgrounds.

Problems Encountered:

The main challenge we face is the limited time available to complete tasks. We address this by working extra hours and including working holidays. Another initial issue is obtaining parental consent for students to stay longer at the institute. Parents often feel that it is an unnecessary activity, but they appreciate it once it's completed. To enroll more students in this program, we need a larger digital infrastructure.

Resources required:

1. Students as Volunteers

2. Volunteer training

3. Computer and Lab Setup

Practice 2:

Title: Community service programs through the National Service Scheme (NSS)

Objective of the Practice:

The National Service Scheme (N.S.S.) has a motto of "Not me But you". Our institution believes in this motto and strives to make students aware of their social responsibility while they receive their regular education. The objective of this initiative is to develop a positive attitude towards society among students, and to encourage them to be responsible for the well-being of their community.

Context of the Practice:

The college actively participates in community service programs organized by the NSS on a yearly basis. These programs are designed to cater to the specific needs of the local community and involve students in activities such as labor camps, cleanliness drives, cultural programs, and awareness campaigns. This approach promotes the overall development of the students and instills in them a sense of social responsibility.

The Practice:

Our N.S.S. unit conducts annual 7-day camps in nearby villages, focusing on community participation, skill development, and awareness campaigns. This year's camp from March 25th to 31st, 2021, in Bhansali Takli Village, Nagpur, aimed to promote community service and awareness activities. The program included cleaning, tree planting, bridge construction, cultural events, waste management promotion, and surveys for improving sanitary facilities. The camp successfully promoted community service and awareness activities among the local population.

Evidence of the Practice:

Our institute regularly conducts NSS camps in nearby villages. Over the past 5 years, we have organized 5 camps. This practice has had a positive impact on students by exposing them to societal challenges and encouraging empathy. It has deepened their understanding of societal issues, instilled a sense of civic responsibility, and helped them acquire valuable life skills. The initiative has also led to increased community engagement and personal growth among students, with alumni continuing to be involved in social initiatives. The NSS camps result in positive changes in the target community. Initiatives like tree planting drives improve the environment, while cleanliness campaigns promote hygiene.

Problems Encountered:

1. Logistics: Managing off-campus activities required meticulous planning.

2. Weather: Outdoor activities were affected by weather conditions, necessitating flexible scheduling.

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3. Resource: Ensuring sufficient resources required careful budget allocation.

4. Participation: Maintaining student involvement during exam seasons posed challenges.

5. Community Resistance: Overcoming community resistance required effective communication strategies.

6. Evaluation: Measuring impact and behavioral changes posed challenges, necessitating comprehensive evaluation methods.

Resources required:

1. Human resources

2. Transportation

3. Materials and equipment

4. Volunteer training

5. Community partnerships

6. Technology integration

7. Recognition programs

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Our institute is dedicated to ensuring that students receive the necessary support to succeed in their education and feel comfortable. We have received positive feedback from our alumni, both formally and informally, reflecting on the impact of our approach. Our IQAC has proudly named this approach as the "Distinctiveness" of our institute after analyzing the role played by alumni compared to other peer institutes.

Alumni & Admission

Our alumni have not only achieved success in their careers but have also played a crucial role in promoting mass education within their local communities. They have shared their experiences to guide the next generation of students through the admission process, including registration on the University portal and program selection. Thanks to their efforts, we have been able to facilitate over 450 admissions in the past 5 years, with the majority coming from rural and suburban areas and aspiring to professional programs, offering hope for early career settlement and a brighter future for all involved.

Alumni & Motivational Talks

The institute provides a platform for interaction between alumni and current students. The platform is volunteered by alumni, and over 30 talks on various topics have been delivered, including career counseling, sports counseling programs, industrial counseling, and personal and motivational talks with juniors.

Alumni & Extension Activity

Extension activities are often conducted in remote areas, and alumni in their local communities are the perfect choice to make the necessary arrangements. They understand the purpose and objectives of the extension activities and take the initiative in their places of residence or contact. Extension activities are conducted in the villages near our college.

Programs conducted by Alumni

1) Career consoling program - 9 August 2018

Alumni students Name -:

      1)Sandesh Borakar

      2)shubham Revatkar

      3) Sagar Dhore

2) sport counseling program - 12 August 2019

Alumni students Name :-

      1) Satyajit Yerane (gold medalist student in Archary)

2) Abhijit Baghel (Athletic - 200m Run)

3) Industrial counselling online program - 25.07 2020

Alumni students :-

      1) Akshay Roy

      2) Swaraj Ghodichor

4) over all Academic development of students online program - 28 . 01.2021

Alumni students :-

      1) Anushka Gajbhiye

      2) Bhushan Kadu

5) skill development counselling online program   13.07.2022

Alumni students:-

      1)Pranjali Kanhole

      2) Pallavi Raut

Alumni & Formal Association

Alumni association is registered and the formal association is formed.

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

5. CONCLUSION

Additional Information :

N/A

Concluding Remarks :

The assessment & accreditation exercise for an academic institute has long presence and has been proved for its cause. The institute has taken steps to synchronized with NAAC framework. The work turns out to be a learning exercise, rearranging the work performed, introspection and actions. The institute records gratitude for providing such opportunity. The institute has understood some areas for improvisation and commits for effectuate the quality practices. Most of the RAF points have been substantially evident in SSR. The institute has strong compliance & intentions of quality deployment in Humanities and Commerce.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

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 the supporting documents provided by HEI, based on that DVV input is recommended.

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>470</td><td>332</td><td>460</td><td>420</td><td>644</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>470</td><td>340</td><td>460</td><td>420</td><td>644</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>584</td><td>560</td><td>560</td><td>584</td><td>648</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>584</td><td>560</td><td>560</td><td>584</td><td>648</td></tr></table>
	    Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
470	332	460	420	644

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
220	197	205	209	235

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
584	560	560	584	595

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
228	219	219	228	253

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	2	8	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	6	2	8	4

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	4	12	7	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	10	6	4

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.55889	4.84768	1.70014	6.37549	31.055

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.20	0	0	0	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53.77653	8.84275	15.2406	6.64293	22.19778

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12.55	4.66	2.09	21.73	4.55

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

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: B. 3 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99	30	16	40	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
99	30	16	40	35

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
382	281	325	255	149

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
323	271	299	244	102

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	15	0	33	71

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	5	0	6	7

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	2	1	5	8

Answer After DVV Verification :

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

2	0	0	1	2

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	23	0	27	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	0	0	0

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
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 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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: C. 2 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.
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 Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**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
55.94867	42.76555	19.41367	31.44683	54.34807

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19.17	18.91	25.64	26.64	54.34807