



# **SELF STUDY REPORT**

**FOR**

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

**CITY PREMIER COLLEGE**

**HINDUSTAN COLONY, SAMARTH NAGAR, NEAR CHANDRAMANI BHAWAN,  
WARDHA ROAD, NAGPUR**

**440015**

**[www.cpcnagpur.com](http://www.cpcnagpur.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**City Premier College**, Nagpur, a unit of the **Late M.D. Gandhe Memorial Education Society** in Nagpur which started off in 2001 with just 25 students, is marching ahead into its 20th year of superb functioning with the strength of over 2700 students.

The college has been offering **BBA, B.Com, BCCA, BCA** as undergraduate programmes and **MCM** as postgraduate programme respectively. The college is affiliated with **Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur** and has Best-in-Class resources in the form of prudent, dedicated, qualified and experienced teaching and non-teaching staff members, impressive library, excellent study materials, digitally enabled smart classrooms, sophisticated Computer Laboratories and CCTV surveillance.

Besides, the highly conducive learning environment enables our students to focus on their studies, giving exemplary performance in the University Examinations. It is evident from the fact that the college's students are figuring in the University Merit Notifications for the last **17 years**, consecutively.

Over **100 students** have already registered their names in the **University Merit Notifications** so far. Truly the college has carved a niche for itself in the sphere of education. Scholarship to meritorious students is another noteworthy feature instituted by the college 9 years back.

The difference of studying at City Premier College in Nagpur is exemplary as our concept of teaching trains the students not to be just theoretical marvels but practical prodigies, thus bringing in synergy.

Meticulous adherence to the **highest standards of academic excellence** forms the very foundation of this Institution.

The college encourages students to interact freely with their teachers, thereby boosting confidence in their abilities and ultimately building an atmosphere of mutual respect. The college invites professionals from the industry and academia for Guest Lectures, Workshops etc to enlighten the students on diverse topics.

Apart from being the hallmark of education, City Premier College, Nagpur also sensitizes the students to social problems of the society. This is achieved by executing various activities under the National Service Scheme unit of the College.

In order to provide practical exposure to how professionally managed organizations and industries function, the college takes its students for industrial visits. The college enthusiastically organizes Games & Sports for students under the title "Sportstar" for their holistic development. Our students have brought laurels by representing the college at National, International, Inter-University and Intercollegiate levels and it has become a regular phenomena.

The college also has a well equipped gymnasium for the students and staff members.

It is noteworthy to mention that our alumni are the ambassadors of our institution; they have reached the pinnacle of success and excellence in their respective disciplines bringing grandeur to our institution. Our

Graduates and Post-Graduates are now successful Chartered Accountants (CA) and Company Secretaries (CS) of the region. In addition, many others have pursued MBA and MCA and have become professionals of their domain.

Each year City Premier College in Nagpur re-dedicates itself to ensure quality education for all its students and is poised to scale new heights of success with true **determination, dedication and dynamism**.

### **Vision**

To create an educational environment where **knowledge, skills, rich morals and ethical value** systems coalesce together to transform greenhorns into **competent professionals, ready to take challenges and emerging needs of society**.

### **Mission**

- Provide quality academic programs in the field of Commerce, Information Technology and Management through dynamic professionalism.
- Provide learning opportunities beyond academics to help students adapt to changing global needs.
- Develop faculty as friend, philosopher and guide who can collaborate with students and push them beyond their limits.
- Develop an educational infrastructure that provides sophisticated teaching aids and follows best teaching practices.
- To promote rich moral and ethical values to help students become responsible citizens and caring for human beings.
- To inculcate sense of commitment and social awareness amongst the students.

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

### **Institutional Strength**

- The institution has pro-active management and committed faculty members.
- The institution has excellent physical infrastructure with IT facilities which enable effectiveness and efficiency.
- A good academic ambience prevailing has resulted in excellent university results and bagging 39 university ranks during the assessment period.
- The excellent work culture exists among the faculty members.
- The institution promotes social responsibility and good citizenry through NSS, Rotaract, Eco-Club and beyond the campus activities.
- 49 Value-Added Courses designed to provide necessary skills to increase employability and to equip students with essential skills to face the competitive world.
- Above 95% academic results.
- Institution has an effective ERP for academics, administration and student support.

- The institution has encouraged Research and Development Cell to promote research papers and publications amongst the faculty and students.
- The strategic location of the institution in the heart of the city.
- The college has an efficient Department of Industry-Interface and Placements
- The college is ISO 14001:2018 certified.
- The college provides scholarship for all reserved category students.
- Just For Paper (JFP) sessions to make the students exam ready specially for the slow learners.
- Study modules are distributed to the students of each and every subject.

### **Institutional Weakness**

- The challenges arising in getting financial support from external funding agencies for research work.
- Less number of Ph. D degree holders.
- Least funding for infrastructure and for research by state and central Government.
- Maximum students are first generation learners.
- Space constraint stalling the further growth of the institution.
- Students opt for post graduation, hence placements opportunities provided to the students are not taken up.

### **Institutional Opportunity**

- To create digital content for SWAYAM and MOOC platforms.
- To establish a research center for Commerce and Management approved by the affiliating university To bring out a multi-disciplinary research journal.
- Research publications - UGC CARE
- Fully solar powered campus.
- International faculty and student exchange programmes.
- To motivate the faculty members to publish research papers in Scopus-Indexed journals
- To obtain autonomous status.

### **Institutional Challenge**

- To obtain major/minor research projects funded by the government agencies.
- To increase the number of collaborations/linkages for faculty and student exchanges To participate in the NIRF Ranking.
- To overcome the difficulties in enriching the curriculum as an affiliated institution

- To organize National/International level conferences.
- Professional and P.G. courses are permanently self-financed.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

- The teaching-learning activities in the college are student-centred. Curriculum delivery and academic planning is systematically managed through the hierarchical and decentralized administrative set up.
- The principal prepares the academic calendar in consultation with all teachers of the college which includes the action plan for teaching, learning, evaluation, co-curricular and extension activities in alignment with affiliating university curriculum.
- Regular meetings of the heads of departments and faculty members with the Principal are conducted to plan and discuss the course of action and strategies to be followed for effective curriculum delivery and implementation.
- Apart from complying with the academic schedule of the university, the institution has evolved its own itinerary that embodies curricular, co-curricular and extra-curricular pursuits for every semester. The institution follows a semester pattern adhering to the **Choice Based Credit System**.
- Value added and certificate courses further cater to the needs of students for skill-based education. Faculty also keep in touch with members of the board of studies in suggesting the revisions in syllabus. They send their suggestions to the members of the board of studies. The syllabus of the programmes is designed by the affiliating university. However, teachers design the syllabus for the certificate value added courses conducted in the college.
- In order to integrate and promote cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics, mandatory foundation courses such as **Indian Constitution and Human Rights, Environment and Public Health, Science and Society, Culture and Diversity have been introduced by the affiliating university as non-core papers**. These enhance professional competencies and inculcate gender, human values and environment sensitivity, thereby leading to the holistic development of the students.
- The feedback of students on curriculum, teachers and facilities is collected, analysed and the necessary changes are made on the basis of the feedback.

### Teaching-learning and Evaluation

- The college follows the admission process in accordance with the RTM Nagpur University guidelines.
- The college prepares an Academic Calendar as per the academic calendar of the University and teachers prepare a teaching plan for effective delivery of curriculum.
- The college has a well-defined admission policy which is inclusive of reservation guidelines as per the

affiliating university norms and state competent authority are respected for the admission of students from various reserved categories.

- The methodology of teaching is designed to meet the different needs of learners from diverse socio-economic backgrounds and the different objectives of the courses. The college has capable and dedicated faculty members from diverse backgrounds.
- The college adapts student-centric and experiential learning methods.
- ICT tools complement traditional teaching-learning methods and the institution is keen on providing innovative teaching methodologies for enriching the learning experience.
- The CO's and PO's are defined by the affiliating university and the attainment of these are obtained based on the direct and indirect assessment tools. The college ensures good performance from students through outcome-based education by calculating attainment levels of outcomes.
- The institute has adopted the Continuous Internal Evaluation (CIE) mechanism prescribed by the university to achieve academic excellence. The mechanism of internal assessment is transparent and robust, covering all the learning domains.

### **Research, Innovations and Extension**

- The innovative ecosystem of the institution is created through the functioning of various Cells like Research and Development, Entrepreneurship Development and Intellectual Property Rights.
- Thirty-nine Workshops, Seminars and Webinars have been organized to facilitate faculty members and students acquired research skills which has resulted in seventeen paper publications, six conference proceedings and eight papers in UGC approved journals.
- Innovation Cell conducts sessions on the importance of patents, copyrights, research tools and methodologies in research.
- The spirit of team work, collaboration, leadership skills and social responsibilities are promoted through Women's Cell, Grievance Redressal Cell, Anti Ragging Cell and Anti-Sexual Harassment Cell.
- To strengthen community relationships and Service & Educational goals the institution conducts a series of activities through various cells. Rotaract Club, NSS, NCC, Environment Club, throw light on the identified core values of the college.
- During the assessment period, 54 extension activities have been conducted through these cells which edify working together, respecting differences towards achieving a common goal and ultimately being a responsible citizen of the country.

### **Infrastructure and Learning Resources**

- The college infrastructure is created in accordance with the needs of the programmes and courses

conducted. The college campus has sprawled over and 1 acre.

- All the required infrastructural facilities are provided in the college. The college has established a well modern equipped computer lab with high speed broadband internet connection.
- Our College is well equipped with computers, printers and internet.
- The college has well ventilated and spacious classrooms along with facilities like fans, lights, benches, appropriate white and green boards, ICT enabled audio-visual aids.
- The college has power back up facility is provided to all departments and office including class rooms, library, study room , seminar and conference halls, and academic departments.
- The Lift provides timely access to all the floors, a commerce lab and five computer labs with 300 computers for the students' use is available. In addition, 30 computers are available for the administrative and other purposes.
- The college caters to the requirements of Divyangjan students by providing ramps, wheelchair, elevators and separate restrooms.
- The library concedes the significance of functioning in a highly professional manner in the best interests of the academic community. It is fully automated with digital learning facilities and is located on the third floor. Reference sections for teachers and students and the availability of 20 e-journals; 139 e-Books; 5453 Books as on date and their remote access makes the library user-friendly.
- The seminar halls, IQAC, NSS office, Student Welfare Board office, gymnasium, playground, girls common room and other necessary facilities are made available to the students and the staff. The infrastructural facilities are well maintained and the required agencies are hired from time to time to maintain the same.
- Indoor games facilities for students and faculty members are also available. A well maintained, hygienic canteen operates during the working hours of the institution. The college takes direct initiative in the maintenance and service of infrastructure and support facilities.
- The management employs a centralized system for the campus to ensure effective maintenance and upkeep of the infrastructure, facilities and equipment. A two-wheeler parking lot is also available. For better surveillance and security, a total of 138 CCTV cameras have been installed in all the floors, all classrooms and at vital areas.
- The IT infrastructure of the college has been improved consistently. The cleanliness of campus, conservation of plants and maintenance of the facilities is taken care of by the administration

### **Student Support and Progression**

- The college conducts a good number of co-curricular and extra-curricular activities throughout the year

through NSS, Sports and Cultural Cells.

- As a form of extrinsic motivation, the college employs scholarship schemes. The college facilitates the process of applying for the scholarship provided by the Government of Maharashtra for Researved Category Students.
- Financially weaker students are provided with scholarships and institutional fee waivers.
- Student mentoring is implemented to provide them with proper guidance on academic and personal matters.
- The college very assertively conducts student-centric activities for the for their overall development.
- The academic progression of students is monitored through mentoring and counselling sessions that are provided. The college organizes workshops in resume building, mock group discussion sessions, hone the interview and soft skills to the job aspirants to train them to be thorough professionals. It takes responsibility of equipping the students with placement training sessions and life skills and has conducted 35 capacity building and placement training programs during the assessment period.
- As a result, the number of students placed in reputed companies with good CTC has increased steadily over the years and 455 students have been placed and 703 students have progressed to higher education during the assessment period.
- Special coaching is provided for the students to take up the competitive examinations at the state/national level.
- Students' Grievance Redressal Committee, Anti-Ragging Committee, and Prevention of Sexual Harassment Committee have been established for timely redressal of their grievances.
- The diverse activities help in inculcating leadership skills, organizing abilities, accountability and public relation skills among the students.
- Besides, the institution has an active, enthusiastic and registered alumni association which extends the required support in facilitating the current students in their future endeavors. Alumni Association meets are conducted every year and the alumni also participate in activities of the college.
- The student council is also formed according to the guidelines of the affiliating university

### **Governance, Leadership and Management**

- There is a congruous involvement of the top management, the head of the institution, heads and coordinators of the departments to achieve defined strategic goals, educational objectives, vision and mission of the college. Good governance is ensured through the formulation of various policies of the institution.
- The college has hierarchical administrative setup with functional autonomy. The Management decides the broad policies of the institute and the College Development Committee, the Principal, IQAC, heads

of the departments and chairpersons of the various committees along with the administrative staff work cohesively to implement the policies of the management.

- The College Development of the college is constituted as per the guidelines of the Maharashtra Public University Act in which various stakeholders nominees and the management representatives are present. They provide the proper guidance, motivation and direction for the overall performance and functioning of the college.
- The Principal executes the policy decisions taken by the Management through its staff to maintain and achieve the goals and objectives as laid down by the management.
- The Strategic Plan is in place to ensure smooth and effective execution of the policies. The institution had made further inroads in executing its strategic plans, as shown by key performance metrics linked to the principal goals specified in the strategic plan, namely academic excellence, research endeavors, Industry participation and integrated approaches for sustainability.
- The leadership of the college has involved the representatives of various stakeholders at various levels to ensure the interaction with stakeholders, protection of their interests and constructive contribution by the stakeholders.
- The college has implemented e-Governance in finance and accounts, administration, students' admission and examination. Transparency in the Governance System and effective leadership have resulted in fostering trust of the employees.
- The management approves the expenditures on maintenance of the laboratories, library, gymnasium, departments and other infrastructural facilities.
- Through its excellent welfare measures for the teaching and nonteaching staff, the college values all of its employees' contributions to its growth and enhancement. The college list of welfare schemes includes: leave, special permission for various reasons, medical leave, group insurance, financial support for higher studies and research activities.
- Internal and external audits of the college are conducted regularly. The performance appraisal of the staff is maintained and the staff is promoted on the basis of this performance appraisal

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

- The college has girls' and boys' common rooms as a common facility and separate provisions/facilities are available for differently abled (Divyangjan) students.
- The college organizes various sensitization programs through the Task Force for the Protection of Girls at the College Campus Committee (Women's Cell).
- The college takes adequate measures to organize the programmes related to gender equity promotion, social responsibilities, national festivals, and birth/death anniversaries of great personalities.
- The institute promotes the use of renewable energy (solar), and LED bulbs.
- Solid, liquid, and e-waste management processes are well-structured. The Institute has a rain water harvesting mechanism and harvested water is used for maintaining green initiatives of the institute.
- The college follows green practices such as tree plantation, land scaping, plastic free campus, and partial

paperless work to promote environmental awareness and sustainability.

- Institute is performing green audits and energy audits from external agency yearly since 4 years.
- With revision classes Just For Paper (JFP) are conducted just before university final examinations.
- Merit based scholarship ranging from Rs. 5000 - 50,000 /- for top ranked eligible students.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |                                                                                     |
|---------------------------------|-------------------------------------------------------------------------------------|
| Name                            | CITY PREMIER COLLEGE                                                                |
| Address                         | HINDUSTAN COLONY, SAMARTH NAGAR,<br>NEAR CHANDRAMANI BHAWAN, WARDHA<br>ROAD, NAGPUR |
| City                            | NAGPUR                                                                              |
| State                           | Maharashtra                                                                         |
| Pin                             | 440015                                                                              |
| Website                         | <a href="http://www.cpcnagpur.com">www.cpcnagpur.com</a>                            |

| Contacts for Communication |                                |                            |            |     |                               |
|----------------------------|--------------------------------|----------------------------|------------|-----|-------------------------------|
| Designation                | Name                           | Telephone with<br>STD Code | Mobile     | Fax | Email                         |
| Principal                  | Vinod<br>Krishnarao<br>Gawande | 0712-2251900               | 9822566353 | -   | citypremier@cpcna<br>gpur.com |
| IQAC / CIQA<br>coordinator | Deepali<br>Reenesh<br>Naidu    | 0712-2996450               | 9284115524 | -   | deepali.reenesh@g<br>mail.com |

| Status of the Institution |                            |
|---------------------------|----------------------------|
| Institution Status        | Private and Self Financing |

| Type of Institution |                |
|---------------------|----------------|
| By Gender           | Co-education   |
| By Shift            | Regular<br>Day |

| Recognized Minority institution            |    |
|--------------------------------------------|----|
| If it is a recognized minority institution | No |

| Establishment Details                                                                                                      |                                                                      |                                       |                           |                |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------|---------------------------|----------------|
| <b>State</b>                                                                                                               | <b>University name</b>                                               | <b>Document</b>                       |                           |                |
| Maharashtra                                                                                                                | The Rashtasant Tukadoji Maharaj Nagpur University                    | <a href="#">View Document</a>         |                           |                |
| <b>Details of UGC recognition</b>                                                                                          |                                                                      |                                       |                           |                |
| <b>Under Section</b>                                                                                                       | <b>Date</b>                                                          | <b>View Document</b>                  |                           |                |
| 2f of UGC                                                                                                                  |                                                                      |                                       |                           |                |
| 12B of UGC                                                                                                                 |                                                                      |                                       |                           |                |
| <b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b> |                                                                      |                                       |                           |                |
| <b>Statutory Regulatory Authority</b>                                                                                      | <b>Recognition/Approval details Institution/Department programme</b> | <b>Day,Month and year(dd-mm-yyyy)</b> | <b>Validity in months</b> | <b>Remarks</b> |
| 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            | HINDUSTAN COLONY, SAMARTH NAGAR, NEAR CHANDRAMANI BHAWAN, WARDHA ROAD, NAGPUR | Urban     | 1                    | 3245.68                  |

## 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                                                                                 | BCom,Commerce And Management | 36                 | HSC                 | English               | 320                 | 255                     |
| UG                                                                                 | BCom,Commerce And Management | 36                 | HSC                 | English               | 320                 | 320                     |
| UG                                                                                 | BBA,Commerce And Management  | 36                 | HSC                 | English               | 320                 | 169                     |
| UG                                                                                 | BCA,Science And Technology   | 36                 | HSC                 | English               | 120                 | 120                     |
| PG                                                                                 | MCM,Commerce And Management  | 24                 | GRADUATE            | English               | 120                 | 2                       |

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

| Teaching Faculty                                                |           |        |        |       |                     |        |        |       |                     |        |        |       |
|-----------------------------------------------------------------|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|                                                                 | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|                                                                 | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0         |        |        |       | 0                   |        |        |       | 33                  |        |        |       |
| Recruited                                                       | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 11                  | 22     | 0      | 33    |
| Yet to Recruit                                                  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Recruited                                                       | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 0                   | 0      | 0      | 0     |
| Yet to Recruit                                                  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|-----------------------------------------------------------------|-------------|---------------|---------------|--------------|
|                                                                 | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited                                                       | 0           | 0             | 0             | 0            |
| Yet to Recruit                                                  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 22           |
| Recruited                                                       | 15          | 7             | 0             | 22           |
| Yet to Recruit                                                  |             |               |               | 0            |

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

### Qualification Details of the Teaching Staff

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

| Temporary Teachers         |           |        |        |                     |        |        |                     |        |        |       |
|----------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification      | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        |       |
|                            | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others | Total |
| D.sc/D.Litt/<br>LLD/DM/MCH | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                      | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| M.Phil.                    | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                         | 0         | 0      | 0      | 0                   | 0      | 0      | 10                  | 10     | 0      | 20    |
| 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/MCH | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                  | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| M.Phil.                | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                     | 0         | 0      | 0      | 0                   | 0      | 0      | 2                   | 5      | 0      | 7     |
| 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  |  |
|                                                            | 3      |  | 2      |  |
|                                                            | 0      |  | 5      |  |

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

| Programme |        | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|-----------------------------------------|----------------------------|--------------|------------------|-------|
| UG        | Male   | 0                                       | 0                          | 0            | 0                | 0     |
|           | Female | 2                                       | 0                          | 0            | 0                | 2     |
|           | Others | 0                                       | 0                          | 0            | 0                | 0     |
| PG        | Male   | 556                                     | 23                         | 0            | 0                | 579   |
|           | Female | 352                                     | 18                         | 0            | 0                | 370   |
|           | 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   | 23     | 37     | 34     | 20     |
|                                                                                                       | Female | 22     | 27     | 18     | 19     |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| ST                                                                                                    | Male   | 5      | 4      | 3      | 4      |
|                                                                                                       | Female | 5      | 7      | 2      | 5      |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| OBC                                                                                                   | Male   | 200    | 233    | 197    | 205    |
|                                                                                                       | Female | 118    | 130    | 109    | 106    |
|                                                                                                       | Others | 211    | 203    | 208    | 208    |
| General                                                                                               | Male   | 356    | 312    | 255    | 261    |
|                                                                                                       | Female | 0      | 0      | 0      | 0      |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| Others                                                                                                | Male   | 21     | 22     | 16     | 15     |
|                                                                                                       | Female | 17     | 15     | 16     | 16     |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| Total                                                                                                 |        | 978    | 990    | 858    | 859    |

### Institutional preparedness for NEP

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Multidisciplinary/interdisciplinary: | <p>The Vision of National Education Policy to provide high quality education to develop human resources in our nation as global citizens is well taken. Discussions among faculty members were initiated on key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. In view of the NEP, academic programmes may be redesigned to include Multidisciplinary/Interdisciplinary courses as electives so that students get maximum flexibility to choose elective courses offered by other Departments. It can be said that the University is</p> |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                    | proactively working towards implementation of the suggestions given in the NEP.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2. Academic bank of credits (ABC):                                                                                 | Under the university, the institute will also offer an online repository for all academic awards under the Digital India Program. Our university is working towards the nad.digitallocker.gov.in platform in which the National Academic Bank of Credits (ABC) portal will be integrated. The institute is already following a choice-based credit system for all of its programs and will follow the process related to the ABC as directed by the Academic Council of RTMNU. The institute will formally register in the ABC portal as soon as the resolution is being approved by the higher academic bodies |
| 3. Skill development:                                                                                              | This will help to enhance the employability of our graduates as per the industry's current human resources requirements. Value Added Programs are introduced by the college to march towards the implementation of NEP in the real sense.                                                                                                                                                                                                                                                                                                                                                                       |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The institute is of the opinion that the inclusion of knowledge from ancient India to modern India will clear the sense of India's future aspiration about education, health, and the environment.                                                                                                                                                                                                                                                                                                                                                                                                              |
| 5. Focus on Outcome based education (OBE):                                                                         | The college has taken gradual steps to acquaint our teaching staff as well as students regarding important terminology like program objectives, program specific objectives, course objectives and learning objectives.                                                                                                                                                                                                                                                                                                                                                                                         |
| 6. Distance education/online education:                                                                            | Since March 2020, when the country was put on lockdown due to the outbreak of coronavirus, online classes have become very common and have taken centre stage in students' lives. Online Education is a new way of thinking about education.                                                                                                                                                                                                                                                                                                                                                                    |

### Institutional Initiatives for Electoral Literacy

|                                                                                                      |                                                                                                                                                |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College?                             | Yes, Under the Students Council and Extension Activities Cell. Our college monitors this. This is not formally ELC established in the college. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and | We are currently in process as per NAAC guidelines. As we establish, we will also appoint a                                                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| whether the ELCs are functional? Whether the ELCs are representative in character?                                                                                                                                                                                                                                                                                                                                                                                                                                             | 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 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. | The National Voters Day program was organised to make the students for registering themselves with the EC. They were also made aware of the fundamental rights of voters in India through the NSS and Extension Activity Cell. |
| 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.                                                                                                                                                                                                                               | The Constitution is displayed in college campus. Various awareness campaigns and workshops are organised. Students are encouraged to learn about democratic values and participate in electoral process at the local level.    |
| 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.                                                                                                                                                                                                                                                                                                  | Orientation and Awareness Programs are organised for them.                                                                                                                                                                     |

## Extended Profile

---

### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2021-22                                 | 2020-21 | 2019-20                       | 2018-19 | 2017-18 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 2597                                    | 2748    | 2707                          | 2557    | 2539    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

### 2 Teachers

#### 2.1

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

| Response: 55 | File Description                        | Document                      |
|--------------|-----------------------------------------|-------------------------------|
|              | Institutional data in prescribed format | <a href="#">View Document</a> |

#### 2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 35      | 35      | 35      | 34      | 34      |

### 3 Institution

#### 3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 62.73   | 54.08   | 101.15  | 79.65   | 69.28   |

## 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:**

**Academic Calendar:** The College follows and implements the Academic calendar as recommended by RTMNU guidelines for each programme, with minor changes. Whenever required. Faculty members complete the syllabus on time by maintaining records of completion and duly submitting the same to the HOD. Uninterrupted conduct of classes, theory and practicals are erred by the teachers. Daily flow sheet are maintained to ensure that in the absence of any teacher these is adjustment made towards the same. Academic calendar is displayed on the notice board & college website so that all the stake holders are aware of the same. Students are oriented about the academic calendar at the on set of the session in Induction program.

The admission process, the submission of enrolment forms, and examination forms, and semester examinations are as per the schedule laid down by the university and this has been adhered to through all the years since inception. The scholarship forms re submitted to the Social Welfare Dept. Of Govt. of Maharashtra strictly as per the schedule laid down by them with intimation to all students. Not a single eligible student is reprovod of his scholarship due to college discrepancies.

**Activity Calendar :** In order to ensure implementation of curriculum, college conducts co-curricular activities related to the subject course. The schedule of which is displayed monthly basis on the notice board. Activity cell plans, executes and takes follow up of all the scheduled activities. It ensure that each & every student participates in at least one program.

**Feed back System :** Feedback from the students is taken related to course completion and proper execution of activities from the students at periodic intervals. Record of it also maintained. Both oral & written feedback is taken from students teacher, alumni & management.

##### **Course Completion**

All the teachers complete their course syllabus on time. If it is noticed that any teachers was unable to complete on time, due to any unavoidable circumstances he/she is given additional class hours to complete the same or a substitute teacher is arranged for. Teachers engage the students in delivery of curriculum though class presentation and providing study modules, revision of the course completed in also taken by the teachers which is beneficial to students who might have missed any topic in the regular course conduct. For better understanding the subjects, additional courses work shop/Seminars are conducted to studies. Teachers adopt 80% English and 20% hindi as medium of instruction to cater to students from Marathi & Hindi medium.

**Continuous Internal Evaluation (CIE)**

College conducts preliminary exams for the students regularly. Class tests are also conducted by teachers on completion of topics. Class tests are conducted both in descriptive and MCQ pattern. Teacher also adopt certain unconventional methods of evaluation like taking quiz & Topic ppt. presentations on adhoc basis. The college uses Microsoft teams forms to provide test papers & assignment where students upload in their respective online class groups.

Evaluation methods adopted enable teachers to identify the comprehension levels of students in the subjects taught and also boosts the confidence level of students.

Teachers follow people mechanism for internal marks evaluation. Assessment and evaluation procedures help teachers to identify slow and for learners. Remedial classes, doubt solving sessions are conducted by teachers for slow learners. Advanced learners are encouraged to participate in competitions like debate, paper presentation, elocution etc.

**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:** 18

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

**1.2.2**

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

**Response:** 81.62

**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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2593    | 2745    | 2644    | 1598    | 1151    |

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

#### Response:

Since the aim of education is to make students responsible citizens, the college integrates cross cutting issues like Gender, Environment and Sustainability, Human Values and Professional Ethics through curricular, co-curricular and extracurricular activities organized in the college.

#### Gender Sensitization -

Gender sensitization is an attempt to modify the behaviour by creating awareness of gender equality concerns among the students. Gender sensitivity helps to generate respect for an individual regardless of his/her sex. The educational institute can play a significant role in breaking the gender stereotypes. The street plays organized by the college students related to gender sensitization had a good impact on rural people. The Seminars on 'Women Empowerment' and 'Women Empowerment through Gender Sensitization of teaching and non teaching staff', have contributed significantly in creating gender sensitization among the students and other participants.

#### Environment and Sustainability -

Environmental awareness is to recognize the importance of our environment preservation and life on the planet. Educational institutes can play a crucial role in creating awareness about environment and sustainability. The course in Environmental Awareness is designed to play an important role in creating awareness about the ill-health of our environment. The field projects and assignments about the issues of environment conservation are given to the students so that they can feel and think of its importance. The workshops on the conservation of environment are organized in the college and experts are invited to offer their valuable guidance in those workshops. The college focuses on the following aspects of the protection of environment in the workshops and actual teaching of the course on Environment awareness.

#### Human Values -

The different universal human values such as truth, righteous conduct, peace, love and non- violence are related to physical, intellectual, emotional psyche and spiritual aspects of human life. There is need and urgency to emphasize these values for a better human society. The activities in the college and the lectures of renowned experts on human rights, social responsibilities, democracy, constitutional values, mutual respect and many other topics related to human values are organized to imbibe the human values among the students. The true aim of Higher education is to inculcate their human values and human dignity amongst our students.

The professional ethics of the teaching profession are standards of personal and social behaviour, values and guiding principles. The Code of Professional Ethics is established by the college and the affiliated University to guide the members in performing their duties according to sound and consistent ethical principles in the institute.

### 1.3.2

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

**Response:** 46.44

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

Response: 1206

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

## 1.4 Feedback System

### 1.4.1

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 74.78

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 859     | 857     | 962     | 914     | 895     |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1200    | 1200    | 1200    | 1200    | 1200    |

#### File Description

#### Document

Institutional data in the prescribed format

[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:** 45.99

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 265     | 277     | 320     | 288     | 285     |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 624     | 624     | 624     | 624     | 624     |

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 74.2

## 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:**

**Experimental Learning :-** Students are taken industrial visits students get hands-on experience of their theory subject through industrial visits organised by the college. Workshops are also organised on topics like Tally, Java, Python..... for commerce & IT students so that their employability skills are enhanced. Some students have projects in their syllabus which make them work on field surveys and working application development. Students are sent for internships to different organisations. The companies & Job profiles are carefully selected in accordance with the subjects in curriculum.

**Participative Learning :-** Teachers ensure that advanced learners are engaged in the teaching process by encouraging them to prepare and present PPTs on subject topics. Teachers motivate the slow and average learners to prepare for group presentations. Some of the students are selected as student council members there by engaging with the committees and ensuring that managerial & leadership skills are developed in them. There has been a good strength of 100-150 students every year in student council designated to different cells. Other various competitions are held for students like MOOC, NPTEL SWAYAM.

**Parisamwaad :-** A paper presentation competition in which students are given a theme on the basis of their respective programme courses. There is a guide/ mentor allotted to students to guide students in preparing and presenting the paper.

**Debate :-**Students are provided with a motion on current affairs to speak for or against it. Prior to the event, the points are scanned by the teachers to avoid any objectionable content.

**Elocution :-** To motivate students for learning new topics, developing research aptitude & oral presentation skills, elocution on different topics are conducted by the college. The aforementioned events witness huge enthusiastic participation from the students.

**Problem Solving Methods :-** For subjects like Financial Accountancy, Business Statistical Methods, Operation Research, Discrete Mathematics, teachers use chalk & Board method and make students practice problems not only in class but also give assignments for meticulous practice of practical sums.

Programmes like BCA, BCCA have programming languages. BBA & B.Com have courses like computer application & Tally. Such subjects require proper laboratory practice. The Computer Lab timetable is very efficiently prepared and followed to ensure that all students get ample time to solve practical programmes in their respective courses.

Teachers also use unconventional methods like Quiz, Case Studies, Roleplay Techniques not only for commerce & management students but also science students. Such techniques develop students analytical thinking there by enhancing their decision making capabilities.

#### **ICT Tools :-**

College has state of art IT infrastructure where every room has a setup of Projectors, White Board, Computer System with WiFi (LAN) facilities. There are also smart classrooms. Students who want to access internet are provided with computers at computer lab facility from where they can access e-content related to their courses or fill up e-forms or applications.

Every teacher has his/her own computer set up with an internet facility to prepare lectures for online/offline classes and to upgrade their knowledge. During Covid period teachers were provided with facility of recording, editing and broadcasting video lectures for the students.

The college library is equipped with computer systems and software which consists of a database of books purchased, issued and reference books. There are computer installed in the library for students to access e-content from e-pathshala of RTMNU website.

## **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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 35      | 35      | 35      | 34      | 34      |

**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:** 58.38

**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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 22      | 21      | 21      | 19      | 18      |

**File Description****Document**

Institution data in the prescribed format

[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:**

Students' understanding levels of the course content can be evaluated only through well planned assessment procedure. College has proper mechanism for the assessment and evaluation procedure at periodic intervals. At the time of induction, students are oriented about the elements of evaluation of the current and forth coming semesters. The elements are repeatedly communicated to the students by the teacher during their classes. Internal marks are given on the basis of assignments, attendance, viva-voice and over all performance of the student.

**Class Test/Unit Test:-** Teachers at regular intervals upon completion of a topic/unit are assessed by taking unit/class tests. Unit tests/class tests are in the MCQ pattern or descriptive pattern depending on the paper pattern of RTMNU. If a student is absent in any tests, he/she is asked to submit assignments related to the same teachers used Google or Microsoft Teams to take tests during COVID-19 pandemic.

**Assignments:-** To make the student explore the Topics taught in depth, teachers provide written

assignments to students and ensure timely submission. Assignments are both online and offline based depending on the subject content.

**Other Internal Assessment Methods:-** Some students are asked to make PPT and present in groups of subjects taught. Teachers also adopt Quiz, Role play and case study methods for understanding the learning levels of students. Important questions are prepared by the teachers and summary notes are shared by them so that slow learners are able to grasp the gist of the subject content.

No stone is unturned to ensure that student has learnt and understood the topic taught.

**Internal Marks Distribution:-** The elements of internal marks include assignment, tests, viva-voce and over all performance. To assess 360 learning levels of students, teachers consider various parameters like behaviour in class with teachers and peers, participation in co-curricular and extra-curricular activity, attendance are also considered under overall performance criterion.

## 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 college is affiliated to Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur and follows the university curriculum and examination schedules. College offers under-graduate programs only. The college prospectus gives details of the programs and courses offered. At the beginning of each academic year, faculty members prepare course files that outline the Course Objectives, Course Outcomes, modules, reference material, teaching plan and credits. Students are informed about the syllabus, examination pattern and expected outcomes of the courses during the induction program and lectures.

**Programme Outcomes (POs):** The POs are the broad statements that define the knowledge, skills, and abilities that students are expected to acquire by the time they complete a particular programme. The college ensures that the POs for each programme offered by the institution are clearly stated and prominently displayed on its website. These outcomes are designed in alignment with the relevant accreditation bodies, industry requirements, and societal needs.

The POs serve as a guiding framework for the curriculum design, pedagogy, and assessment strategies of the programmes offered by the university.

**Course Outcomes (COs):** The COs are the specific statements that describe the knowledge, skills, and abilities that students are expected to acquire from each individual course within a programme. CPC ensures that the COs for each course offered as part of its programmes are clearly stated and made available on its website. These outcomes are designed to be in line with the corresponding POs and provide a clear understanding of the learning objectives of each course. The COs are formulated by the faculty responsible for teaching the course, in consultation with the relevant stakeholders. They are

designed to be measurable, observable, and achievable, and are aligned with the learning outcomes of the programme as a whole.

The COs serve as the basis for designing the curriculum, developing teaching materials, and designing assessments for each course.

Evaluation of POs and COs: City Premier College has a robust system in place to evaluate the attainment of POs and COs by its students. The college employs a variety of assessment methods, such as examinations, assignments, projects, practicals, internships, and other forms of assessments, to evaluate the learning outcomes of the students. The assessment methods used are aligned with the COs and POs, ensuring that the students are evaluated on their ability to demonstrate the expected knowledge, skills, and abilities.

The assessment results are analyzed and reviewed periodically to assess the level of attainment of the POs and COs by the students. This feedback is used for continuous improvement of the curriculum, pedagogy, and assessment strategies.

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

Our College follows a systematic and evidence-based approach to evaluate the attainment of Programme Outcomes (POs) and Course Outcomes (COs) for all its programmes. The college employs various assessment methods, feedback mechanisms, and review processes to ensure that the POs and COs are effectively met by the students.

**Assessment Methods:** The institute uses a diverse range of assessment methods that are aligned with the COs and POs and include examinations, assignments, projects, practicals, internships, presentations, and other forms of assessments.

The assessment methods are designed to measure the knowledge, skills, and abilities that are expected to be attained by the students as per the POs and COs.

These assessments are conducted at regular intervals during the course of the programme to track the progress of the students and evaluate their learning outcomes.

**Feedback Mechanisms:** IQAC has channelized efforts towards making “quality” the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives and in this endeavor has devised a mechanism of collecting regular feedback from students, parents, alumni and other stakeholders which has been used, analyzed deeply for planning and executing the following improvement/developmental plans to assess the attainment of POs and COs.

Feedback mechanisms such as surveys, focus groups, and reviews are used to collect input on

the effectiveness of the programmes and courses in achieving the intended outcomes. This feedback is considered valuable in identifying areas of improvement and making necessary changes to the curriculum, pedagogy, and assessment.

**Review Processes:** The college has a robust review process in place to periodically evaluate the attainment of POs and COs. The faculty members responsible for teaching the courses, along with the program coordinators and other stakeholders, review the assessment results, feedback from various sources, and other relevant data to assess the level of attainment of the outcomes.

This review process helps in identifying strengths and weaknesses and making necessary changes to improve the attainment of POs and COs. Based on the findings of the review, necessary changes are made to the curriculum, pedagogy, and assessments to ensure continuous improvement.

This systematic and evidence-based approach evaluates the attainment of Programme Outcomes (POs) and Course Outcomes (COs) for all its programmes which reflects the institute's commitment towards providing quality education

### 2.6.3

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

**Response:** 91.75

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 890     | 961     | 798     | 625     | 520     |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 897     | 969     | 798     | 755     | 716     |

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

## 2.7 Student Satisfaction Survey

**2.7.1****Online student satisfaction survey regarding teaching learning process****Response: 4**

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

Institutional data in the prescribed format

#### Document

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

The college has set up innovation and incubation cells on 14th March 2020 under the recommendation of IQAC cell. The College has a fully functional Entrepreneurship Development Cell backed by T & P Cell. Their cells work hand in glove and conduct various seminars and workshops to make the students employable. The main aim to make the students self-employed.

1. Webinar on courses in Digital Marketing was taken by Alumni Giriraj Panpaliya who has explained students about nitty gritty of setting up own firm.
2. Fabric painting workshop was conducted to promote artistic skills in girls.
3. Guest lectures on travel & tourism was set up where the entrepreneur Mr. Ajay Agrawal explained students about opportunities in travel industry and Air ticketing services.
4. Students from different streams are provided with internship facilities appropriate to their course programme. B.Com students are sent to CA firms to work as accountant while BBA students are sent to do internship in areas of inventory and sales management. While BCA & BCCA students are given internship opportunities involving data entry and data validation. Different activities

like Business Quiz, Business plan, shopper street are conducted to motivate test and improve entrepreneurial skills amongst students.

5. Guest lectures from eminent CA's are conducted so as to make students understand CA as one of the promising professions in industry.

6. How CA's can be promising & successful entrepreneurs.

7. As an initiative for the creation of research aptitude and critical thinking approach, three workshops were organized on Research Inspiration, Research Methodology and Research Orientation during assessment period.

Students who have ventured into entrepreneurship are:-

1. Rohit Sonkusle
2. Chirag Gupta
3. Aznan Husain
4. Husain Jeewani
5. Saket Shifare
6. Raghvendra Lambe

As part of the curriculum, college offer courses that enhance their students' knowledge of Indian society and culture. Outside of the curriculum too, the College ensures that students are provided avenues to learn more about Indian Knowledge Systems through frequently held seminars, talks, and workshops. The College regularly hosts speakers and experts knowledgeable in Indian cultural and social thought.

College also offers Value Added Programs which are offered in a hybrid (both offline and online) mode, which focus on Indian Knowledge Systems.

### 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:** 41

**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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 17      | 12      | 5       | 4       | 3       |

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

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 0.16

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 4       | 0       | 0       |

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

#### 3.3.2

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

**Response:** 0.11

**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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 2       | 3       | 1       |

| File Description                            | Document                      |
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### 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:**

Faculty and students of the college are involved in a variety of activities to promote the idea of an institute neighborhood community network. Extension activities are an important part of college education. The student's active participation in these activities help them to understand the grass root level problems of the society. They become aware to face challenges of developing society. They notice inequities and the challenges posed to people's development.

The students serve the society as "Goodwill Ambassadors." The college motivates the NSS unit to participate in various programs during its regular meetings. The college acts as a catalyst in the area by demonstrating its institutional responsibility to society.

The NSS unit is actively working in the surrounding communities. Most of the activities are focused on **Tree Plantation, Swatch Bharat Abhiyan, Environmental protection, Water conservation awareness, Women empowerment**, etc. The college regularly organizes social awareness activities such as rallies, workshops, campaigns, student exchanges, and collaborative activities in order to help students develop holistically. All government organizations such as Tehsil Office, Municipal Council, Panchayat Samiti, etc. and NGOs like, Youpreneur Foundation, Arochan, Blood Banks, and Rural Hospitals have actively participated and supported the students to run and implement various programmes like **Voter Awareness Campaign, Swachh Bharat Abhiyan, Digital Payment, Vittiya Saksharata Abhiyan, Health and Hygiene, Rallies of awareness regarding AIDS Day, Blood Donation Camps, Village Adoption, Tree Plantation, De-addiction and Stress Management**. The college has organized a one-day 'Disaster Management Training' program in collaboration with the NDRF Battalion, Nagpur.

Various initiatives have been taken to make the institution a **green and eco-friendly campus**. Students take part in **Swatch Bharat Campaign** by cleaning the roads in the vicinity of the institution. **Pulse Polio awareness campaigns** are conducted in the neighborhood community. To empathize with the neighborhood community and to instill social responsibility among students, activities reflecting contribution, fund-raising and volunteering are organized by the institution.

The college student forms the emotional bonds with villagers through NSS special camps. Students have demonstrated exceptional initiatives in the areas of **cleanliness, soak pit construction, free health check-up camps and medicine distribution, road repairs, and playground construction**.

During the **Covid-19 pandemic**, the students volunteered as frontline warriors to cater to the needs of Covid-19 victims. Vaccination Drives for Covid prevention were held in the campus during which more than 250 vaccines were administered to students, staff and the public. Sanitizers and masks were distributed during the pandemic. These initiatives contribute to the holistic development of the student community.

**3.4.2****Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

CPC strongly believes in the need for the holistic development of students and accordingly the institution is putting forth consistent efforts in directing the students' energy towards addressing the real life issues of common man, and the society at large.

Our college has student clubs, which are active student bodies providing a platform for students to indulge in various co-curricular, extra-curricular and outreach activities. Of these, the following students' clubs provide avenues, for direct interaction of the students' with the society.

Sensetization and awareness of the students towards local social challenges are highlights of these activities. Collaboration with various local academic, industrial and local bodies is done to provide immersive learning experience to the students. College collatobarate with local govrment, semi goverment and NGO's to facilitate various programs and students undertake goverment activities such as Swach Bharat Abhiyan, Beti Bhachao Beti Padhao Campaign, Tree Plantation Program, World Health Day, World Menstural Hygiene Day, World Human Rights Day, National Youth Day and many more to name. Students participate at district lever campaigns organised by Collector Office of Nagpur, Nagpur Municipal Corporations, Zilla Parishad Nagpur and Social Welfare Office Nagpur District.

Various Students and College has recieved appreciation letter and certificate of award for active participation in these social and extension events.

**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: 36****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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8       | 6       | 5       | 6       | 11      |

**File Description****Document**

Institutional data in the prescribed format

[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:** 21

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

**Response:**

Our College consists of state of art infrastructure related to ICT, Classroom and auditorium facilities.

The college has 5 computer labs with Lab 1 (414.47 Sqft) consisting of 30 computers, Lab 2 (522.04 Sqft) consisting of 30 Computers, Lab 3 (975.00Sqft) consisting of 40 computers, Lab 4( 465.43Sqft) consisting of 30 computers and Lab 5 (617.55 Sqft) consisting of 30 computers with good wifi facilities 50 mbps band width. There is a plethora of co-curricular and extra-curricular activities conducted for the students on a weekly basis. Such activities are conducted on the 4th floor in Narayani Memorial Hall (3017.05 Sqft) which is fully AC & updated . College conducts preliminary sports which have Carrom, Chess, Three-legged race, Lagori, Tug & War, etc. for the students in the college campus 18218.33 sqft ground.

- There is well equipped gymnasium for the students of 522.04 sqft with a personal trainer facility.
- The annual cultural fest is held in the 4th floor hall and Annual sports meet is conducted at university ground and Annual social gathering is conducted in Vasant Rao Deshpande Hall and Suresh Bhatt Auditorium.
- The annual cricket league – LMDGM Cup is held at Sahas cricket ground. Though the college lacks a sprawling campus with play ground for students are not devoid of any sports or cultural activities.

#### 4.1.2

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

**Response:** 60.2

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 33.57   | 34.23   | 59.95   | 44.95   | 48.16   |

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

The college library is situated on the 3rd floor of the college building, and is spread over 522.04 sqft. There are around 5453 books in the library. Each year books are disposed off in the form of a sale at a very minimal cost of Rs . 10/- per book. All old books are checked by library committee members who are teachers circular related to it is communicated to teachers to segregate books that are of outdated edition or which are not required as per current syllabus. Such books are then put up for sale in exhibitions. Teachers are asked to refer books of updated edition. The sale is open to members of neighbourhood.

The college library is open from 9.00 am to 4.30 am. It has partially automated system. The software has a database of books issued, and a student/ teacher can search for books with the help of Libman software. The library has computers installed with Wifi facility so that students can access books from e-pathshala. Online journals like Journal on Economics and Commerce, Journal on Management, Journal on Software Engineering, etc. are subscribed and teachers are provided with membership of the same. Students can access some e-books provided by teachers on college computers. They can also study e-modules shared by teachers.

A student at one time can subscribe to two books from the library. They can also refer to certain books by reading them in the library. Such books are kept in the reference section. At the time of examination students are allowed to borrow books and return on completion of examination.

The following are the newspapers subscribed by the college library,

- 1.The Hitvada
- 2.Times of India
- 3.Economic Times
- 4.Lokmat

The following are the journals subscribed by the college library,

- 1.Prabandhan
- 2.Indian Journal of Management
- 3.Indian Journal of Finance
- 4.Indian Journal of Marketing
- 5.Indian Journal of Computer Science
- 6.Indian Journal of Economics and Research - Arthashastra
- 7.AMC - Indian Journal of Entrepreneurship

### 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 provides computing facilities with required configuration for computer systems. These are distributed among the various departments for academic and administrative work. The institute has a high-speed internet of 50 Mbps to cater the need of academics as well as allied processes.

The college has 160 computers with latest modern configuration and 09 new multi-functional printers are added. The college has 03 scanners, including a newly added ADF scanner. The college premises had 138 CCTV cameras. Wi-Fi facilities have been provided in the college with 6 Wi-Fi routers available for internet access.

**Key Features:**

Separate computers for student utilities in the library to facilitate internet access for all students, staff and faculty members. This facility enables users to access meaningful information available online and access e-resources.

E- Governance system for use of ERPs is implemented in Administration office, Exam, Library and for Academic Processes usable by faculty as well as students.

LCD Projectors, Printers, Scanners, CCTV, Wi-Fi, LAN and Internet facility etc. are also available for effective teaching learning process.

Digital section in Library with high-speed internet connection helps the students and faculty to browse videos, e-journals, e-magazines, e-newspapers etc.

**IT Facilities Maintenance:**

The Institute hires technicians from outside to maintain IT facilities in the institute which includes maintenance of computers, LCD Projectors, Printer, Scanner and other peripherals. Institute has AMC

contract for all maintenance work. Regular upgradation of software and computers are done annually.

#### 4.3.2

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

**Response:** 8.66

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

**Response:** 300

### 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:** 23.35

**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)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 20.51   | 13.30   | 25.46   | 17.20   | 9.19    |

#### File Description

#### Document

Institutional data in the prescribed format

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## 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:** 82.19

**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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2137    | 2122    | 2270    | 2140    | 2137    |

#### File Description

Institutional data in the prescribed format

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#### 5.1.2

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

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

**Response:** A. All of the above

#### File Description

Institutional data in the prescribed format

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#### 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:** 1.51

**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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 47      | 59      | 42      | 51      | 0       |

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

**5.1.4**

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

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

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

**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:** 30.36

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 221     | 321     | 201     | 268     | 141     |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 890     | 961     | 798     | 625     | 520     |

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

**5.2.2**

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

**Response:** 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.)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

**5.3 Student Participation and Activities****5.3.1**

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

**Response:** 26

**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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3       | 0       | 10      | 6       | 7       |

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

**5.3.2**

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

**Response:** 12.4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 15      | 8       | 11      | 14      | 14      |

**File Description****Document**

Institutional data in the prescribed format

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**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:**

College is in the process of forming registered Alumni Association. Currently it does not have one but has an active Alumni page which provides a platform for the ex- students to interact with each other and the college.

At regular intervals, institution and department HOD organises Guest lectures of alumni with support from the Alumni Committee. Alumni Committee of the college consists of senior teachers and alumni students who are a part of College Development Committee. Alumni of the college also contribute to library by donating books for reference purposes.

Some of the alumni who are entrepreneur provide employment in their firms. Some CA's who are ex-students provide internship to students so that existing students get practical application of theoretical concepts.

Every year institute conducts the Alumni Meet for interaction and exchange of knowledge base acquired by passed out students working in various fields and sector of Indian economy.

Alumni contribute and assist institute for-

1. Conduction of Personality Development Programs
2. Career Counselling
3. Society Institute Interaction
4. Placement Assistance
5. Study Tour/Industry Visits
6. Project Assistance to final year students etc.

Apart from above non-financial agenda, during the recent alumni meet it has also been decided to assist and help the institute by means of financial inclusion as per willingness of individuals and to form registered alumni association of the institute. The alumni of the college has decided to have registered alumni association to effectively work towards the development of the college.

## 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:**

#### **Vision:**

To create an educational environment where knowledge, skills, rich morals and ethical values coalesce to transform greenhorns into competent professionals ready to take on the challenges and emerging needs of society.

#### **The Mission :**

- To provide quality academic programmes in the field of Commerce, Information Technology and Management through dynamic professionalism.
- To provide learning opportunities beyond academics to help students to adapt to the changing global needs.
- To develop faculty as friend, philosopher and guide who can collaborate with students and push them beyond their limits.
- To develop an educational infrastructure that provides sophisticated teaching aids and follows the best teaching practices.
- To promote rich moral and ethical values to help students become responsible citizens and caring human beings.
- To inculcate a sense of commitment and social awareness amongst the students.

#### **Mission Statement – 1**

Institution aims at 360° development of the students by focusing on both academic and non- academic aspects of student learning process.

Institution aims at promoting conceptual and theoretical knowledge through practical application. Apart from regular classes, revision classes and just for paper sessions are held by the teachers.

#### **Mission Statement – 2**

Guest lectures and seminars from industry experts are conducted from time to time.

Students are provided with summer internship facilities.

Industrial visits are also arranged.

### **Mission Statement -3**

There is a special bond between the teachers and students. This is visible from the Teacher's Day celebration where students take up subject content and deliver lectures.

There is a well defined mentor-mentee system in the college.

### **Mission Statement – 4**

The institution is on par with the latest Educational Technology. As an when the situation demands teacher conduct classes is both online and offline mode. Every classroom is equipped with LCD projector, Computer system, Wi-fi facility.

Teachers prepare PPT for effective classroom delivery along with chalk & board tools.

Audio visual aids are used by teachers to make their teaching more effective.

MicroSoft Teams and Google Suite are used by teachers to share e-book with the students.

### **Mission Statement – 5**

The preamble to the constitution is read and pledge is taken by students on Constitution Day.

Before commencing every day of classes, teachers and students sing the national anthem religiously in their classroom.

Guest lectures and webinars are conducted to enlighten and reinforce the fundamental rights, duties and gender equity amongst students.

### **Mission Statement – 6**

The college has a robust NSS unit that works continuously throughout the year on certain social issues. It undertaken the following activities like.

- Tree plantation drive
- Blood donation camp
- Visit to orphanage
- Swachh bharaat abhiyan drivers
- Organ donation awareness rally
- Food safety awareness drive
- Nirmalya collection
- COVID vaccination camp

The college also follows a democratic approach, in its operations.

- There are several committees set up for smooth conduct of operation composing of teaching, non-teaching staff & students.
- There are certain committees & Cells like
- Women's Cell
- Nisarg-eco Club
- Anti-Sexual Harassment Cell
- Anti-Ragging & Discipline Committee
- Alumni Committee
- Admissions Committee
- Examination Committee
- Library Committee
- Cultural Committee.

Active student council is installed every year and there is a maximum number of 180 students selected from different programmes. Students activity take part in planning & implementation or co-curricular and extra curricular activities under the guidance of teachers.

This encourages leadership skills amongst students.

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

- The entire gamut of operations is well managed by the co-ordinated efforts and integrated approach of society members. Governing body, College Development Committee, Principal, various committee & cell members.
- At the apex of the Institutions hierarchy is the Governing Body consisting of Management members who are actively involved in devising growth strategies for the college.
- College Development Committee chaired by Principal plays an active role in fetching grant from the College Management and permitting IQAC cell to conduct various academic and non-academic activities.
- CDC meets twice a year to deliberate the agenda of college development concerns.
- IQAC cell is instrumental in introducing, planning and execution of all the activities.
- **IQAC** proposes and promotes faculty development student development and staff welfare activities to the CDC.
- Academic heads look after the class conduct as per the timetable and course completion.
- The examination committee executes a well planned examination time table.
- Discipline committee, Anti Sexual Harassment Cell, and Anti Ragging Cell ensure appropriate on-

campus behaviour amongst the students.

- The Principal and Administrative Department have identified and put up the proposal of appointment of teachers and staff to the management for their approval.
- **Sports Committee** which is headed by sports teacher acts a liason between the university and college and ensures students participation in different sports both university and state & national level. The Committee is also responsible for conducting Annual Sports Events.
- **Cultural Committee** is responsible for conducting all inter class cultural & Co-curricular competitions of students.
- Student Committee also sets up student council members who are allotted different cells to manage and work under the guidance of teachers.
- University cell liason with HR cell are responsible for students admission process, filling up of admission forms, examination forms, hall ticket and desire TC & marksheet distribution one of the committee member liaisons with RTMNU for handling grievances of students.
- **Women cell:** - Actively conducts women welfare programmes for the girls students and female staff of the college. It ensures awareness among students about women health, hygiene & self defence measures .
- **Eco Club:-** To promote environment related awareness & Nisarg-eco club engages students in different sustainability practices. Nature trails are conducted under this club.
- **NSS unit:-** Robust NSS unit of the college spreads social welfare awareness and conducts activities like tree plantation drive, no vehicle day, cleanliness drive, road safety programme, etc.
- **Finance Committee :-** Is managed by the Accounts department who meticulously maintain all the records of expenditure and income. Payroll are maintained in Tally ERP Software. It co-ordinates with other cell to keep a record of same.
- **Technical Committee :-** Incharge of computer laboratory is responsible for ensuring smooth functioning of admission process through master software. They also look into maintenance of all the computers and networking of the college.
- **Maintenance Committee :-** College campus has a well built and well maintained infrastructure. Committee is backed by an efficient set of cleaning service agents and peons who are regularly involved in maintaining cleanliness in the campus. The entire infrastructure is well monitored for maintenance work if any required.
- **Library Committee :-** Keeps a record of all the books, study modules in the library. A requisites is taken from the teachers to update the database of books and any other study literature with all integrated efforts of the above mentioned committees and cells.

## 6.2.2

*Institution implements e-governance in its operations*

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

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

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

The institution promotes and encourages staff members for their professional and development. College management encourages the staff members in the following ways by sponsoring their efforts.

**Teaching:-**

- Teachers are promoted to attend conferences/workshops/seminars.
- Teachers are given the liberty to use modern methods of teaching and any other non-conventional creative pedagogy.
- Faculty members are encouraged to aspire to pursue NET/SET/PhD or any other further education.
- College has a good R & D policy document for teachers and changes are made as and when required in favour of research amongst faculty members.
- Leaves are given to teachers in the form of casual, medical and special credit leaves.
- A fully functional canteen is available to teachers where staff lunch is sponsored by management bi-annually.
- Medical insurance is covered for all staff members who can be claimed in medical emergencies.
- EPFO scheme is implemented for teachers.
- Teacher appraisal is done by taking feedback from HOD's and students.
- Annual increments are given to both teaching and non-teaching staff members.

**Non-Teaching Staff :-**

- Other than casual leaves, Non-teaching are granted privilege leaves so that they are on par with teaching staff members.
- Non-teaching staff are encouraged to participate in seminars and workshops.
- Medical insurance scheme is also provided to non-teaching staff members along with EPFO schemes.

Though college is self-financing institution, efforts are taken by institutions to monetarily support non-teaching by providing loan facilities and sponsored staff development programmes like seminars & workshops.

**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:** 95.38

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 35      | 35      | 35      | 31      | 29      |

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

**6.3.3**

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

**Response:** 26.01

**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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10      | 12      | 14      | 12      | 10      |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10      | 10      | 10      | 10      | 10      |

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

**6.4 Financial Management and Resource Mobilization****6.4.1**

**Institution has strategies for mobilization and optimal utilization of resources and funds from**

**various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

The college has a mechanism to monitor effective use of funds.

- to avail government and affiliated university scholarships for students,
- to collect fees from students as per the fee structure described by affiliating university, to collect fees under skill-based short-term courses,
- to approach individuals and philanthropists for support,
- to appeal to alumni for financial and non-financial support,

**The following procedure is adopted for the utilization of resources.**

**Planning:** The Head of the department calls a faculty meeting to finalize an annual budget. The expenses required for the activities such as organizing co-curricular and extracurricular activities are also included in the annual budget.

**Budget Formulation:** The annual budget of the is prepared and forwarded by all HODs to the Principal for consent. The Principal directs the HOD to prepare a consolidated budget for the institution. The final consolidated budget is forwarded to Management for final approval.

**Allocation:** The proposed budget, received from the Principal and then allocates the budget as per the necessity of the proposed expenses. If there is no incongruity, then the budget is sanctioned and funds are released. Provisions are also made for emergency expenditure.

**Expenses:** The sanctioned funds are utilized for the development of laboratories, procurement of books, national /international journals, staff salary, development and maintenance activities, etc. In case of any additional funds required for unplanned activities such as attending seminars / workshops / conferences / technical competitions, then the concerned faculty has to prepare a note stating the details of the importance with supporting documents. In exceptional cases, the concerned faculty may be required to give a presentation before the management authorities for sanctioning the funds as per the requirement.

**Audit:** The Accounts Section of the office verifies the expenses against the sanctioned amount carried out under various institutional activities from the supporting documents and gives their remarks for the final settlement. Internal and external audits are carried out once every financial year to ensure proper utilization of the funds as per the allocation by management.

The budget estimates and audited statements are prepared regularly. Internal and external audits are carried out to ensure effective and efficient use of financial resources. There is a proper allocation and utilization of the annual budget.

**Institution: Internal Audit**

Internal financial audit is a continuous process and accountant mainly handles it. Internal audit is carried out annually. During the internal audit, the auditors may give few suggestions related to some of the finance and stock-related records, giving opportunity to the institute to address and rectify the same.

**Institution: External Audit**

Every year a group of external auditors comprising a team of Chartered Accountants perform the auditing of the institute's financial records and books as per guidelines of the income tax department. For external audit Management has appointed chartered accountant firm who takes care about external audit at the end of every financial year.

The parent institute sends the annual audit report finalized by CA to the college for compliance. The audit report is discussed in the CDC by the college. After the discussion with CDC, Principal completes the compliance report and submits to parent institute.

## 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 institution has seen significant progress in the attainment of its strategic goals ever since the inception of the **Internal Quality Assurance Cell (IQAC)**. In the beginning of each academic year, the IQAC creates a framework to streamline the activities by consolidating the calendar of events of various departments. It also ensures that the calendar of events is in alignment with that of the affiliating university.

- The IQAC assists faculty members in planning academics and enhancing academic deliverance by adopting suitable teaching pedagogies. This has enabled them to meet the needs of learners of the present generation.
- It trains and encourages the faculty members to upgrade their teaching skills through training programmes in using ICT effectively. As a result, the teachers have been more confident in building the capacity of students to be global participants of technologically linked world.
- To enrich the curriculum of the affiliating university, the IQAC recommends inclusion of add-on courses into the curriculum. The same has helped students to be up-to-date with the industry requirements.
- The feedback from the students, alumni, industry experts and other stakeholders are taken periodically. The suggestions obtained are reviewed and the necessary action taken.
- It offers a variety of experiential learning modes like Industrial visits and field-based and internship-based learning. Following the visits, reflective sessions help to consolidate the learning.
- Promote the use of ICT in teaching-learning process and facilitate the faculty and students for the same. Motivate the faculty to adopt innovative teaching methods
- It organizes Parent-Teacher Meeting to update the ward's academic performance.
- Our research endeavours are promoted for students and faculty members through awareness

programs, organizing workshops, conferences, encouraging paper publications.

- Faculty Development Programmes are consistently organised for faculty members which has helped them in up gradation of knowledge, skills and to promote professional practices.
- The activities of institutional building such as entrepreneurial efforts, inculcating social and environmental responsibilities are taken up through various platforms. This ensures that the activities of placement cells raise the competency levels of aspiring students by conducting mock aptitude tests, mock group discussion sessions, skill enhancement sessions and more.
- The IQAC has devised assessment methods for the faculty member's performance through implementation of performance appraisal system.

### 6.5.2

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

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

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

## 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:**

**Gender Equity :** College as an educational institution in democratic nation practices genders equality for all the streams.

#### **Gender Equity Practices :**

#### **Safety & Security Facilities :**

**a)** College has an active anti sexual harassment cell which monitors the conduct of the students in the campus.

**b)** A CCTV cameras have been installed in the entire premise to instill a sense of safety and security among girl students.

**c)** These are security guards deployed at the main entrance of the college building and outside the campus is the vicinity of 100 mts to prevent any miscreants entry.

**d)** There is a girls common room & counselling for girls is done on adhoc basis by women cell department.

**e)** Fire extinguishers are installed.

#### **2) Co-curricular and extra curricular activities towards :**

#### **Gender equity –**

**a)** Women cell undertakes different activities in the form of seminars, workshops and competition to promote gender equality.

**b)** Seminars like women health & hygiene, menstrual problems, PCOD problems in Teams are covered.

**c)** Self defense workshops are held on regular basis to promote empowerment among girls.

**d)** Fabric painting, t-shirt designing, mandala art workshops are conducted.

e) Competition like rangoli, mehendi, nail art are held on yearly basis.

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

### 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

### 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:**

**Inclusive environment :**

1. **Communal Harmony** : Students of the college must be made aware of that people from diverse backgrounds must co-exist in the society with love and peace. Hence college conducts various activities so that the external stake holders of the institution are aware of communal harmony.
2. **Cultural & Regional** : College has a cultural committee and the CPC Activity cell to conduct various cultural activities for the students to know and relish the diversified culture of our country.
  - Garba for all the students is conducted to celebrate Navratri Festival.
  - Online Eco-friendly Ganasha Decoration workshop is conducted through microsoft teams platform.

- Chatrapati Shivaji Maharaj Jayanti is observed by paying homage to the Great warrior & Kings. Their achievements are enlightened to the students.
- Webinar on ecological & Geographical perspective of Nagpur district was conducted for the students.

**Socio economic :** In order to uphold social values, college students are made aware of social equality moral values & ethics.

- No vehicle day is followed where in students are asked to commute to college either using bicycles or public transport.
- Covid vaccination drive was conducted not only the students but also for the stakeholders in the vicinity of the college.

**Linguistic environment :** In order to promote language as a vehicle of communication, the literacy club of the college held the seminar on communication skills, essay writing competition and Spell Be competition. International mother language day is celebrated where students express their emotions in their mother tongue.

#### **Constitutional Obligations :**

In order to uphold the constitutional values amongst the students and inculcate citizenship, roles & responsibilities in the students. College conducts activities like,

1. Celebration of Constitutional day by conducting seminars on the constitutional frame .
2. Students take pledge and read out the preamble of the constitution.
3. Tree plantation drives, no plastic drives are conducted by the students.,
4. Covid 19 protocols were made aware to the citizen through online posters.
5. Road safety awareness programs were conducted by NSS volunteers.
6. Masks were distributed by the NSS students
7. Nirmalya collection drive is conducted every year by the college NSS volunteers after the immersion of Lord Ganesha Idol after Ganesh Chaturthi.

## **7.2 Best Practices**

### **7.2.1**

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

**Response:**

**Best Practice – I**

**Title of the Practice: Soft Skill Development for 360° development of Students**

**Objective of the Practice:**

- To give each student a realistic perspective of work and work expectations.
- To develop communication skills and presentation skills
- To help formulate problem solving skills.
- To guide students in making appropriate and responsible decisions.
- To provide opportunity to move to higher education in future.
- To integrate relevant skills into the higher education system.
- To develop skill for entrepreneurship and self-employment

- **Context:**

Skills and knowledge are the driving forces of economic growth and social development of a country. In rapidly growing economies like India with a vast and ever-increasing population, there is a severe shortage

of highly-trained, quality skilled resources, while on the other; large sections of the population possess little or no job skills. Education should always be purposeful, growth oriented and productive. Along with academic qualifications the educational institutes are required to produce dynamic and enterprising youngsters capable of facing the changing times and taking on the toughest technical challenges.

### **The Practice:**

Soft skills development programme is an activity for 360° development of the students, creating necessary skills for enhancing employability as well as entrepreneurial abilities of students. The activity covers lectures, work-shops and demonstrations by experts. Therefore, the experts from various fields are invited to share their experiences, ideas and skill development techniques. To provide education and skill based training of consistently high standards in the realm of higher education through innovative and versatile programmes that will offer the most viable solution to the current and emerging needs of the students seeking opportunities for professional development in the crucial sectors of employment and entrepreneurship.

This activity is designed to help develop a person's communication skills, presentation skills, self-esteem, interview skills and many other life skills. It also helps to develop.

### **Life Skills:**

- Health and Physical Fitness
- Goal Setting
- Time and Stress Management
- Communication Skills: Listening and Speaking Interview Skills Creating Effective Resume
- Ethics and Honesty
- Innovation and Creativity
- Emotional Intelligence , Leadership and Teamwork Problem Solving and Negotiation Skills Self-Awareness and SWOT Analysis

### **Entrepreneurship:**

**Business Plan:** Concept and Elements of Business Plan Concept Introduction, Characteristics of Entrepreneurs Success and Failure's in Entrepreneurship

## Schemes for Entrepreneurship

### **Bank Finance- Concept and Formalities**

Government of India Schemes for promoting entrepreneurship

### **Digital Literacy:**

Basic Computer Skills ,

Introduction to Internet and Digital resources for education Online platforms for learning and course available Information / Cyber Security

### **Evidence of Success:**

The Soft Skills Development programmes have contributed significantly in developing the overall personality of the students. The student who underwent training in Soft skills has benefitted a lot from these training programmes. They got confidence to express themselves confidently. These students have shown leadership qualities by participating and conducting co-curricular and extension activities on the campus and outside the campus as well. These students also help the faculty in conducting workshops, seminars and other capacity building activities in the college. Several students participate in Various Innovative academic, cultural and sports activities as a result of the activities under soft skill development programme.

### **Problems Encountered -**

- The lack of exposure to students as they are the first learners in their families.
- The tribal students face the language problem as they speak tribal varieties of language at their home.
- The lack of confidence level in the students.
- Limited financial resources to conduct these activities.

### **Resources Required -**

- Skill development center
- Computer laboratory/Language Laboratory
- Well trained Faculties
- Resource persons from various field

### **Best Practice- II**

**Title of Practice: Mentorship Program : A step towards Holistic Development.**

**Objectives of the practice :** Realising the expectations of Vision and Missions of the college. To help the mentee to learn the ropes and prepare for career advancement. To help the mentee to develop a sense of competence and clarity of identity. Sharing of suggestions, opinions and problems at personal or professional front.

**The context:** It was noticed that the students motivation level at the time of admission was generally low. The students need varied time to come out of their shell to face the demanding world. These

students need to be handled individually by setting reasonable goals and working on their confidence and independence. It is also understood that these students should be engaged in challenging activities and also need to provide with courteous negative feedback whenever necessary.

The Mentorship Program was started with a view of sharing the knowledge, advice, and resources from the mentor to mentee. While designing the programme care was taken to understand the present young generation mentality and the all round development for their future career opportunities.

**The Practice :** Mentorship Program always tries to help the mentee to achieve his/her career path by providing guidance, motivation, emotional support and role motivation, stress related issues and role modelling. The program allows discussing openly with the students in order to work on their challenges and highlight the positive side of an individual. During the discussion, inputs are provided by the mentor for the betterment of the mentee. Each year students are allocated with new mentor and a record of mentor mentee meeting is maintained. The students are given valuable suggestions. Unanimously, through feedback, the students expressed that being involved in the Mentorship program has made them more confident and inspired them to bring changes in their lives. They also spoke about the difference it made to their academic and personal growth and how empowering it was to be part of something larger than ourselves.

Moreover, recently we've started **"Peer Mentor Program"** in which students of final year of all programs are assigned as peer mentors for junior fellow students. Interactive sessions and meeting are organised by students at their level in order to help, share their experience and guide junior students with various curricular and extra curricular activities.

**Evidence of Success :** The Mentorship Program has been restructured from the past five years with required modification. The success of the programme is evident from the following areas of improvement :

- Increase in attendance
- Increased participation
- Enhanced performance in all activities
- Lowered conflicts
- Creates conducive environment
- Built positive attitude and focus.
- Health, Happy and Holistic Minds.

### 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:**

In line to the institution's vision of making responsible teachers with the help of trained and dedicated

faculty, CPC has taken numerous initiatives to develop both students and faculty.

### Self-Reliant Students & Teachers

**1. Professional Competence:** The institution believes in preparing the student teachers by equipping them with skills to be effective professionals. Our institution conducts capacity building activities such as value-added courses, workshops on innovative practices, developing leadership skills, organising events, interactive sessions with experts in the fields, short term courses, participating in cultural programmes and competitions to hone their talents and creativity etc. Student teachers are encouraged to research work and given opportunities to attend seminars, conferences, present papers and publish articles and contribute chapters in books.

**2. Value Based Transactions:** Through value based and theme-based assemblies, celebration of festivals and special days, community outreach programmes, environmental activities, social activities the institution endeavours to foster values that will form the foundation of the student teachers learning journey.

**3. Technology:** As technology is increasingly being integrated with education we provides various opportunities to the student teachers to develop their technological skills through ICT based activities, technology integrated course activities, use of e- resources, online tools etc. activities, technology integrated course activities, use of e- resources, online tools etc.

**4. Holistic Development:** The holistic development of the student teacher is a primary goal of the institution which it strives to fulfil through a wide range of academic and non- academic activities that are conducted.

**5. Community Outreach:** Various community outreach programmes such as blood donations, tree plantation, sustainable practice to save electricity, mental health awareness programs, national integrity and values and many other programs are conducted by the institution enable student teachers to be sensitised to the needs of the less privileged in society.

**6. Collaborations:** Through interactions and exchange of resources, ideas etc individuals and communities grow and advance and to enhance their skills and abilities.

**7. Employability:** The present changing trends in the field of education require teachers who not only have academic knowledge but is also enriched with soft skills, practical exposure, aptitude capability.

**8. SDG's:** Need for sustainable living to save and preserve the world we live in and through the infusing of Sustainable Development Goals (SDG) based activities in the curricular and co- curricular transactions.

**9. Life Skills:** We focus on empowering students towards Life Skill Education, to explore alternatives, weigh pros and cons, make rational decisions, communicate effectively and be assertive.

Through all the activities teachers are encouraged to use innovative teaching learning strategies, through syllabus students are trained towards professionalism with respect to effective teaching learning strategies.

Thus, in view of areas falling under the institutional distinctiveness, strives to make students and teachers self-reliant by orienting them to innovative teaching learning strategies, developing professionally, empowering them, giving expert advice for higher education, counselling sessions, grooming sessions, etc. These areas are covered through various activities like, internship programmes, value added courses, one to one mentoring, peer tutoring, workshops and seminars, inculcating research skills, etc.

## 5. CONCLUSION

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### Additional Information :

**City Premier College** is a pioneering institution and has evolved over time with the tremendous efforts and leadership of the management, principal, faculty, staff and students. With the aim of developing innovative strategies in legal education, CPC is committed to providing a world class learning experience. The college is incorporating new techniques to facilitate the students to enhance their professional skills and strengthen their aptitude to face new challenges. The ICT tools and smart classrooms have made the teaching and learning process more dynamic and interactive.

The special lectures series regularly organized by colleges provide a congenial environment for academic progress. Apart from academic activities, the institution plays a major role in conducting various programmes to create awareness amongst its stakeholders to take up social responsibility.

### Concluding Remarks :

As an important step towards fulfilling the mission and vision, CPC is submitting the **Self Study Report** to the **National Assessment and Accreditation Council (NAAC)** towards enhancing the Quality in Academic and Administration of the Institution. The institution has maintained high standards in the process of teaching learning and evaluation. To ensure the efficacy of this process, the college functions in a variety of ways.

The college ensures that the students are admitted in a transparent manner following all statutory regulations. Further, the institution has achieved diversity in enrolment of students in terms of all classes of society and geographical locations. The college aims to provide the students with holistic education with a proper blend of formal, informal and practical training to augment their learning ability. The college provides all the required facilities for sports and recreation to ensure overall development of all students.

This **self study report (SSR)** is prepared as a first step towards obtaining accreditation from the National Assessment and Accreditation Council (NAAC), covering all the aspects of different criteria based on the inputs, which lays a significant importance in the enhancement of quality in academics and administration of the institution. City Premier College has been consistently involved in developing innovative strategies to meet legal education and its future challenges from a social perspective.

Accreditation by NAAC helps in developing innovative educational programme and boost morality. All our academic endeavours in the previous years, drive us towards to reach the goals and become conscious to achieve college vision and mission.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2.1     | <p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :18</p> <p>Remark : AS per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.1.2     | <p><b><i>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</i></b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>390</td><td>394</td><td>475</td><td>412</td><td>378</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>265</td><td>277</td><td>320</td><td>288</td><td>285</td></tr></table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>621</td><td>621</td><td>621</td><td>621</td><td>621</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>624</td><td>624</td><td>624</td><td>624</td><td>624</td></tr></table> <p>Remark : AS per the revised data and clarification received from HEI, based on that DVV input is recommended.</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 390 | 394 | 475 | 412 | 378 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 265 | 277 | 320 | 288 | 285 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 621 | 621 | 621 | 621 | 621 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 624 | 624 | 624 | 624 | 624 |
| 2021-22   | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 390       | 394                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 475     | 412     | 378     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2021-22   | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 265       | 277                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 320     | 288     | 285     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2021-22   | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 621       | 621                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 621     | 621     | 621     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2021-22   | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2019-20 | 2018-19 | 2017-18 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 624       | 624                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 624     | 624     | 624     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 3.3.1     | <p><b>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</b></p> <p><b>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |

**during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2       | 6       | 4       | 5       | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 4       | 0       | 0       |

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 16      | 10      | 7       | 8       | 13      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8       | 6       | 5       | 6       | 11      |

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

5.1.3

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1078    | 1211    | 1091    | 1099    | 1381    |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|    |    |    |    |   |
|----|----|----|----|---|
| 47 | 59 | 42 | 51 | 0 |
|----|----|----|----|---|

Remark : As per the revised data and clarification received from 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: C. 2 of the above

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

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 221     | 321     | 201     | 268     | 141     |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 221     | 321     | 201     | 268     | 141     |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 890     | 961     | 798     | 625     | 502     |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 890     | 961     | 798     | 625     | 520     |

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

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |   |    |    |    |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|---|----|----|----|
| 5.3.1   | <p><b>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</b></p> <p>5.3.1.1. <i>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</i></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>14</td><td>8</td><td>19</td><td>15</td><td>18</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3</td><td>0</td><td>10</td><td>6</td><td>7</td></tr></table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 14 | 8  | 19 | 15 | 18 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 3  | 0 | 10 | 6  | 7  |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |   |    |    |    |
| 14      | 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 19      | 15      | 18      |         |         |    |    |    |    |    |         |         |         |         |         |    |   |    |    |    |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |   |    |    |    |
| 3       | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 10      | 6       | 7       |         |         |    |    |    |    |    |         |         |         |         |         |    |   |    |    |    |
| 5.3.2   | <p><b>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</b></p> <p>5.3.2.1. <b>Number of sports and cultural programs in which students of the Institution participated year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>31</td><td>14</td><td>22</td><td>31</td><td>32</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>15</td><td>8</td><td>11</td><td>14</td><td>14</td></tr></table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>                                                                                                                        | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 31 | 14 | 22 | 31 | 32 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 15 | 8 | 11 | 14 | 14 |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |   |    |    |    |
| 31      | 14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 22      | 31      | 32      |         |         |    |    |    |    |    |         |         |         |         |         |    |   |    |    |    |
| 2021-22 | 2020-21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |   |    |    |    |
| 15      | 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 11      | 14      | 14      |         |         |    |    |    |    |    |         |         |         |         |         |    |   |    |    |    |
| 6.2.2   | <p><b><i>Institution implements e-governance in its operations</i></b></p> <p>1. <b>Administration</b><br/>2. <b>Finance and Accounts</b><br/>3. <b>Student Admission and Support</b><br/>4. <b>Examination</b></p> <p>Answer before DVV Verification : A. All of the above<br/>Answer After DVV Verification: C. 2 of the above</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |   |    |    |    |

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 35      | 35      | 35      | 31      | 29      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10      | 12      | 14      | 12      | 10      |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10      | 10      | 10      | 10      | 10      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10      | 10      | 10      | 10      | 10      |

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 : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

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

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.1.3 | <p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li><b>1. Green audit / Environment audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3. Clean and green campus initiatives</b></li> <li><b>4. Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. All of the above<br/> Answer After DVV Verification: C. Any 2 of the above<br/> Remark : AS per the supporting documents provided based on that DVV input is recommended.</p> |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 2.Extended Profile Deviations

| Extended Profile Deviations |
|-----------------------------|
| No Deviations               |