SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

JAI HIND EDUCATIONAL TRUST'S ZULAL BHILAJIRAO PATIL COLLEGE

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction:

Jai Hind Educational Trust's Zulal Bhilajirao Patil College, formally known as Jai Hind Arts, Commerce and Science College was established in June 1982. Earlier it was affiliated to university of Pune. Later it is affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon, established on 15th August 1990. Our college is located in the remotest part of North Maharashtra in Dhule. Dhule is the district place which is predominantly a rural and tribal area.

The founder of the institute late. Adv. Zulal Bhilajirao Patil the visionary, freedom fighter, educationist, always inspires us to work for betterment of society.

Core value of the institution has given its own brand as JaiHind Brand. The institute provides opportunities to all segments of society and tries to inculcate human values in the students. We are known for team work and work culture. We believe in smart work.Our institute imparts quality education so it becomes a dream college for the students.

We always try to nurture our students and provide them vibrant academic ambience. We promote social cohesion and religious amity by acquainting them with Indian culture. Our students excel various activities and bring accolade to the institution.

We have supportive management, qualified staff, well-equipped research recognized laboratories, rich stocked library which facilitates teaching learning process. We provide amenities like internet facility, auditorium, gymnasium, Bank Center, ATM Center, well-equipped and UGC granted Ladies Hostel, swimming pool consumer store, CCTV etc.

Our institute offers a range of undergraduate and postgraduate programs in Humanities, Commerce, Science. We run the programs like B.A. B.Com., B.Sc. as well as BCA, BBA. We also run the PG programs in the subjects Like Chemistry, Microbiology, Statistics, Geography, English, Marathi, Commerce. In addition to the academic programmes, our institute offer a wide range of extracurricular activities including NSS, NCC.

Our contribution to the education field and society has been recognized by KBC NMU Jalgaon and our institute has been honored with the Best College Award twice. We are committed to build prosperous India by improving our students to become responsible citizens and good human beings.

Vision

The College strives to impart quality education to students enabling them to develop, excel and achieve core competencies to meet the global requirements successfully.

Mission

We aspire to mobilize student strength for the sustenance of a healthy democracy and betterment of humanity by inculcating leadership, creativity, aesthetic values, scientific temperament, citizenship and a rational, eco-friendly approach through academic excellence

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Proactive, Visionary, Participative and supportive management, experienced principal and hardworking and committed teaching and non-teaching staff.
2. Team work and work culture.
3. Academic and vibrant ambience on the campus.
4. A strong bond and healthy relationship between the staff and students which enhance student's level of motivation and promote learning.
5. Beautiful and multistoreyed building with lovely lawn.
6. Research recognized laboratories to carry out research activities.
7. All departments are well equipped with the necessary infrastructure.
8. Adequate infrastructure and physical facilities.
9. AC seminar hall, Nationalized Bank ATM facility, Girls Hostel, Central Library with books, journals, periodicals and rare books, IT facility.
10. Higher percentage of girl students.
11. Safe and Secure campus for girl students.
12. Installment facility to pay tuition fees to enable economically disadvantaged students to access education.
13. Provides support services and welfare schemes to the staff and students.
14. Initiatives and involvements in eco-friendly activities like trash collection, river cleaning. statues cleaning.
15. Involvement in community outreach programmes and extension activities.
16. Facilities to encourage students participation in curricular, co-curricular and extra-curricular activities.
17. Initiatives and involvement of the statutory and college committees to enhance the academic and administrative progress of the college.
18. The staff undertakes research activities such as publishing research articles in UGC care listed journals, peer-reviewed journals, writing books and chapters for books, pursuing Ph.D. and guiding Ph.D. students.
19. Offers traditional teaching learning set-up with ICT-facility.
20. Complete transparency in admission, appointments, administrations etc.
21. Offer conventional courses of Humanities, Science and Commerce along with value added courses.
22. Various departmental associations, clubs and college committees contribute to holistic development of students.
23. Initiatives to promote gender equity, student centric activities groom and develop student's personality.
24. Energy initiatives such as installation of the solar panel on the college as well as Ladies Hostel building.
25. The college is the center of Yashwantrao Chavan Maharashtra Open university, Nashik and runs the courses like B.Lib., M.Lib., MCJ, B.A. etc.
26. The college is the center of Indra Gandhi National Open University, New Delhi.
27. The college is recognized as he Central Assessment Programme Center by KBCNMU, Jalgaon.
28. Patents registered- Prof. Girish Desale- 04, Dr. Vitthal Rathod-01, Swapnil Sir-01.

Institutional Weakness

1. Less number of academic and administrative staff due to no recruitment by the govt. of Maharashtra.
2. Lack of research projects as UGC and central government stops funding.
3. Scarcity of funds to run many PG programme (PG programme on Non-grant basis).
4. Limited autonomy in curriculum design.
5. Students from rural, socially & economically deprived class.
6. Less number of recruited students through campus placement due to.
7. Industry academia gap.
8. Underdeveloped industrial zone so lack of industrial linkage and less no. of placement.
9. Lack of adequate Research Projects as no grants sanctioned by UGC.

Institutional Opportunity

1. The mission and vision of the institute provides an opportunity to the first learners from the rural area as well as tribal area for graduation, post- graduation and groom them to undertake research.
2. Greater opportunities for student's progression from UG to PG programme.
3. Education in well-reputed and best college Award winner twice becomes a dream college for all.
4. The college inculcates human values in students and train the students to be the responsible citizen of our country as well as global citizens.
5. To encourage students to enroll in online programs such as MOOCs, Swayam and NPTEL.
6. To encourage the teaching staff to create Massive Open Online Course (MOOCs).
7. To provide training to willing and interested students to pursue a career in Performing Arts (Theatre arts).
8. To established linkages and collaborations for skill development, Outcome based training, placement, academic exchange, sharing research expertise.
9. To implement NEP-2020 efficiently.
10. To robust Incubation Center and Entrepreneurship Cell.
11. To undertake interdisciplinary and multidisciplinary research.

Institutional Challenge

1. Less number (limited) of teaching and non-teaching staff because of no recruitment from the Government of Maharashtra.
2. To run three faculty and many programs in the same building and limited space.
3. To run self-financing courses like Biotech, BCA and PG non-grand courses as most of the students are from rural and economically deprived class and they can't afford to pay admission fees.
4. Covid-19 Pandemic affects everyone globally the economic conditions has become so worst that the students prefer to work (for livelihood to Earn) rather than to get admitted in college.
5. Limited financial assistance from the government.
6. To cope up with the challenging policies and scenario in education field.
7. To track the progress of the students after completing their education from the institute.
8. To convince most of the students to come to the college and attend the lectures as they are working on daily wages.
9. To adapt curriculum to changing academic, socio-economic and technological environment.
10. Recurring cost of maintenance of infrastructure is increasing day by day.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. **Curriculum Planning and Implementation-** The institute is affiliated with Kavyitri Bahinabai Chaudhari North Maharashtra University, Jalgaon and follows the curriculum designed by the university, which aligns with current academic standards, industry requirements, and the evolving needs of society. The institute offers a wide range of undergraduate and postgraduate courses in the faculty of Humanities, Commerce and Science. Institution introduces innovative practices like project-based learning, internships, and fieldwork. Institution strategically plans for effective delivery of curriculum by setting clear goal, objectives, outcomes, timelines, and responsibilities. For this, institute does have adequate resources, including qualified faculty, modern infrastructure, and updated learning materials.
2. **Academic Flexibility**- The Institute has adopted CBCS Pattern in 2018-19. Institution offers Certificate Courses, Value-Added Courses; these include skill development programs, language courses, and other short-term courses that enhance employability. Institute aims at integration of practical skills and training required for employment, this includes partnerships and MoUs with industry for internships, workshops, training and research programs. Institute addresses important societal issues and promotes values such as ethics, social responsibility, and cultural awareness. This is achieved through specific courses, seminars, and extracurricular activities.
3. **Curriculum Enrichment-** The institute prioritizes the importance of Environmental Sustainability, Human Values and Professional Ethics, and Gender Equality and Inclusivity.
4. **Feedback System-** Institution collects comprehensive feedback from students, faculty, alumni, and parents covering various aspects of the curriculum including content, delivery, and relevance. Institute analyses this feedback quantitatively and qualitatively and shares these inputs with university. University suggests BoS to make necessary changes in curriculum based on these inputs.

Teaching-learning and Evaluation

Teaching-learning is the core of the educational process, crucial for institutional success and development. Over the past five years, our college has maintained an average enrollment percentage of 68.16%, adhering to central/state reservation policies with a 64.69% average for reserved category seats. The student-teacher ratio stands at 1:37.93, reflecting diverse student backgrounds and adoption of varied pedagogies. These pedagogies such as experiential learning, participative methods, and problem-solving are used by giving laboratory work, industrial and field visits, poster presentations, seminars, and short research projects.

Participative learning is encouraged through activities like class seminars, group discussions, quizzes, Avishkar, Yuvarang, annual social gatherings, and various NSS camps. The institute blends traditional and modern teaching techniques, utilizing educational videos, online lectures via MS Teams, Google Meet, Zoom, and platforms like Google Classroom for tests, assignments, study material. Social media such as WhatsApp, Facebook, LinkedIn, Instagram, Snapchat are also leveraged. The institute boasts nine ICT-enabled classrooms across various departments and seminar hall, English Language Laboratory enhancing students' communication and soft skills.

Full-time teachers constitute 69.85% of sanctioned posts, with 58.47% holding NET/SET/Ph.D. degrees;

currently, 26 out of 74 faculty members are Ph.D. The internal evaluation system ensures transparency through continuous assessments and semester-end exams, managed by Examination Committee, which handles all examination-related activities.

Program and course outcomes are communicated proactively, ensuring students can effectively plan their educational path. Average pass percentage over last five years is 85.64%. The institute conducts an annual Student Satisfaction Survey to gather feedback on various aspects, ensuring continuous improvement and alignment with educational objectives.

Research, Innovations and Extension

Over the past five years, our institution has secured grants totalling 5.2 lakhs from various governmental and non-governmental sources, highlighting our dedication to advancing research and endowments. We have fostered an innovative environment grounded in the principles of the Indian Knowledge System (IKS). Our commitment to innovation is demonstrated by initiatives aimed at raising awareness about Intellectual Property Rights (IPR), including the establishment of an IPR cell and an Incubation Center.

We have organized twenty-two workshops, seminars, and conferences on topics ranging from Research Methodology to entrepreneurship, facilitating the exchange of knowledge and technology. Our faculty members have achieved notable academic success, with 198 research papers published in UGC-listed journals, contributions to fifty-seven books and chapters, and presentations at national and international conferences. Additionally, we have conducted 140 extension and outreach programs through forums like NSS/NCC, Vivek Vahini actively involving the broader community.

We have established twenty-three functional MoUs and linkages with institutions and industries both domestically and globally, providing opportunities for internships, training, exchange programs, and collaborative research, fostering global connectivity and knowledge exchange.

During the pandemic, we transitioned seamlessly to online platforms using tools like Microsoft Teams for academic activities, including admissions and virtual lectures/practicals. Our commitment to staff welfare is evidenced by support for research pursuits, participation in workshops, and financial aid for attending conferences, promoting continuous professional development. We emphasize IPR awareness and provide resources like well-stocked libraries and research laboratories.

Under the IKS umbrella, initiatives like Yoga Day, Sanskrit Day, and certificate courses in Gandhian Thought promote cultural pride and values among students. Collaborations with external entities, such as the Incubation Centre in partnership with North Maharashtra University, Jalgaon, enrich students' practical learning experiences.

Our institution actively engages in social and environmental initiatives, including awareness campaigns, cleanliness drives, and health promotion activities, fostering responsibility and civic engagement among students. Awards like the NSS Best Unit Award and recognition for the Career Counselling Centre highlight our impact on community service and student guidance.

Infrastructure and Learning Resources

The institute has adequate infrastructure and provides physical and ICT facilities to students. It offers graduate and post graduate programmes. There is time-table committee which prepares the time-table of all programmes to be undertaken for teaching and learning as per the time slot allottment.

The institute has an enriched library which is centrally located. Free access to library resources motivates the students to use library.. The central library provides NList facility to have access with e-resources and more than 3000 journals online.

The institute provides the requirements related to the practicals such as chemicals, class work material, charts, models, apparatus, equipment's, consumables etc.

The institute has updated IT facility by providing Computer labs having 319 computers, 12 scanners, 5 Laptops, 16 LCD projectors with screens, 32CCTVs.

Our institute has signed Microsoft Campus Agreement and provides different kinds of licensed software. English department Language Lab uses Orell Techno I-tell and Zoology department uses DigiFrog software. The institute subscribe Master Software College Management Software for Admission, Accounting and administration. Hardware technician maintains the computer labs, IT Lab, languages lab. The institute provides open access to internet and computer facilities. Free of cost Internet facility is given to the students .

The institute provides indoor and outdoor sports facilities as well as Gymnasium. It has signed MOUs with District Sports Department and Uin Sports.

There are Research Recognised Laboratories. The institute offers cultural facilities and arranges college Gathering 'Rangachaitanya' to provide a platform to exhibit the students potentials.

The college website is updated. CCTV & fire extinguishers are installed on campus. Water Purifer and Coolers are well placed Broad band connectivity has been provided to each department of the college. Gardener is appointed for regular maintaining of the plantation. Campus Development Committee supervises maintenance of campus. Our campus has a clean ambience due to good maintenance and supervision.

Student Support and Progression

During the last five years 6411 (42.68%) students has been benefited by scholarships and free ships provided by the institution, government and non-government bodies, individuals.

Our college has organised activities for improving students' capability in Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene), ICT/computing skills

Near about 5024 (33.45%) students have been guided for competitive examinations and career counselling offered by the Institution during the last five years.

Our college has a very transparent and strict *mechanisms* for redressal of students grievances has including sexual harassment and ragging cases. Not single incident of ragging's has taken place in the Institute. Damini Pathak of Maharashtra police visits frequently to monitor safety of the place. The internal compaints Committee is active on the college campus. We follow all rules, regulations and guidelines given by the university and the governments. *Our* Students can approach directly to the teacher/ Head of Department/ Vice

Principals/ Principal. They can approach directly to the university by online/off-line.

Percentage of placement of outgoing students and students progressing to higher education is 6.99 % during the last five years. Percentage of students qualifying in state/national/ international level examinations is 0.84% during the last five years.

Our Students have participated in various sports and cultural activities. During the last five years 1431 students have participated in various competitions and won 41 awards.

The institute has registered Alumni Association which has contributed Rs. 345080/- during the last five years for the development of the institution. Every year the college arrange get-together for Alumni during Diwali vacations. We have arranged lectures of Alumni to inspire to the college students and to update the students.

Governance, Leadership and Management

Zulal Bhilajirao Patil college with its guiding principle ' Not failure but low aim is crime', has always strived for the overall development of its students through plethora of educational courses plus the co-curricular activities like NSS camps, workshops, seminars etc for not only students from urban areas but to cater the needs of rural areas too. The e-governance, leadership and management at the college is guided by universal principles of inclusivity and collective responsibility, so that the college is able to provide a platform for students who can then actively contribute to social welfare while fostering sense of social responsibility. The Strategy development and deployment of the college has been led by Institutional strategic plan with a rational organizational structure and implemented by College Development Committee (CDC) for performing all the core and peripheral tasks of the college. Apart from this, the empowerment strategies in the college comprises of multifaceted avenues like staff welfare committee, credit cooperative society, staff insurance scheme, medical and maternity leave, organisation of conferences etc. Not only this, the performance of each employee is assessed based on career advancement scheme promotion is made according to the API established norms for parity in the system. The transparency is also followed in case of financial management and resource mobilisation audited by both internal and external audit. Fully functionality of IQAC has led to plethora of activities like periodic meeting of HoDs of departments, periodic reviews, signing of MoUs with other educational institutions, organising workshops, student induction program, expansion of book bank facility and henceforth.

Institutional Values and Best Practices

 The institute is promotes to gender equity and equality. It also tries to offer quality education to all students from all sections of society without any discrimination based on religion, caste, gender. The institute has conducted the Gender Audit to know whether the institute has a good gender balance.

It has taken certain measures to promote gender equity. Gender equity and sensitization is integrated in the curricular and co-curricular activities. The institute has been trying to be environment friendly institute. To make the green campus the institute has taken certain efforts to make Green Audit and Energy Audit. The institute has done initiative like installation of solar Pannels, LED lights, performing tasks like waste management, rainwater harvesting, clean campus. The institute caters to the need of the disabled friendly learners.

The institute has taken efforts to provide an inclusive environment to the students by organizing curricular, co-curricular and extracurricular activities. It has also tried to foster an inclusive environment by celebrating the Constitution Day. Best practices of the institute have inculcated value system amongst students. Our endeavours is to enable our students to be good human beings and responsible citizens.

Our Institution believes that our role as an educational institution is to create social awareness as well as cultivate humanity, imparting of knowledge and skills to our student. Service to society at the grass root level has been the basic vocation of the Institution along with quality education, as reflected in the mission & vision of the institute. Social and extension activities are organized to create awareness among students, faculties about their responsibility.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAI HIND EDUCATIONAL TRUST'S ZULAL BHILAJIRAO PATIL COLLEGE
Address	Z.B.Patil Marg(Wadibhokar Road) Deopu,Dhule
City	Dhule
State	Maharashtra
Pin	424002
Website	zbpatil.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	P.H.Pawar	2562-222343	9423193364	2562-220678	jaihind@zbpatil.in
IQAC / CIQA coordinator	Varsha Patil	2562-	9423407231	2562-220678	varshapatil.vp.100@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	[View Document](#)
Maharashtra	North Maharashtra University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	11-07-1988	[View Document](#)
12B of UGC	03-02-1995	[View Document](#)

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

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

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	31-03-2011
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	Z.B.Patil Marg(Wadibhokar Road) Deopu,Dhule	Urban	1.987481	5439.472

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Chemistry,	36	HSC	English	60	48
UG	BSc,Physics,	36	HSC	English	10	4
UG	BSc,Mathematics,	36	HSC	English	20	14
UG	BSc,Electronics,	36	HSC	English	10	0
UG	BSc,Computer Science,	36	HSC	English	60	35
UG	BSc,Informationtechnology,	36	HSC	English	60	25
UG	BSc,Botony,	36	HSC	English	20	10
UG	BSc,Zoology,	36	HSC	English	20	10
UG	BSc,Microbiology,	36	HSC	English	40	31
UG	BSc,Biotechnology,	36	HSC	English	20	9
UG	BSc,Geology,	36	HSC	English	20	13
UG	BSc,Geography,	36	HSC	English	10	0
UG	BA,Geography,	36	HSC	Marathi	60	22
UG	BCom,Commerce,	36	HSC	English,Marathi	360	126
UG	BCA,Management,	36	HSC	English	120	93
UG	BMS,Management,	36	HSC	English	60	0
UG	BBA,Manag	36	HSC	English	60	27

	ement,					
UG	BA,Marathi,	36	HSC	Marathi	40	15
UG	BA,English,	36	HSC	English	40	24
UG	BA,Hindi,	36	HSC	Hindi	40	4
UG	BA,Sanskrit,	36	HSC	Sanskrit	40	5
UG	BA,Economics,	36	HSC	Marathi	40	19
UG	BA,Politics,	36	HSC	Marathi	40	16
UG	BA,Psychology,	36	HSC	Marathi	40	30
UG	BA,Sociology,	36	HSC	Marathi	40	31
UG	BA,History,	36	HSC	Marathi	40	11
UG	BA,Defence Studies,	36	HSC	Marathi	40	15
UG	BA,Music,	36	HSC	Marathi	20	7
UG	BSc,Statistics,	36	HSC	English	20	13
PG	MSc,Chemistry,Physical	24	BSC	English	10	0
PG	MSc,Chemistry,Organic	24	BSC	English	40	34
PG	MSc,Physics,	24	BSC	English	10	0
PG	MSc,Mathematics,	24	BSC	English	10	0
PG	MSc,Computer Science,	24	BSC	English	30	21
PG	MSc,Informationtechnology,	24	BSC	English	20	15
PG	MSc,Botony,	24	BSC	English	10	0
PG	MSc,Zoology,	24	BSC	English	10	0
PG	MSc,Microbi	24	BSC	English	20	19

PG	ology,					
PG	MA,Geography,	24	BA	Marathi	20	14
PG	MCom,Commerce,M.Com	24	BCOM	English,Marathi	60	7
PG	MMS,Management,	24	BMS	English	10	0
PG	MA,Marathi,	24	BA	Marathi	60	3
PG	MA,English,	24	BA	English	60	0
PG	MA,Hindi,	24	BA	Hindi	30	0
PG	MA,Economics,	24	BA	Marathi	20	0
PG	MA,Defence Studies,	24	BA	Marathi	20	0
PG	MSc,Statistics,	24	BSC	English	20	10

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				90			
Recruited	0	0	0	0	0	0	0	0	33	6	0	39
Yet to Recruit	0				0				51			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				78			
Recruited	0	0	0	0	0	0	0	0	34	44	0	78
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				71
Recruited	40	0	0	40
Yet to Recruit				31
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	0	0	0	0
Yet to Recruit				22

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				36
Recruited	23	0	0	23
Yet to Recruit				13
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	7	1	0	11	3	0	25
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	3	0	0	9	2	0	14
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	25	0	32
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	816	0	0	0	816
	Female	1204	0	0	0	1204
	Others	0	0	0	0	0
PG	Male	70	0	0	0	70
	Female	135	0	0	0	135
	Others	0	0	0	0	0
Certificate / Awareness	Male	55	0	0	0	55
	Female	138	0	0	0	138
	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	98	126	122	118
	Female	135	145	157	144
	Others	0	0	0	0
ST	Male	64	83	76	71
	Female	63	66	55	46
	Others	0	0	0	0
OBC	Male	772	930	933	813
	Female	1012	1117	1104	1061
	Others	0	0	0	0
General	Male	276	329	326	293
	Female	315	348	398	371
	Others	0	0	0	0
Others	Male	33	30	24	20
	Female	39	28	22	25
	Others	0	0	0	0
Total		2807	3202	3217	2962

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NEP-2020 emphasizes multidisciplinary and interdisciplinary education. Multidisciplinary approach gives freedom to the students to study subjects from various discipline. It can develop many types of capacities like intellectual, emotional physical, moral, social, linguistic. It is important for the holistic development of the students who can contribute to make journey of India towards becoming global knowledge superpower. To inform the students aware of the nature and importance of multidisciplinary education the institute organized Student Induction Programme. Every year the students are introduced to various programmes and courses offer by the institute. The institute is

affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University Jalgaon so the curriculum framed by Board of Studies of various subjects is taught in the institute. For the holistic development of the students environmental education and value education is important to them. Study of environmental education sensitizes the students to Nature and make them aware of importance of the sustainable development. Programs and activities organized by various clubs, associations of various subjects developed multi-disciplinary approach and groom students personality. Lecture series on various topics promotes multi-disciplinary education Skill Enhancement Courses, Generic Courses, MIL courses acquaint the students with multi-disciplinary education. Different departments run interdisciplinary value-added certificate courses syllabus of the courses framed by the teachers of the institute have included multi-disciplinary elements. Activities like Mock Parliament organized by the institute introduce the students with the working and functioning of the parliament Certificate and value-added courses and special courses offered by the faculty of humanity: - Gender studies, Gandhian thought, Travel and Tourism, Computer Application, Soil and Water conservation, The purpose of literary bank and importance are multi-disciplinary in nature. Teachers have been awarded Ph.D. in multi-disciplinary research for instance Gender Constructions in the Selected novels of Margaret Atwood, Study of the manuscripts of the Historian V.K. Rajwade Research institute, Discourse analysis of R. K. Laxman's Cartoons, Problems and Prospects of Agricultural Development in Dhule District, Maharashtra, Geochemistry of Groundwater, soils from Trekhoi River Basin Sindhudurg district, Maharashtra, India, Comparative Study of Effect of Aqua and Ground Exercise on Physical Fitness, Physiological and Biochemical Factors of Obes Men Aged 35 to 40 Years. Students are encouraged to enroll for multi-disciplinary courses available on Swayam PG Pathshala and NPTEL portals. Training programmes, industrial visits, competition quiz promote multi-disciplinary education. Departmental wall magazines on various themes such as gender equality, also promotes multi-disciplinary education. Women emprevement, contribution of social reformers, freedom fighters, writers, scientists, social-economic

	issues etc. Community engagement activities which are practiced through various departments, NSS, NCC promote multi-disciplinary education. Signing MOUs with various institutions has provided opportunities to the students for multi-disciplinary education. Our institution being affiliated to KBCNMU, Jalgaon will follow the structure (NEP-2020) decided by KBCNMU, Jalgaon and endeavor towards becoming a multi-disciplinary learning institutional.
2. Academic bank of credits (ABC):	Academic Bank of Credit is an initiative which is a part of the One Nation One Student ID Programme launched by the union Government aligning with the new National Education Policy 2020. It is a credit facility envisioned by the Govt. of India in NEP-2020. It provides the digital infrastructure which will store the academic credits earned by the students of the institution. To implement the National Education Policy 2020, the institution has taken necessary initiatives. Quality Assurance Cell has organized one day webinar on New Education policy 2020 for the faculty. Registration process for the ABC was discussed in the webinar. The institute has formed a committee for the registration process for ABC. After getting the directions and guidelines from KBCNMU Jalgaon, the administrative staff, IQAC and the committee informed the students about the registration process for ABC in the classes. Guideline regarding the registration process for ABC was given and sent on students WhatsApp groups. PDF of the details of the registration process was sent on the WhatsApp groups so that the students can follow the steps and register for ABC. The students who had encountered problems regarding registration process were called personally and the committee helped them to register. Internal Quality Assurance Cell arranged a lecture on NEP-2020 for the faculty as well as students. Need and importance of the registration process for ABC was focused by the speaker in the lecture. The faculty attended the meeting on NEP-2020 held by KBCNMU Jalgaon. All departments provided the input of related subjects, course structure of Major and Minor courses. The faculty participated in the restructuring of syllabus in accordance with NEP-2020. The teachers who have been working as BOS attended the meetings held by university. They have provided

	inputs regarding the syllabus to the concerned Dean of the faculties. The institute completed the registration process of all UG and PG classes. All students are registered for Academic Bank of Credits via the National Academic Depository (NAD).
3. Skill development:	NEP-2020 focused on skill development of students to empower them and hone their skills. Skill development is important for personal and professional development. It is very essential for the holistic development of the students. Skills like Soft Skills, Communication Skills, Leadership Skills, Employability Skills, Creative Skills, Critical and Problem-solving skills, life skills prepare the students to face the challenges in personal as well as professional life. Our students come from mofussil area. Most of the students lack self-confidence. The institution tries to build their self-confident and to develop skills sets. Learners with diverse skills are empowered, confidence, adaptable learners who can cope with the changing scenario and rapid technological development. The institution has taken efforts in skill development of the students. As the students came from rural and tribal area the institution provides them opportunities and make them future ready. Being affiliated to KBCNMU Jalgaon, we submitted the proposals of Certificate Courses under ordinance 181 to KBCNMU, Jalgaon. At present the institute runs 13 certificate courses. Syllabus design, delivering lectures, paper setting of internal and external examination and evaluation etc. everything is done by the teachers of the institute. The learner gets the certificate after completing the course. Integration of skill development in the curriculum of various programmes is done by the institute. The teachers engage the classes of the skill enhancement courses and develop diverse skill set of the students. Skill Enhancement Courses are prescribed by KBCNMU, Jalgaon. The Generic Elective Courses prescribed by KBCNMU, Jalgaon are taught by the teachers to develop the learners discipline relevant skills. Training programmes are organized by signing MOUS with various organizations. We have signed MOU with Symbiosis Skill and Professional University, Pune. Future Ready Skill Training (FST) programme has been organized for the students on Machine Learning and Data Analytics. Duration of the training programme

	was of three months (24 January 2023 to 31st March 2023) and 65 students enrolled for this programme. To develop the entrepreneur skills, field visit and industrial visits, study tours are arranged. Lectured are delivered to develop their skills. To foster culture of innovation and to generate employment lecture on start-ups was arranged. Some of the departments organized workshops and conferences on soft skills etc. The department of the English organizes certificate course in Spoken English Communication Skill in English. It has organized one day National Conference on Soft Skills, Communication Skills and Employability Skills. It has also organized National Conference on Integrating ICT in teaching English classroom. Use of virtual classroom for practical purpose. Industry, academia and alumni provide inputs for designing curriculum and training programmes. The teachers of our institution have attended the training courses of Maharashtra State Faculty Development Academy (MSFDA). They have been trained in the areas like capacity building, rational thinking, multidisciplinary education. Such trained teacher's knowledge percolated to the students and enable the students to develop various skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The preamble of NEP 2020 has recommended to incorporate the Indian knowledge System in the curriculum at all level of education. The institute has taken initiative to disseminate Indian knowledge system. It has informed IKS Cell. It always tries to preserve and promote Indian language like Sanskrit, Hindi and Marathi. Every year we celebrate Indian Language Day such as Hindi day, Marathi Rajbhasha Divas, Marathi Bhasha Samvardhan Week, Sanskrit Day, Techers Day, International Language Day. General knowledge lectures are delivered on Indian culture its rich traditions, arts and value system. The institute has introduced the subject like Music so that the students get acquainted with Indian music and its traditions. The Language Association has taken initiatives to promote the Indian culture. The association was inaugurated at the hands of Hon'ble Dr. Nilesh Joshi (Sanskrit senior linguist Center for Indian Language Technology, IIT, New Delhi). He spoke on the topic 'Smart Book- A Digital Multilevel Textual Analysis'. Indian languages like Hindi, Sanskrit and Marathi are taught at the general and

	special level to the student of the faculty of Humanity and at general level to the students of the Commerce and Science faculty. English is taught as an international language, It is taught as compulsory subject to BA and B.Com. students and special subject to the students of BA and MA program. It is also taught as an optional subject to FY B. Com and B.Sc. and SY B.Sc. students. Teacher teach in bilingual language for better understanding. Marathi Hindi Sanskrit are taught as modern Indian languages. Study of this languages acquaints the students with linguistic diversity cultural affluence and rich traditions of our culture. It also enriches the learners experience and instills the sense of belongingness and respect for India is instilled in them. To preserve Indian culture the students are encouraged to celebrate the Traditional Days. The learner participate in various activities like mehndi, rangoli, dance, singing, drama etc competition organized by our institute as well as other institutes and university. The students who have come from rural and tribal areas perform in their attire on various occasions. Celebration of National Integration Day creates awareness about importance of unity in diversity. The Arts Circle provides a platform to students to exhibit their hidden talent. The institute organizes the college gathering 'Rangchaitanya' and encourage the student to participate in cultural activities. The institute celebrates various National Days, Birth and Death Anniversary of eminent personalities who contributed to culture literature arts science education and various spares of human life. Yoga Day is celebrated on 21st June and encourages the faculty and students to practice yoga for physical and mental fitness. Visit to Rajwade Research Centre K.S. Wani Marathi Adhyan Sanstha, The programs which have been conducted under Eak Bharat Shreshth Bharat scheme Meri Mati Mera Desh, Panchpran Shapath etc. introduce the students to know about richness of Indian culture and make them field proud of Indian knowledge system.
5. Focus on Outcome based education (OBE):	Our institute is affiliated to kavyitri Bahinabai Chaudhary North Maharashtra University, Jalgaon. It follows the guidelines given by university. The institute tries to focus on outcome-based education. The teachers have participated in the workshop on syllabus structuring and restructuring organised by

our institute and other institutes in collaboration with the university. Considering desired outcomes of various Courses (CO) Programme Outcomes (PO) and Programme Specific Outcomes (PSO) the teachers have presented the paper in the workshop teachers of the institute working on BOS have provided the feedback. BOS considers paper presented in the workshops on structuring and restructuring of the syllabus and feedback and design outcome-based curriculum. In addition to this BOS forms the assessment process. This enables the teachers to evaluate the attainment of learning outcomes. Our faculty is involved in the process. The institute has organised syllabus framing workshop on various subjects. It also encourages the teachers to participate in such workshop organised by other colleges. The teachers who have working on BOS also contribute to syllabus framing of their concern subjects. With the commencement of the college the students are introduced to the objectives formed by the BOS. This gives an idea to the learners about what they are going to learn and what they will get after studying that particular course. The teachers have applied various pedagogical approaches such as participative learning, experimental learning, group discussion, brain storming, visits to industries and research centres, projects etc. The learner's problem-solving skill, critical thinking skill, analytical skill etc. are honed due to this approach. The teacher performs the role as a facilitator, mentor and tried to achieve the objectives. To cater to the needs of the learners the teacher exposes the learners to varied learning experience which improves students' performance. Mentor-mentee committee is formed. The teachers work as mentor and held meetings of the mentees. The mentor keeps the record of the mentees progress and attainment of outcomes. This practice forms a bond between the mentor and mentee which facilitates learning and keeps the campus stress free. The institute has taken efforts to robust the evaluation process. It focus on the continuous assessment. To get the feedback of the attainment of learning outcomes teachers assign class test, tutorials, seminars, projects, practical internal examination. Advanced learners and slow learners are identified due to the continuous assessment.

6. Distance education/online education:	NEP-2020 promotes online Distance education. It

also promotes flexible and inclusive learning opportunities. Distance education enables the learner to balance their work and responsibilities. The learner can learn at their own place and time. Distance education caters the needs of the learners who are deprived of education for various reasons it provide opportunities to those learner who have passion and to acquire advance knowledge and improve their competence. Number of courses are offered by distance education to the professionals who aspire to shape bride future and explore new opportunities to get promoted in their career. Considering importance of distance education our institution runs Yashwantrao Chauhan Maharashtra Open University (YCMOU) from the last 32 years. Z.B. Patil College (Centre no.5202A) offer degree programs such as B.A., B.C.A. It offers 1year diploma program in mass communication and journalism. It also offers diploma UG and PG program for learner. • B.A. • Diploma in Mass communication and journalism • B. Lib & I. Sc. • M. Lib & I. Sc. • B.C.A. Considering the needs of the learner and the time our institution has started to impart distance education by running the centre of Indira Gandhi National Open University (IGNOU) from the year 2020. IGNOU has approved 22 courses for the centre out of 22 courses 11 courses for the post-graduation, 3 PG diploma courses, 1 post degree course, 3 degree courses, 1 diploma course and 3 certificate courses. This course are as follows: • MBA • MCA • MA-History • MA-Politics • MA-Economics • MA-Sociology • M.A.-Psychology • M.A. Sanskrit • M.Sc. Information Security • M.A. in Entrepreneurship • M.Sc. in Environmental Science • PG Diploma in Human Resource Management • PG Diploma in Marketing Management • PG Diploma in Analytical Chemistry • Bachelor of Library and Information Science • Bachelor of Art's • Bachelor in Commerce • Bachelor in Science • Diploma in Creative writing in English • Certificate Course in Tribal Studies • Certificate Course in English • Certificate Course in Water Harvesting and Management The institute has considered need and importance of digital technology for teaching and learning process and invest in digital infrastructure

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Electoral Literacy Club has been formed. Electoral Literacy Club was established in the academic year...... The objectives of the club are as follows • To create awareness regarding democracy • To organize voters registration Drive. • To enhance the participation in the election process.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The college has appointed the coordinator and coordinating faculty members. Prof.Vishal Patil (Nodal Officer), Shri. Yogesh Patil (Ambecider), Prof. Pratik Shinde (Precident), Mahesh Bhamre (Member), Dipak Mahale(Member),Ganesh Gharte(Member),and Ketaki Panchbhai (Member).The ELC is functional. The coordinator of ELC plans and organizes club's activities. The coordinating faculty member assist in planning and organizing the club's events. The student representatives are selected by the Principle. The ELC is representative in character. The students from different departments are selected. This makes the event and activities all-inclusive and accessible to the students. The coordinator guides and supports the club so that the club activities are carried out to the large extent.
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.	Innovative programmers and initiatives: Maharashtra State Election Commission appealed to universities and colleges to create awareness regarding voting for various elections like Local self -government, Corporation, State legislative Assembly (Rajya Sabha), House of People (Lok Sabha). The Electoral Literacy Club has organized various activities such as Essay writing competition and Voters Registration Drive. 35 students have been registered on Voters Day 25th January 2019. • Various programmers and initiatives have been undertaken by the ELC as per guidance, instructions and letter of the District Administration. • Voters registration forms are made available to students for new voters registration. • The process of online registration has been to the students. • National Voters Day (25th January) is celebrated every year. • Common pledge read out on the Voter's Day. • The institute has organized 13 National Voter's Day in collaboration with District Administration on 25th January 2023. The Programme was commenced with the song 'Mai Bharat Hu Vote dene jayenge'. Assistant District

	Election officer passed the introductory remarks regarding the Voters Day. The representatives of differently abled people, third gender and the students expressed their views on importance of voting. Mass pledge was read out on the occasion. The District Administration and the Dept. of Political Sciences organized various competitions like Essay writing, Wall Magazine etc. Prizes were given to the students The District Election Officer, the Collector of Dhule, presided over the function and appealed that the students should robust Democracy and use Voters Helpline App. to register in the electoral roll.
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 college has taken socially relevant initiatives to increase participation of students in democracy. • The students have been encouraged to fill the registration form. • Link for online registration has been given to the students. • Various activities are conducted on the occasion of National Voters Day. • Wall Magazine competition was organized on 25th January 2020. Mass pledge was read out on that occasion. • Voters registration drive was carried out to celebrate democracy on 25th January 2021…… students have been registered.
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.	Most of the students who have completed 18 years of the age are yet to be enrolled as voters in electoral roll. This is because of many reasons such as lack of awareness about the voters registration process, unwillingness to register. They do not have required document. The voter registration drive has been run by the institute to inform about the registration process. The administrative and teaching staff members also take efforts to inform them about the registration process and encourage them for enrollment as voter in the electoral roll. The college has taken efforts in institutionalized mechanism to register eligible students as voters. The students are informed about the registration process in the class. Activities, events and lectures organized have created awareness among the students.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2739	3166	3195	3035	2847

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

2 Teachers

2.1

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

Response: 121

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	84	85	99	89

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
105.45	61.46	85.39	92.06	111.09

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:

Introduction:

The institute is affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, and adheres to the curriculum designed and prescribed by the university. To deliver curriculum successfully and competently, the institute has undertaken several initiatives. These initiatives are presented in detail in this report. To improve the teaching-learning process, the college has proven its dedication to pedagogical innovation, technological integration, and academic quality.

Academic Planning and Implementation: -

- The institute prepares an Academic Calendar every year in collaboration with IQAC to ensure effective curriculum planning & delivery.
- The Principal holds a meeting of all faculty members and guides regarding the Academic Calendar, teaching plan and departmental calendar.
- Heads of all departments holds meeting of the department and discuss about the departmental calendar, teaching activities to be conducted and workload is distributed.
- This calendar includes annual curricular activities, External & Internal Exams, extracurricular activities and cultural activities.
- The institute has formed the time-table committee. The committee considers the programs and courses and prepares time-table.
- The academic calendar and university examination schedule is considered by the faculty members to prepare the teaching plan to ensure effective curriculum panning and delivery.

Technological Integration: -

- ICT Infrastructure facilities such as Computer lab, Commerce and Management Lab, Language Lab, LCD Projectors, Microsoft Team and High Speed Internet are provided for effective teaching-learning process.
- Software including Orel Techno I-tell, R Software, Chem Draw, SPSS, and Digi Frog are being used by the departments.
- The Microsoft Campus Agreement has made it easier for educators, researchers, and

administrators to access licensed software and platforms, such as Microsoft Teams.

Quality Assurance and Pedagogical Enhancement:

- The institute encourages the teachers to participate in syllabus restructuring programs.

- Some of the teachers work on Board of Studies and contribute to the syllabus framing.
- To ensure alignment with the needs of students, faculty members undergo training in cutting-edge instructional approaches through Refresher, Orientation, Short-term Courses and Faculty Development Programs.
- Assessment and evaluation processes have been carried out regularly in accordance with university standards. During COVID pandemic the institute utilized internet-based resources, as per regulations from state government & the university guidelines.

Student Engagement:

- To ensure effective curriculum delivery and performance of the students, continuous evaluation is done by assigning class-tests, home assignments, group discussions, tutorials, study tours, industrial visits etc. This enables the teachers to know whether the course objectives are fulfilled.
- Through multitude of engagement opportunities, including presentations, projects, and interactive discussions, students are offered the freedom to take ownership of their academic pursuits.
- Annual Engagement Programs such as Yuvarang, Avishkar are organized by the university.

Library Services and Facilities:

- The institute has a rich treasure of books in the library. The library provides number of services like Book lending service, Newspaper clipping service and facilities like Journals & e-journals, Book Bank, Reading Room etc. are made available to the students, staff and research scholars.

The IQAC plays an important role in curriculum planning and its implementation.

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

1.2 Academic Flexibility

1.2.1

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

Response: 31

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 6.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
194	176	342	86	143

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute demonstrates an unwavering devotedness for the holistic development of the students. The institute integrates cross-cutting issues such as environmental sustainability, gender equality, human values, and professional ethics into its curriculum.

- The institute aims to enhance the learning experiences of the students by taking a wide range of initiatives which promote human values, ethics, sustainability, and gender equality. A cornerstone of the efforts is the introduction of Environmental Studies as one of the compulsory subjects for the students in the first and second semester. Students are being acquainted with the fields like Environmental Science, biodiversity, natural resources, pollution, and social issues through the curriculum of the subject. This effort has significantly increased students' environmental awareness. Notably, the institute withholds the declaration of students' results until they successfully pass the Environmental Studies course, highlighting its importance in their academic path.

- The institute encourages the students to participate in a wide range of environmental and social events, such as exhibitions, awareness campaigns, and expert lectures and quizzes, Tree Plantation, Poster Presentation & Celebration of World Environment Day, Ozone Day etc. Such programs serve as catalysts that enable students to develop a sense of social and environmental responsibility.

- For the holistic development of students, critical cross cutting issues such as Human Values, gender, environmental sustainability and professional ethics have been thoughtfully incorporated into the curriculum. Considering the cross- cutting issues some topics/chapters are included in the courses of Humanities, Environmental Studies, Science and Management.

- Students' comprehension of real-world challenges has been increased evidently by gaining practical insights and firsthand experience through study tours and field trips.
Furthermore, the institute tries to create and develop social consciousness by conducting blood donation drives, traffic safety campaigns, Yuvatisabha Abhiyan, as well as Mental health and hygiene awareness programs. These activities enable the learners to understand civic responsibility and empathy for others.

- The Institute encourages the students to participate in various extracurricular activities such as NSS, NCC, Wild Life Week, Constitution Day-Reading of Preamble, Induction Program. The Code of Conduct of the Institute is disseminated to the learners.

- The institute tries to empower girl students by organizing Self Defense training Programs,

lectures on Women Empowerment, Celebration of International Women's Day.

Internal Complaints Committee, Discipline Committee, Ladies Hostel Committee and Ladies Room Committee, Yuvatisabha take care of girl students and empower them.

- In addition, proactive efforts are being made to assure campus safety and security by installation of CCTV cameras and collaborating with outside agencies like Damini Pathak of the Police Department.
- The institute offers value-added certificate courses such as Gender Studies, Gandhian Thought, and Tribal Women etc. (KBCNMU ordinance 181). IQAC has organized One Day National Webinar on Gender Sensitization in collaboration with Higher and Technical Education Department, Govt. of Maharashtra, UNICEF, KBCNMU, Jalgaon Women Study Centre. Considering the importance of human values, the institute offers Certificate Course in Gandhian Thought. IQAC has organized One Day International Conference on 'Integration of Human Values through Literature' in collaboration with ELTAI @ Khandesh Chapter.

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

1.3.2

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

Response: 13.51

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

Response: 370

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

1.4 Feedback System

1.4.1

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

the feedback is made available on institutional website

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 64

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

2022-23	2021-22	2020-21	2019-20	2018-19
1015	1137	1234	1215	1172

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

2022-23	2021-22	2020-21	2019-20	2018-19
1820	1804	1864	1820	1712

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

2.1.2

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

Response: 64.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
511	570	613	578	577

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

2022-23	2021-22	2020-21	2019-20	2018-19
879	910	910	868	837

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 37.01

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:

Teaching and Learning Process at Our The institute

Our the institute, affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, adheres to the teaching and learning protocols set by the University. We employ the Interactive Lecture Method to encourage students to express themselves on topics taught by our faculty. By integrating technology into teaching, we create a dynamic learning environment using PowerPoint presentations, ICT-based methods, and online access to web resources.

Focus on Experiential and Participative Learning

The institute emphasizes experiential learning through project work, enabling students to apply theoretical knowledge practically. We have adapted simulation tools, YouTube videos, and e-content materials to provide experiential learning. Teachers have prepared YouTube videos for laboratory experiments, helping students understand laboratory techniques, instruments, and their usage remotely. We also promote experiential learning through industrial training, fieldwork, simulations, mock parliaments, and project-based learning.

Participative learning is another cornerstone of our teaching methodology. Group discussions, projects, poster presentations, quiz competitions, seminars, debate competitions, exhibitions, and article writing are regularly practiced. This approach ensures that learners actively participate and collaborate, thereby coming to the forefront of their educational journey.

Social Responsibility and Community Engagement

To instill a sense of social responsibility, our NSS students visit adopted villages, and NCC cadets engage in various activities such as Tree plantation, Swachh Bharat Mission, awareness program on drug abuse, and blood donation. These initiatives foster a sense of belonging and social consciousness among students. Renowned personalities are often invited to share their experiences, helping students prepare for global competition.

Continuous Evaluation and Collaborative Learning

Under the CBCS (Choice Based Credit System), continuous evaluation of UG and PG students is conducted through assignments, presentations, theory-practical internal examinations, and online modes. Faculty members create an environment conducive to participative learning by assigning group work, encouraging cooperative and collaborative learning.

Commitment to Holistic Development

Recognizing the diversity in students' learning abilities, comprehension levels, and subject interests, our the institute has transitioned from a teacher-centric to a student-centric approach. This empowers students to be active participants in their education, boosts their confidence, and emphasizes self-directed learning. Our pedagogy includes experiential, participative, and problem-solving methods alongside.

Student Welfare and Empowerment

Our Student Welfare Department and Yuvati Sabha collaboratively organize workshops focused on women's empowerment and self-defense training. These workshops equip female students with the skills

and confidence to address various societal issues.

Problem-Solving Skills Development

Problem-solving methods are integrated into the teaching of subjects such as Physics, Electronics, Chemistry, and Mathematics. This ensures that students develop strong problem-solving capabilities. Additionally, our university-level event, Avishkar, provides a platform for students to showcase and enhance their problem-solving abilities.

The institute is dedicated to providing a comprehensive educational experience that balances traditional learning with innovative teaching methods. By fostering experiential and participative learning, encouraging social responsibility, and promoting problem-solving skills, we ensure that our students are well-prepared for both academic and real-world challenges.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 69.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
118	120	121	128	130

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

2.4.2

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

Response: 58.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	51	52	59	47

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Examination Committee is dedicated to ensuring transparency and efficiency in all examination-related activities, providing robust support to students, and adhering to university guidelines. Below is an overview of the key responsibilities and procedures managed by the committee:

Communication and Information Dissemination

To keep students and teachers well-informed, the Examination Committee displays summary, circulars and timetables received from the University on the Notice Board. These updates are also shared on WhatsApp groups that include both students and teachers, ensuring timely and accessible communication.

Student Support and Mentorship

Mentor teachers play a crucial role in supporting students. Each subject has a dedicated WhatsApp group where mentor teachers monitor and address student queries. This system ensures students receive the necessary guidance and support throughout the examination process.

Examination Forms and Hall Tickets

Students are required to fill out online and offline examination forms according to the schedule announced by the university. Upon completing these forms, students download their hall tickets from the university website. These hall tickets provide essential information, such as the date and time of their exams for each course or paper.

Conduct of Examinations

Internal theory and practical examinations, including oral exams, are conducted in strict accordance with the university's rules. Online internal exams are conducted using Google Forms on the MS Teams platform under the supervision of the Head of the Department. Additionally, offline classroom tests and practical examinations are also held to ensure comprehensive assessment.

Addressing Grievances

The Examination Committee is responsible for handling internal examination-related grievances. It operates within the framework of the University's rules, laws, and regulations to resolve any issues efficiently. This includes addressing discrepancies related to hall tickets, attendance, assessments, and mark sheets, result.

Distribution of Mark Sheets

After examinations, the mark sheets received from the university are distributed to students through the examination department. This process ensures that students receive their results promptly and accurately.

Handling Discrepancies and Corrections

If there are any discrepancies or grievances regarding hall tickets, attendance, assessments, or mark sheets, the examination department forwards these issues to the university. The university then makes the necessary corrections to ensure the accuracy of students records.

Commitment to Transparency and Efficiency

The institution is committed to promoting transparency and efficiency in all its activities. The consistent and clear communication of examination schedules, procedures, and updates ensures that students are well-informed and prepared. The support system through mentor teachers and the systematic handling of grievances further enhances the examination process, making it fair and supportive for all students.

In summary, the Examination Committee is dedicated to providing a well-organized, transparent, and supportive examination environment. Through the use of modern communication tools and strict adherence to University guidelines, the committee ensures a seamless and efficient examination

experience for all students.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institute, affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University in Jalgaon, teaches the university's syllabus, which incorporates well-defined Program Outcomes (POs), and Course Outcomes (COs). These outcomes are designed by the respective subject's Board of Studies in syllabus framing workshops, ensuring alignment with educational objectives. Our faculty actively participate in these workshops, contributing to the assertion of POs and COs, and PSOs in the curriculum. Students are introduced to these outcomes by faculty members, who prepare teaching plans to achieve these objectives throughout the program. Syllabi of all departments, including Humanities, Science and Technology, Commerce, and Management, are available in departmental libraries and on university web portal.

The institute conducts evaluation and follows Formative Evaluation and Summative Evaluation methods. At the institute level, we prioritize effective teaching-learning methodologies, leveraging modern technology and a blend of curricular and co-curricular activities to ensure desired learning outcomes. Students undergo various assessments, including tests, tutorials, seminars, and group discussions, to prepare them for program course attainment, culminating in university examinations.

Both teachers and students are well-versed with the program and course outcomes, which are communicated at the onset of lectures by subject teachers. The curriculum, designed by the university's Boards of Studies, articulate the aims, objectives, and learning outcomes of each course. For instance, COs in the Humanities faculty focus on holistic personality development, emphasizing language proficiency, human values, and societal contributions, preparing for the competitive examinations. In the Commerce faculty, COs aim to cultivate competencies in banking, finance, and entrepreneurship, preparing students for global challenges. Similarly, COs in the Science faculty foster scientific temper, research acumen, and critical thinking, equipping students with knowledge and contemporary technological skills.

Our institution has successfully transitioned to an outcome-based education model, in line with guidelines set by the university and regulatory bodies like the University Grants Commission (UGC).

The proactive communication of program and course outcomes, well in advance of teaching activities, enables students to chart their educational journey effectively. By making POs and CO easily accessible on the university's website, we uphold transparency and accountability in our educational offerings,

ensuring alignment with broader educational objectives and stakeholder expectations.

In the Humanities department, students benefit from a curriculum that promotes critical thinking, cultural awareness, and ethical reasoning. These competencies are essential for personal and professional growth, enabling students to navigate complex societal issues and contribute meaningfully to their communities. The Science department, with its focus on research and innovation, prepares students to tackle real-world scientific challenges, fostering a mindset of inquiry and problem-solving that is crucial in today's technological landscape. The Commerce and Management departments, through their targeted COs, prepare students for the dynamic and competitive business environment. Instilling skills in finance, management, and entrepreneurship, the curriculum equips students to excel in various professional roles, whether in corporate settings or as independent business owners. This comprehensive educational approach ensures that graduates are not only knowledgeable in their respective fields but also possess the practical skills and ethical grounding to succeed in their careers.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The assessment of Program Outcomes (POs) and Course Outcomes (COs) within our the institute is a comprehensive process that aligns with the syllabus defined by the Board of Studies for respective subjects of the university. Our institution is committed to ensuring that students not only fulfill academic requirements but also develop a range of skills and competencies essential for their professional and personal growth.

At the heart of our approach are the four pillars: experienced and dedicated faculty, devoted non-teaching staff, a holistic educational ambience, and dynamic management. These pillars provide the foundation for the smooth attainment of POs and COs. To facilitate effective learning, we maintain well-equipped and upgraded laboratories that support the deployment of the curriculum.

Assessment mechanisms include both external examination, which typically account for 60% of the evaluation, and transparent internal evaluation conducted at the institute level. The latter comprises a variety of methods such as practicals, seminars, tutorials, tests, assignments, presentations, and mock examinations. Furthermore, project work supervised by teachers, along with mentorship programs, ensures continuous monitoring of student progress and facilitates targeted interventions for improvement.

To enhance the relevance of our programs and courses, we maintain close communication with

industries, research institutes, and other educational institutions. This exchange of knowledge helps in updating our curriculum and equip teachers with the latest advancements in their respective fields.

Feedback plays a crucial role in our assessment process. We collect input from students to judge the level of attainment of POs and COs Additionally, feedback from industries provides valuable insights into the alignment of our programs with market demands and industry standards.

Beyond academic assessments, our institution offers a range of extracurricular activities through various committees. These activities foster the development of soft skills, leadership qualities, and ethical values among students. Moreover, they provide opportunities for students to explore and showcase their talent beyond the classroom.

Our commitment to student welfare extends to providing support services such as counselling for those facing difficulties in their studies or communication skills. This holistic approach ensures that every student receives the necessary assistance to thrive academically and personally.

Our assessment framework is designed to evaluate not only academic achievements but also the holistic development of students. Through a combination of rigorous evaluations, feedback mechanisms, industry interactions, and extracurricular activities, we strive to prepare students for the challenges of the professional global world while nurturing their overall well-being. Our integrated approach to education ensures that students graduate with a balanced set of skills, ready to contribute positively to society and excel in their chosen careers.

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

2.6.3

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

Response: 86.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
609	935	1026	856	646

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

2022-23	2021-22	2020-21	2019-20	2018-19
886	1064	1058	897	788

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.45

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 5.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.00	0.51	0.0	0.0	1.70

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institute has created an ecosystem for innovations and transfer of knowledge.

- The institute has established a rational organizational structure to facilitate its activities, taking input from various committees and stakeholders. Strategies are devised by collecting inputs from the College Development Committee, IQAC, and Purchase Committee, ensuring alignment with the institute's vision and mission. The plans are communicated to staff members for effective implementation.

The institute promotes Information and Communication Technology (ICT) to enhance teaching and learning processes.

- During the pandemic, the institute runs both online and offline academic activities, utilizing

platforms like Microsoft Teams and Mastersoft software. Online admission processes and virtual lectures/practicals were the practices adopted during this time

- The institute prioritizes staff welfare through initiatives like encouraging staff to pursue research degrees and publish research papers. Financial support is given to attend the workshops and conferences.

The institute has organized lectures / Webinars on IPR for students and faculties to make aware of the intellectual property rights of their research findings, ideas, logos, and guides on how to file patents against it. Under the IPR cell following activities have been undertaken:

- The library is well-stocked.
- Well-equipped research and Language laboratories
- Patents filling
- Competitive exam encouragement through Carrier Katta
- Encourage the faculty to get recognition as Research Guides/Supervisors from the University.
- The faculty encourages them to attend OC, RC, and FDP Training programs to get advanced knowledge to get updated.
- Organized Self-funded National and international conferences, Webinar and FDP (Commerce)
- Central Library automation and membership of N-LIST help the students, researchers, and faculty to excel in their studies.

Under Indian Knowledge System (IKS), the institute has organized:

- Yoga day
- Sanskrit day
- Traditional day
- Lectures on Aarogyam Dhansampada
- Lectures on Yoga and Yogic Science
- Certificate Courses in Gandhian Thought and Gender Studies
- Marathi Rajbhasha Gaurav din.
- 'Ek Bharat Shreshth Bharat' introduces students to the richness of Indian culture and instills pride in our heritage.

An online lecture was arranged on the Incubation centre in collaboration with KCIIL, KBCNMU, Jalgaon. The University has formed the Incubation cell. Our faculty is appointed on this committee.

The various departments have organized in association with IQAC, various programs, like Constitution Day, Marathi Rajbhasha Gaurav Din, Personality Development Workshop for girls, National Voters Day-Poster Competition, Science Day, Wildlife Week, and International Women's Day and activities to enrich the academic experience and engage with relevant issues in society to promote holistic development and address contemporary issues in association with IQAC.

Furthermore, the institute actively promotes Indian language and culture, celebrating days like Hindi Day, Marathi Rajbhasha Divas, Traditional day and Sanskrit Day. Lectures on Indian culture and traditions are delivered, and subjects like Music are introduced to familiarize students with the Indian heritage.

Department of Psychology regularly organizes programs on mental health and awareness for the holistic

development of the students and the staff.

Overall, the institute demonstrates a comprehensive approach to organizational management, staff welfare, and academic excellence, with a focus on continuous improvement and community engagement.

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

3.2.2

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

Response: 22

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	00	06	08	04

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	01	14	02	01

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

3.3.2

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

Response: 0.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	10	10	10	02

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

3.4 Extension Activities

3.4.1

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

Response:

The institute has made significant efforts to create social awareness for the well-being of society. These efforts enable students to understand social inequalities and discrimination and encourage their participation in social services and community development programs. Activities such as the Pollution Awareness Pakhawada, Fit India Movement, AIDS Awareness Program, Panzara River Cleanliness Campaign, Blood Donation Camps, Anti-Drug Rally, and Cleanliness Drives have been appreciated by civil authorities.

The institute has taken special efforts to create awareness about:

- Prevention of Coronavirus
- Doctor's Day Celebration
- Distribution of Masks and Financial Assistance to Needy Students
- Aid to Flood-Affected Areas: Kerala and Chalisgaon
- Pulse Polio Drive
- Voting Awareness
- Coronavirus Vaccination Drive
- Workshop on Senior Citizens: The Need ofFamily.
- Lumpi Disease Awareness Lecture

The institute also promotes environmental awareness to save our planet, Earth, through various initiatives:

- Tree Plantation
- Cleanliness Drives
- Solar Panel Installation on College campus and Ladies Hostel Building

- Cycle Rallies
- Slogan and Wall Displays
- Dustbin Management for Solid and Liquid Waste
- Wildlife Week Celebration
- Ozone Day Celebration
- Vasudhara Day: Celebrating Environmental Awareness
- Poster Presentations on Environmental Issues: Pollution, Wildlife, Ozone, and Climate Change
- Visits to Chandak Farm to Promote Organic Farming
- Exhibitions by the Departments of Botany, Zoology, Geology, and Geography
- Green Audit
- Energy Audit

To create human values for improving quality of life and social well-being, the institute has organized:

- An International E-Conference on Inculcating Human Values through Literature
- Certificate Courses in Gandhian Thought and Gender Studies
- A National Webinar on Gender Sensitization
- Celebrations of Women's Day, Teacher's Day, and Constitution Day
- Code of Conduct Awareness: Informing Students about Non-Discrimination on Campus
- A System for Lost and Found Items, with Students Depositing and Returning Items to concern.

For health awareness, the institution organizes:

- Cycle Rallies
- Yoga Day
- COVID-19 Vaccination Drives
- Pulse Polio Drives
- Medical Check-Ups for Students
- Lectures on Health and Hygiene
- Installation of Incinerators in the Ladies' Room and Ladies' Hostel
- Participation in the Eat Right India Movement organized by FSSAI, in collaboration with the Department of Health and Family Welfare, from Dhule to Shirpur to spread the message of healthy eating
- Lectures on Aarogyam Dhansampada
- Lectures on Cancer Awareness
- Lectures on Yoga and Yogic Science

In conclusion, extension activities focused on social awareness, environmental awareness, moral development, health consciousness, gender sensitization, and national integration have far-reaching outcomes that benefit both the community and students. By actively engaging with social issues and working towards positive change, students develop empathy, critical thinking skills, and a sense of social responsibility, laying the foundation for their holistic development as individuals and active and responsible citizens in their community.

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

3.4.2

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

Response:

Awards and Recognitions for Extension Activities

- **NSS Best Unit Award:** The JETs Z. B. Patil College NSS Unit has been honoured with the prestigious NSS Best Unit Award by Kavayitri Bahinabai North Maharashtra University, Jalgaon. This recognition underscores our commitment to community service and social welfare initiatives. The tireless efforts of our NSS volunteers in various outreach programs, including health camps, cleanliness drives, and awareness campaigns, have been acknowledged at the University level.
- **Career Counselling Award:** Our institution's Career Counselling Cell (Career Katta) has been appriciated by the Government of Maharashtra for its exemplary work in guiding students towards fulfilling career paths. The award highlights our dedication to empowering students with the necessary information and skills to make informed career choices. Through workshops, seminars, and one-on-one counselling sessions, we strive to bridge the gap between education and employment, ensuring our students are well-equipped with the skill for the competitive job market.
- **Best Teacher Award:** The faculty member of our college has been conferred with the prestigious Best Researcher Award by Indo-global Vision Development Gurukul Foundation, Dhule. This appriciation celebrates the college faculty's exceptional dedication, innovative teaching methods, and profound impact on students' academic and personal growth. As a role model and mentor, he exemplifies excellence in teaching and continues to inspire both colleagues and students alike.
- **Best Researcher Award:** Our two faculty members, the trailblazing academician and researcher of our college, have been honoured with the distinguished Best Researcher Award by 'Entire Research' International research journal and Research and Skill Training organization, Karnataka. This accolade recognizes the college faculty's groundbreaking contributions to their field of study, evidenced by publications in renowned journals, innovative projects, and impactful collaborations.
- **Best Online Evaluation Centre Award of University:** The Online Evaluation Centre of our College has been recognized as the Best Online Evaluation Centre by Kavayitri Bahinabai North Maharashtra University, Jalgaon. This recognition acknowledges our institution's pioneering efforts in adopting technology-driven assessment methods and ensuring a seamless evaluation process. Through robust infrastructure, secure platforms, and streamlined procedures, we have enhanced efficiency, accuracy, and transparency in evaluating academic performance.

These awards and recognitions serve as a testament to our institution's unwavering commitment to excellence, innovation, and community engagement. They inspire us to continue striving for greater

heights and making meaningful contributions to society.

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

3.4.3

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

Response: 140

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	34	24	11	18

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

3.5 Collaboration

3.5.1

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

Response: 23

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Our institute has been upgrading and improving its infrastructure as per requirements and suggestions given by the LIC, Heads of the department, lab technician, system administrator, considering course requirements, computer-student ratio, budget constraints, working conditions of the
existing equipments. The institute has its own building to run undergraduate as well as post graduate programmes. It offers programmes in Humanities, Commerce and Science. The classes of Humanities and Commerce are engaged in morning session and Science faculty in the afternoon session.

There are 21 classrooms, 22 well equipped laboratories, 05 smart classrooms, 06 research recognised labs/centre and 319 Computers. Physical infrastructure is utilised for regular teaching, certificate courses, curriculur, co-curriculur and extracurricular activities, staff meeting, training programms, campus recruitment, workshops, seminars, conferences, competitions, various examinations such as SET, MPSC, CA, various intercollege, university, Campus games, NCC parade. The institute offers other amenities like Seminar Hall, Reading Room, Rangmanch (platform for cultural activities) gym, Principal's cabin, IQAC office, Vice Principals Cabin, Registra's office, Administrative office, Exam section, Record room, Ladies Room, Ladies Hostel, NSS office, NCC office, Security Guard cabin, Lawn, seating area near gym.

The institution also has one auditorium having audio system and fixed LCD with the seating capacity of approximately 200 students. The Timetable committee plans for consider requirements regarding classrooms, laboratories, furniture and other equipments. Effective utilization of infrastructure is ensured through appointment of adequate and well qualified lab technicians, system administrator.

College campus is used for various intercollege/university/campus games. CCTV cameras are installed on the campus and girls hostel campus. Encouraging students towards cultural activities, the institute organizes many competitions like dance, song (group and solo) essay writing, Debate, Rangoli, Recipe, flower decoration, Clay, photography, Collage, poster making etc every year. Winners are felicitated in the annual gathering with mementos/cash awards. Participants of the cultural activities are financially supported in form of choreographer, dress, transportation etc. The students who are selected to participate in the university, state and national level competitions are financially supported by the college by providing them TA/ DA.

The Institute offers sport facillities for the overall development of the students. A full time Physical

Director guides the students in various sports activities. The main playground in the college campus is of 8000 sft. includes Basketball, Kho-Kho, Kabaddi, Volley Ball, Handball, Ball Badminton, Netball and Swimming Tank etc. The institute has signed MOU with DSO for District Stadium for 400 mtr Athletic track, Football, Volleyball, Kho-kho, Kabaddi. Institute offers a GYM approximate area of 1767 sft., Sports office. The Institute provides Swimming Tank facility to all. Institution always provides Track suit, sports wears as well as sport equipments, TA & DA to players. Institute organizes sports competitions, workshop, training camps for sportspersons as a result of which in the last five years 108 have represented the university and Won Medals in All India Inter University competitions. Most of our alumni have working in various forces (Police, SRPF, CRPF, ARMY) as College Physical Director, DSO.

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

4.1.2

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

Response: 22.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
66.56	0.39	1.46	4.96	28.46

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The institution always focus on expansion of capacity of learning resources. The central library is automated and it plays a significant role in strengthening teaching- learning and research activities. Previously we have lanbased ILMS software having one dedicated server for library with 8 personal computer connected with LAN. To strengthen the automation system, the institute has updated library ILMS software with Cloudbased software. The LIBMAN by Master software Nagpur is cloud based software needs minimal hardware support. It easily runs on any personal computer. LIBMAN Software is used for issuing, borrowing using Barcode facility. The institute provides OPAC (Open Access Public Catalogues) facility to students and faculty to search titles. LIBMAN cloudbased software provides support to WEBOPAC and MOPAC (Mobile OPAC) by which students and faculty search books from mobile and web also. OPAC, WEBOPAC and MOPAC are updated and maintained by LIBMAN software itself. To support Barcode facility of software, the books in the library are barcoded. The library has 1 server and 8 personal computers connected with LAN and Wi-fi connected with high speed internet facility. We have also setup a system to have independent departmental library for issuing and borrowing books. New arrival are displayed and maintained by software. The new arrival such as Books, Journals, Magazines are also displayed at the library. The customized list of books is generated by LIBMAN to serve the members

The institute website promotes various Open Access Educational Material for students to cater the educational and information needs such as SWAYAM, NPTEL, e-PGPathshala SHODHGANGA etc.. The college is regular subscriber of INFLIBNET- N-List program.

The institute library is a very good collection of books i.e. 73332. There is a good collection of CD/DVD in the library. The college has subscribed 34 subject journals and 16 magazines, 18 Newspapers. The journals and magazines are updated regularly at revolving stand. There is special Reference Section in the library. This Section of library is enriched with the collection of rare books, Reports, Encyclopaedia, Dictionaries of different subjects , Thesaurus, Gazetteers, World Records, Year Book, Illustrated dictionaries with pictures, cultural and religious texts. A section is devoted to Mahatma Gandhi and Vinobaji Bhave which comprises of books written by them and on them. There is separate provision for rare books in library. The access of rare books is protected. The access of rare books is made available under the supervision of library staff to prevent physical damage of books. The rare books access to student is made available on recommendation of teachers.

The Book Bank facility of library helps the students who belong to Low Income Group. The library runs special section for students studying for various competitive examinations. There is well ventilated reading room with 125 students seating capacity in the library. The library is well equipped with scanner, printer, barcode reader to support library software and fasten the various process. The library provides reprographic, printing, mail services to students and faculty. The library is under CCTV surveillance. The fire extinguisher is well placed to fight against any emergency disaster.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The plans for infrastructural development are given top priority as the institute realizes the correlation between adequate infrastructure and effective teaching – learning. The strategies adopted for ensuring adequate infrastructure are as follows:

The institute considers the suggestion given by head of departments, lab technicians and the requirment and needs regarding the changing scnerio in the education field. With the commencement of the academic year, all the departments, office and library raise demands for the necessary equipment and IT services. The Principal of the college presents the report of the Purchase Committee in the CDC meeting, approves the demands from all departments of the college as per the requirements. According to the budget of the institution, Purchase Committee calls for quotations.

Optimal deployment of infrastructure is ensured through conducting workshops/awareness programs/training programs for faculty on the use of new technology.

Effective utilization of infrastructure is ensured through appointment of adequate and well qualified lab technicians/system administrator.

Renewal of AMC is done at the beginning of the academic year for the deployed Software applications, UPS and Generators. The institute has always been reviewing the current needs and accordingly the internet bandwidth is upgraded from time to time. IT Facilities are updated by the institution as per requirements given by Heads of Department and the administration.

Computer centre as well as library has made internet connection available to students. Institution added 90 computers with the highest technical configuration and replaced old CRT monitor to LED monitors of working PC, also purchased 5 bothside printers to save the paper.

 Institution has BSNL lease line connection. For office work and ISRO project work the institute has sunscribed second internet connection with speed of 100 Mbps of Airtel from Net Mantra Broad Band Services Pvt. Ltd.

Most of the labs are equipped with LCD's for online demonstration to the students.

The plan of up gradation is shown in the table below:

4.3.2 Bandwidth Year-wise

Year	Bandwidth

2018 – 19	20 Mbps
2019 – 20	20 Mbps
2020 – 21	20 Mbps
2021- 22	100 Mbps
2022 – 23	100 Mbps

Along with this, the institution has signed the Microsoft Licence Agreement for software. Institutes has purchase Cloud-based admission software. This enables the students for online admission. It foster online payment facility.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 11.81

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

Response: 232

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

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: 65.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
79.67	49.53	47.62	61.19	62

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 42.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
973	1166	1177	1607	1488

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 33.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
486	1019	1177	946	1396

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 2.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	32	03	37

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

2022-23	2021-22	2020-21	2019-20	2018-19
609	1064	1058	897	788

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

5.2.2

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

Response: 0.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	01	01	04	02

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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: 118

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	32	0	39	25

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 218.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
213	174	0	392	312

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

5.4 Alumni Engagement

5.4.1

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

Response:

The JET's Z. B. Patil institute has functional Alumni Association named as Jaihind Alumni Association which functions under Zulal Bhilajirao Patil College. Our alumnus are working over the world. Some of our distinguished alumni are working in various important sectors of the society. Alumni Association organizes alumni meet every year. The alumni of all departments are linked with one another through social media.

The weblinks regarding this are provided as below: https://zbpatil.in/alumni-engagement/

Now we have applied for our Alumni Registration to run the activities smoothly.

- **Aims:**

1. To promote and foster interaction between the Alumni and the Alma Mater.
2. To encourage and increase participation of Alumni.
3. To encourage the Alumni to take abiding interest in the progress & development of the Alma Mater.
4. To undertake charitable activities for nation building.
5. To exchange professional knowledge by technical conferences, seminars, workshops.

- **Objectives:**

1. To start Soft Skills training for personality development of the student.
2. To 'Donate Books' to strengthen the departmental libraries of college.
3. To promote the 'Online Classes' for the students on various subjects.
4. To work on Educational Research and Training for all possible streams.
5. To promote placement in college and signing MOU's with organizations.
6. To create environment awareness among the college students and masses etc.

- **Activities Organised during 2018-2023**

S.N.	Date	Name of Alumni Resource person	Particulars
1	09/11/ 2018	Annual Program	Re-union program was organized, 85 students from all sectors of society were present for this program.
2	16/02/2020	Annual Program	Annual get together was

			conducted on college campus, more than 300 alumnis were present for this program. specially Hon. Ex Vice Chancellor and Former Principals of college were present for this program.
3	30/08/2022	Prof. Dr. S. N. Patil	He is Head, Department of Applied Geology, School of Environmental and Earth Sciences, KBCNMU, Jalgaon guided TYBSc students.
4	05/09/2022	Mr. Sachin Patil and Mr. Bhushan Mali	Guided T.Y.B.Sc. Geology students.
5	26/09/2022	Dr. Milind Dusane	He is District Information Officer, Akola delivered a lecture on GIS for students.
6	12/10/2022	Mr. Dnyaneshwar Wayal	He is Assistant Professor Department of Geology guided students regarding career.
7	10/10/2022	Mr. Rohit Pawar	Alumnus of department. of Geology delivered a talk on Preparation for Competitive Exam.
8	13/10/2022	Mr. Prashant Wagh and Mr. Sachin Patil	Alumni of department Geology have interacted with TYBSc students regarding fieldwork.
9	13/02/2023	Mr. Sachin Goswami	The Renowned Alumni actor, director of Marathi serials & drama visited college.
10	01/03/2023	Dr. Gautam Gupta	He is Professor and Head, Dr. K. S. Krishnan Geomagnetic Research Laboratory, Prayagraj delivered a lecture on Recent Trends in Geology.
11	13/03/2023	Mr. Abhijit Patil	He is our Alumni Delivering a lecture on

			Water Budget."
12	20/03/2023	Mr. Jitesh Patil	Delivered a lecture on Oil field instrumentations for T.Y.B.Sc. students.

All income, earnings, moveable or immovable proprieties of the Alumni Association are utilized for to achieve aims and objectives of it.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision: The college strives to impart quality education to students enabling them to develop, excel and achieve core competencies to meet the global requirements successfully.

Mission: We aspire to mobilize student strength for the sustenance of a healthy democracy and betterment of humanity by inculcating leadership, creativity, aesthetic values, scientific temperament, citizenship and rational, eco-friendly approach, through academic excellence.

The ethos of our institute is deeply rooted in fostering a culture of decentralization and participative management, ensuring the active involvement of all the stakeholders. Aligned with the vision and mission, our governance model is imbued with the principles of inclusivity and collective responsibility. As an educational institution, our primary aim is to equip students with the necessary skills to thrive as responsible citizens of tomorrow. Central to this endeavour is the moto of the institute "Not failure but low aim is crime." We are steadfast in our commitment to providing quality education, particularly to marginalized communities from rural areas. Moreover, we strive to enhance holistic development through a plethora of extracurricular activities, empowering students to make meaningful contributions to both their careers and communities. The impact of our meticulously planned initiatives is palpable in the proactive response from our students. Over the years, we have continuously enhanced our academic standards by introducing new postgraduate programmes and certificate courses.

Our commitment to catering to the educational needs of rural areas is evident in the diverse range of academic offerings. We foster the development of well-rounded individuals through a myriad of co-curricular and extracurricular activities, nurturing leadership qualities and good citizenship among our students. We belive that it is important for everyone to be involved and have a say in how things are run. Significant delegation of authority is given to the heads of the department, who play a pivotal role in shaping the academic landscape of the college. Empowered to oversee teaching plans, routine activities, and evaluation duties, departmental heads serve as catalysts for innovation and excellence within their respective domains. Furthermore, they spearhead initiatives such as seminars, workshops, and career counselling sessions, fostering a conducive learning environment. Responsible for coordinating departmental calendars and organizing parent-teacher meetings, they ensure effective communication channels between the institution, students, and parents. Additionally, head of the departements oversee the entire process of internal examinations, from paper-setting to the submission of mark lists, ensuring academic integrity and rigor. In line with our commitment to community engagement, we conduct annual NSS camps, meticulously planned through collaboration with committee members and neighbouring villages. These camps serve as a platform for students to actively contribute to societal welfare while fostering a sense of social responsibility. As an affiliated institution, we adhere to their guidelines and are

proactive in implementing New Educational Policy. Notably, we have established a committee for the seamless integration of NEP, underscoring our commitment to staying abreast of evolving educational paradigms.The institute has arraged lectures on NEP. The teachers are encouraged to attend workshop on NEP. The institute contributes to nation building and skill development of students. It drives to develop itself into centre of excellence where decentralization, participatory management, and a commitment to holistic development converge to shape the leaders of tomorrow.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Since its inception, Zulal Bhilajirao Patil College has been providing quality education to students and discharging its social responsibility. The institute has a structured organizational hierarchy to support decision-making processes that represent the active involvement of stakeholders in various capacities.

ACADEMIC

Governing Body - The Governing body Jai Hind Educational Trust is responsible for making key decisions of the institute. It is composed of the President, Vice President, Secretary and Chairman of College Development Committee (CDC), directors elected by the members of the trust.

ADMINISTRATIVE

The institute's administration is a collaborative effort that involves the active participation of the College Development Committee (CDC) , the Principal, the Vice-Principals, the heads of each department, and teaching and non-teaching staff. The management committee is responsible for formulating policy decisions such as student admissions, staff recruitment, infrastructure, and financial management. The principal, in consultation with the IQAC, heads of each department, and coordinators makes administrative decisions that are necessary for the effective functioning of the institute.

The institution has a well-structured strategic plan that serves as a blueprint for success in the coming academic years.

Institutional Strategic Plan

The institute has a rational organizational structure developed for most of its activities. The perspective plan includes:

- The well-structured IQAC of the college takes inputs from various stakeholders and considers it to decide the policies that are in tune with the vision and mission statement of the institute.
- The strategic/perspective plan is communicated to teaching and support staff by the Principal and IQAC coordinator.
- The plan includes the provision of online and offline setups both ready for the academic activities.
- The college has decided to continue various practices in the future which were started during the pandemic.
- College follows e-governance for speedy and accurate work.
- The College Development Committee has approved the use of an online platform for teaching learning process and lecture series (Vyakhyanmala).
- The College Development Committee has insisted that the account section should maximize the usage of NEFT and online payments.

The institution prepares a clearly outlined organizational framework, incorporating efficient processes tailored for its core operations. Strategy formulation involves collaborative inputs from key entities such as the College Development Committee (CDC), IQAC, and the Purchase Committee. These inputs form the development strategies, which are then executed through the joint efforts of statutory committees and various college activity committees to enact the institution's strategic and developmental plans.

To enhance human resources, a total of 17 vacant positions of teaching staff were filled in as per the government resolution. The institute adheres to the rules and regulations set by Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon,(KBC NMU) the University Grants Commission (UGC), and the Government of Maharashtra. Apart from this, the college conducts the recruitment process of the teachers on CHB (clock-hour-basis), as per the gov. rule, at the end of the academic year and the selected teachers are asked to join from the first day of the next academic year. The college has prepared the code of conduct to maintain the discipline (https://zbpatil.in/code-of-conduct/).

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

4.Examination

Response: D. 1 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

An important aspect of human resource management is the performance appraisal system. The institute strictly follows the UGC regulations on minimum qualifications for appointment of teachers and other academic staff
AVENUES FOR CAREER DEVELOPMENT/PROGRESSION:
Teaching Staff:

- The performance of each employee is assessed according to the requirement of career advancement scheme and promotion in each step is made according to the API as per established norms. This helps us to identify potential aspect for improvement that can eventually lead to further progress and development of the employee.
- Promotions are based on the PBAS proforma Career advancement scheme.
- The faculty members are informed well in advance of their due promotion.
- The PBAS proforma filled by the faculty members is checked and verified by IQAC and is forwarded to the university and then to Joint director for verification.
- Faculty members are encouraged to participate in Conferences/seminars/ workshops/ Orientation Programe / Refresher Course by providing the financial assistance.

Non-Teaching Staff: The promotions of all non-teaching staff are according to the state government regulations.
EFFECTIVE WELFARE MEASURES FOR TEACHING AND NON-TEACHING STAFF:

The college has various Welfare Programs for the well-being of the teaching and non-teaching staff. The major welfare programs are highlighted below:

- Staff Welfare Committee: Immediate Medical Assistance of Rs.20,000/ to needy member Immediate financial support of Rs.40,000/provided to the family members of the serious / deceased staff.
- Credit Society: All the teaching and non-teaching staff are the members of Jai Hind Employee Credit and Cooperative society Ltd, Dhule through which the maximum loan of Rs 4.5 lacks is sanctioned for the members for various purposes such as education, marriage, house and illness etc. purposes of their family. This includes Rs. 30,000/- as higher purchase loan, Rs 10,000/- as occasional loan and Rs 5000/- as Festival loan. Due to simplified procedure, loans can be easily availed.
- State govt. group insurance scheme for teaching & nonteaching staff with accident benefit of Rs. 10 lacks is covered with instalment of Rs. 354/- per year.
- The instalments of housing loans and insurance policies are deducted from their salaries.
- Medical and maternity leave is sanctioned as per rules.
- Special medical leave for acute diseases.
- Encourage teachers to upgrade their qualifications with research degree like Ph.D.
- Organized International e-Conference on Inculcation of Human Values through Literature on 20th August 2021 in association with English Language Teachers' Association, Khandesh Chapter.
- As an affiliated institution, we adhere to the guidelines of the university and are proactive in implementing new educational policies. Notably, we have established a committee for the seamless integration of NEP, underscoring our commitment to staying abreast of evolving educational paradigms. Apart from this, to make the staff well acquainted with the changing scenario, the IQAC has proactively organized Webinar on NEP. IQAC has also arranged a lecture on NEP 2020.
- Safety mesures: Installation of CCTV and fire estinguisher
- Health Measures: Lectures on health awareness, COVID 19 vaccination camps
- Encourages the staff to attend the Refresher and Orientation course, training programmes.
- Organization of conferences/ workshop on various subjects
- Arrenages lectures on Yogic Science, Social issues, enviornment
- Motivates and encourages to undertake research activities such as registering petants, pursuing heigher studies such as Ph.D., publishing research papers, participating in Avishkar.
- Provides monitory fund to the facilty members for attaending upgradation training programmes, FDP

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

6.3.2

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

Response: 5.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	0	0	10	08

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

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: 7.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	08	12	24	06

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	64	71	73	81

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

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 institute has its own mechanism and applies various strategies for mobilization and utilization of resources and funds. The college principal gathers information about the various schemes of state / centre government/or other funding agencies, and shares this with the teachers. Every year the head of the departments are asked about their departmental needs/requirements.The bidget requirment is kept in front of the Purchase Committee and is forwarded to the College Development Committee, which decides and helps in the preparation, division, allocation and utilization of funds. As per direction the department asks for quatations from minimum three suppliers. The comparative chart is prepared and submitted to the Purchase Committee. The decision is taken by the committe and the account is settled accordingly. Every year, on the basis of student intake, requirements from library and equipment from various departments, infrastructural needs, a detailed annual budget is prepared.

The institute also endeavours to generate funds through various resources for mobilization such as government Scholarship, Library Fees, Games & Sports Fees, College Exam Fees, I Card Fees, Prospectus Fees, Extra Curricular Fees, fees collection on Admission heads, self-finance courses, various agencies through which grants are procured with everything checked by auditors.

Funds deposited in bank are spent through checks or electronically. Only certain people are allowed to use the bank account, and they need the principal's permission for each transaction.

The college has got the financial support to conduct various lecture series (Vyakhyanmala) and for academic prizes. The corpus is properly utilized for the same.

- The college has well established mechanism to conduct regular financial audits both internal and external. The external audit is being done by the Joint Director authorities of higher education. The senior auditor does this and the assessment reports are sent to the college. If any issues come over there, they are sorted out and corrections carried out in complied to by the college. Our college has undergone for the internal audit and the college has appointed the Chartered Accountant to audit all financial matters. He submittes the audit report to the Principal. The C.D.C. (College Development Committee) evaluates the audit report and recommends for the compliance of audit remarks, if any, from the accounts section of the college.
- The government senior auditor also conducts the audit of the college regularly as per the rules and regulations of the State Government of Maharashtra and submits the report to the government. The remarks given by the CA on the internal audit report are addressed by the college properly.

The funds received from university for implementing various schemes such as NSS/ student development scheme/ financial assistance to students from economically weaker sections are audited by the university at the end of each academic year.

Details of Financial Funds Received: (In year wise table format)

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Institution reviews its teaching learning process, structures & methodologies of operations through IQAC

- IQAC holds meetings periodically with the HoDs at the beginning and end of every semester under the chairmanship of Principal to review the progress of various teaching learning activities such as the number of lectures held, syllabus covered, internal examinations conducted. Head of the Departments (HoDs) prepare teaching plan. HoD also monitors the execution of the lectures in classes on regular basis. The teachers and students interact with each other regarding the changes in the curriculum, new teaching methods, and ICT use.
- IQAC conducts periodic reviews of the academic and administrative functioning. IQAC collects feedback from students on Teaching – Learning performance at the end of each semester. Such feedbacks are analysed and necessary steps are taken for improvements. HoD discusses with

the faculty. The Learning - Outcomes are reviewed after the result analysis of university exams.

- IQAC holds meetings to plan and review the implementation of college activities. The suggestions and decisions in meetings are communicated to the Principal and Management for necessary action.

- IQAC plays a vital role in improving the quality of the institution. IQAC of the institute ensures internalization of the quality culture. It also takes efforts to create an environment to foster academic excellence, innovation and holistic development. It has undertaken the journey to excellence by taking initiatives collecting and analysing feedback from the stakeholders and implementing effective strategies to drive continuous improvement of the institute. IQAC always tries to elevate the standards and provides learning ambience to the students.

IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes by taking initiatives as follows

- Teaching learning process
- ICT infrastructure
- Upgradation of the Labs, library software, e-resources, Inflib-net registration, number of books increased
- Value added certificate courses, academic audit, gender, Green energy audit done.
- Introduction of new PG programs and extra division of BCA.
- Promotes research: Research recognised Labs, Ph.D. projects, research papers, workshop on Intellectual Property Rights (IPR), lecture on Incubation and patent, student induction program.
- Sign various MoUs
- Organisation of conference, workshop, Faculty Development Program (FDP), National webinar on "Gender sensitization" and international e-conference on "Integration Of Human Values To Literature"
- Faculty Development Program (FDP) for teachers on Enhancing Digital skills during covid-19 pandemic.
- Heads of the departments are informed to create WhatsApp group of students to communicate-notices, activities, study materials.
- National workshop on "Communication Skills, Soft Skills and Employability Skills" and "Integration of ICT in English classroom".
- Certificate course in "Communication Skill for teachers and students" and "English Grammar"
- Workshop on "Minor Research Projects, Literature Review, Design Outline Presentation And Thesis"
- Strengthening Placement cell
- Linkages-with-industries
- Career Advancement Scheme (CAS)
- Lectures on NEP-2020
- Extracurricular activities on Health awareness, Social awareness, holistic development.

The institute conducts extension activities for the welfare of the society (community services)

- The institute provides the financial support to economically backward students
- The institute tries to expand knowledge horizon by organising conferences, workshops, lectures.
- The institute promotes research culture through research project, research papers, research

guidance assignment.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

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 sensitivity promotes gender justice. The institute plays a significant role to create awareness to ensure gender justice on campus. Gender equity and sensitization are crucial aspects of education that contribute to the creation of a more inclusive society. We always try to provide to safe, secure and cohesive institutional climate to ensure equity and quality in curricular and co- curricular activities. The institute has conducted Gender Audit (2018-23).

Firstly, in the academic sphere the institute ensures gender equality by offering equal opportunities and resources to all students, regardless of gender. Course materials are regularly reviewed to ensure they are free from gender bias and reflect diverse perspective. For instance, textbooks include examples and case studies that represent various gender identities promoting a more inclusive learning experience. Additionally, subjects, cross- cutting issue like gender is integrated in the curricular of Humanities. The institute also runs the certificate courses (KBC NMU, Jalgaon Ordinance 181) in gender studies and 'Political participation of Tribal Women in Panchayat Raj Special Reference to Dhule Taluka'.

Moreover, the college encourages active participation of all students in classroom discussion, to create gender sensitive environment where diverse viewpoints are respected.

We aim to create a campus culture where all students feel respected, valued and empowered to success.Through these efforts, we strive to contribute to a more equitable society.

Taking into consideration the importance of gender equity and gender sensitization the institute has taken initiatives and organized various co-curricular activities'

- Conducted Judo and Karate training for self-Defence (Swayam Siddha Abhiyan)
- Organised Mothers Meet. (Mata Melava)
- Arranged a lecture in collaboration with Akumentis Pharma Company: Women and Health
- Organised workshop on Personality Development.
- Organised workshop on Gender Sensitization.
- Conducted certificate course on Gender Studies
- Departmental Wall Magazine presentation on the topic 'Gender Equality'.
- Arranged lecture Be Bold in collaboration with Damini Pathak Police Department
- Organised One day University level Workshop on 'Anti-ragging counselling'.

- One Day National Webinar on Gender Sensitization
- Celebrated International Women's Day
- Celebrated one week 'Shree Shakticha Jagar' by organizing various programs such as quiz, essay writing competition, Wall Magazines on contribution of eminent women.
- Online lecture on 'Gender Equality'.
- Organized 6-day Self-reliant Campaign.

Facilities for women on campus

Committees such as Internal complain Committee and Yuvati Sabha are actively working and monitoring the day today activities on the campus.

Security Guards are available for 24*7 in the campus. Surveillance of CCTV cameras are installed in the campus for safe and secure campus. Entry for students without college Identity card and Uniform is prohibited. Complaint / suggestion box is kept on the campus. Damini Pathak constantly visits the institute campus to maintain discipline in the premises

The college has a provision for ladies' room where the girl students may sit, rest and go for recreation. This space has been designed to provide girl students a place to relax, study and have informal discussion in their free time. This room is provided with necessary facilities like incinerator, first-aid box, mirror, chair, table, attached washroom, washbasin, and dustbin. The ladies room committee is formed which monitors and supervised the ladies' room. The institution has provided Girls Hostel facilities. for our girls who come from rural areas. A register of the girl students and visitors is maintained. Ladies hostel should have proper ventilation and purified drinking water facility is provided.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: B. Any 3 of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institute has created an oasis of education with a mission to mobilize students strength for a healthy democracy. The institute organizes various lecture series such as Rajmata Jijau, Dr. Satyavrat Smriti, Shikshan Maharshi Nanasaheb Adv. Z.B. Patil, Late Dhodhu Bapuji, Yashovallabh lecture series to inculcate values like patriotism, justice, peace, tolerance and equanimity in the students.

One important amazing aspect of India is its rich culture and heritage. In India there is unity in diversity. The institute celebrates language diversity and promotes inclusion to create a more equitable and culturally rich academic environment on the campus.The students from different linguistic backgrounds feel respected and valued.

The institute embraces multilingualism to celebrate diversity and foster inclusion and build inclusive and harmonious society.

It taken initiatives like

·   International Language Day

·   Reading Inspiration Day

·   Marathi Bhasha Din

·   Marathi Pandharwada

·   Hindi Pakhwada

·   Sanskrit Day

·   Sahitya Srujan Mandal

·   English Literary Club

·   Traditional Day

·   Gathering ,Rangchaitanya,Youth Festival

·   Language Association

·   Social Sciences Association

·   Vivek vahini

Gandhian thought committee always encourages the students to participate in Elocution competition organize from the last five years, arranges lectures on Gandhian thought conducts quiz, Essay writing

competition. Gandhian thought Committee has taken efforts to provide an inclusive environment to respect cultural, regional, linguistic, socio-economic diversity and sensitize the students and employees to the constitutional obligations. It also motivates the students to participate in the Residential camp organize by Gandhi Vichar Parishad at Vardha.It has held the exhibition of the Literature written by Mahatma Gandhi and Vinoba Bhave. The Institute runs the Certificate course (KBC,NMU,Jalgaon Ordinance 181) in Gandhian Thought.

The institute has taken efforts to sensitize the students and the employees to the Constitutional obligations, through the Initiatives:

·   Celebration of the Constitution Day-Reading of the Preamble of the Constitution.

·   Independence Day

·   Republic Day

·   International Non-violence Day

·   Voters Day

·   World Environment Day

·   International Women's Day

·   International Yoga Day

·   Participation in Har Ghar Tiranga Campaign and Hoisted the National Flag in their Houses.

·   AIDS Awareness Rally

·   Antidrug Oath

·   Blood Donation Camp

·   Pulse Polio Drive

·   Covid Vaccination Drive

·   Financial help to Kerala and Chalisgaon flood victims

·   Disribution Of Blanket to Ekvira Old Age Home ,Dhule

·   Distribution of Grocery to Laprosy Ashram,Dhule

·   Poster Exhibition Competition on the contribution of Freedom Fighters

·   Birth and Death Anniversaries of the National heroes.

·   Workshop on Senior Citizens

·   Eye Checkup Programme

·   Wild Life Week

The institute has taken efforts to create socially, culturally, economically, homogeneous environment on the campus.

·   Tribal Students Committee

·   Integration of diverse cultures and people into curriculum is focused by the teachers.

·   Teachers Focus on the representations introduced in the curriculum and this enables the students to recognize and identify themselves within the course content-

·   Counselling Cell

·   Mentor -Mentee Committee interactions individual student.

·   The institute gives concession in admission fees to the economically backward students. Scholarship committee guides and informs about various scholarships to the students.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice-I: A Step Towards Achieving Students' Dreams

Objectives of the Practice:

1. To facilitate education for students.
2. To shape the future of students.
3. To elevate students with dignity.
4. To cater to the educational needs of students.

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5. To provide financial support to students.

Context:

The institute primarily serves students from various economic backgrounds and villages of the Khandesh region, most of them are children of farmers, labourers, and manual workers. Since 2014, Jai Hind Educational Trust, along with the teaching and non-teaching staff, has been extending support to ensure that economically disadvantaged students should not be deprived of education. Financial support is provided through various committees and the University, such as the Student Welfare and Assistance Committee, the Alumni Association, and scholarship sponsored by Hon'ble Principal Late M.Y. Vaidya. The college also conducts Lecture Series such as Rajmata Jijau and Rashtrapita Mahatma Gandhi, funded by donors. Additionally, the library offers a Book Bank facility to facilitate student learning.

The institute provides opportunities to students to work under the university's Earn and Learn scheme for financial support and extends further assistance through the Financial Assistance Scheme of the Student Development Department.

The Practice:

From 2018 to 2023, the Alumni Association and the Student Welfare and Assistance Committee have provided significant financial aid:

- Alumni Association funds: ?58,955 (2018-19), ?64,765 (2019-20), ?65,095 (2020-21), ?69,275 (2021-22), ?86,990 (2022-23).
- Student Welfare and Assistance Committee allot: ?41,500 to 42 students (2018-19), ?63,100 to 66 students (2019-20), ?93,800 to 138 students (2020-21), ?47,000 to 47 students (2021-22), ?58,000 to 58 students (2022-23).
- Student Development Department support: ?1,91,500 to 57 students (2018-19), ?2,76,500 to 57 students (2019-20), no support in 2020-21 due to COVID-19, ?2,49,000 to 61 students (2021-22), ?2,83,500 to 63 students (2022-23).

Under the Earn and Learn scheme, financial support has been provided, albeit disrupted by the pandemic:

- 2018-19: 43 students, ?273,720 from the university and ?185,760 from the college.
- 2019-20: 57 students, ?5,28,840 from the university and ?1,76,280 from the college.
- 2020-21: No funding due to COVID-19.
- 2021-22: 61 students, ?1,48,005 from the university and ?49,335 from the college.
- 2022-23: 73 students, ?4,60,290 from the university and ?1,53,430 from the college.

Evidence of Success:

- The monetary aid provided by Jai Hind Educational Trust, the institute, teaching and non-teaching Staff, and Alumni Association to financially backward but intelligent and promising students during the academic year 2018-19 to 2022-23 has been encouraging them to pursue dreams through their education.
- The learners are able to develop global competencies.
- They are sensitized to society and environment.
- The learners are contributing to the social and national development.

- The learners are able to be good human beings and live their life with dignity.

Problems Encountered and Resources Required:

1. Adequate financial support is necessary to bring more students into the educational stream.
2. Many students do not meet the criteria for the Financial Assistance Scheme of the university, thus are deprived of this support.

Best Practice-II: Initiation Towards Women Empowerment

Objectives:

1. To provide academic ambience to girl students.
2. To increase girl students' participation in curricular, co-curricular, and extracurricular activities.
3. To ensure equal opportunities and create a conducive environment for girl students.
4. To raise awareness about health and hygiene.
5. To educate about women's laws.
6. To address misconceptions about patriarchal norms.
7. To train in self-defence.
8. To prepare girl students to be future-ready.

Context:

Education is essential for social revolution and gender equality. A society treating men and women equally is safer and healthier. The institute promotes gender equality as a human right through various initiatives, including Yuvati Sabha, the Internal (Women) complaints Committee, co-curricular activities, lectures, and the Damini Squad program. Faculty members also engage in delivered lectures and undertaking projects supporting self-help groups.

The Practice:

From 2018 to 2023, various programs have been organized to raise gender awareness. Yuvati Sabha arranged lectures on health, law, Judo-Karate training, and banking procedures for girl students. Faculty members have delivered lectures on gender equality, human rights, and personality development. Research projects have been conducted on Women's Mental Health in Dhule District. Faculty members received Ph.D. degrees on topics related to gender construction and women's portrayal in literature. The college offers certificate courses in Gender Studies and the Study of Tribal Women. Girl students are encouraged to participate in activities like Avishkar, Abhirup Yuva Sansad, NSS, NCC, sports, and cultural events.

The Internal Complaints Committee and Damini Pathak provide counselling and guidance. The institution offers hostel facilities and organizes health check-ups for girl students. Birth anniversaries of social reformers and educationalists are celebrated to motivate and empower girl students. Health check-up camps and lectures on physical and mental health are also arranged.

Evidence of Success:

1. Not a single case of sexual harassment has been registered.

2. Gender equality allows students to access quality education.
3. The number of girl students has increased, 65% of current students are girl students.
4. Girl students feel safe and secure, many achieving gold medals, ranks, and awards.
5. Girl students work confidently in various fields due to personality development.
6. Students are trained for self-defence.

Problems Encountered and Resources Required:

1. Traditional undesirable customs and practices are hard to change.
2. Not all sections of society can be effectively reached.
3. Challenging existing gender roles, stereotypes, social norms, and cultural practices is difficult.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Jai Hind Educational Trust's Z.B. Patil College is socially committed institute. It has been established to cater to the educational needs of the deprived masses. We believe in working for healthy and sustainable society. Our institute has been playing a pivotal role to foster social responsibility and community engagement. We always respond to the call from the society and the nation. We have been doing this by performing the functions in the three areas such as teaching, research and service. We have tried to foster social responsibility and community engagement. The institute's efforts have been recognised by receiving many awards and certificates by many organisations' foundations and institutions.

During COVID Pandemic the institute has raised the funds and extended a help hand to fulfil the basic needs of the learners. The institute has provided food, drinking water, masks to the migrants such as workers, labours. It has arranged transport facility for them so that they could reach to their own native

place.

Our efforts have been recognised by Commanding Officer 48 Maharashtra Battalion (Defence Ministry) Sarpanch and Gramsevak of the villages for providing services during pandemic. It has arranged vaccination Drive for the community. Almost 1500 citizens were Vaccinated with Covishield and Covaxin vaccines. The institute has distributed masks and provided grocery to the needy families.

Covid-19 pandemic closed the physical campus of the institution. The world has transitioned from offline to online medium in almost all spheres of human life. The education system is forcing on digital learning. The education sector suffered the most. The institute has taken various steps to ensure the quality education in such critical situation. IQAC has decided to update the teachers by providing training on use of technology in imparting education. It has conducted 7 days Faculty Development Program on Enhancing Digital Skills of college teachers. FDP has acquainted the teachers with various tools which the teachers have utilized during the pandemic.

It is only our institute in the North Maharashtra region which has taken such as initiative for its teachers. This initiative has been taken even before the university. It is our uniqueness and distinctiveness of the institute that we always move with the time.

The institute has taken efforts to create awareness regarding the welfare of senior citizens as well as duty and responsibility of today's youth towards the senior citizen. We have tried to make the students aware that the senior citizens should be respected for their contribution. They should live life with dignity. The institute has organised a workshop on Senior Citizens: Need of Family. The institute has motivated the students to visit and assist to Matoshri Old Age Home. NCC Cadets visited to Old Age Home Dhule and distributed blankets to senior citizens.

We have also tried to make the students aware of the social service, responsibility by imbibing values like love, sympathy and humanity. The institute has organized Mata Melava (Mothers Meet) on the topic "Premswarup Aai." To acknowledge the incredible value of motherly love a lecture on "Chala Tila samjun Gheuya" has been arranged. To resolve the mental, moral and psychological issues of the students, the institution has organised Mental Health Awareness program.

The institute also contributes to create environment awareness in the community for sustainable development. It has taken initiatives to prevent diseases to create safe and clean campus as well as environment. To foster a sense of responsibility in the community regarding clean environment the institute has taken certain efforts. The institute has conducted Cleanliness Drive Program in the adopted village Ranmala. It has encouraged the students to participate in Nirmalya Sankalan to prevent river (water) pollution.

The institute has carried Tree Plantation Drive to combust many environmental issues like erosion of soil, deforestation, global warming. It has enabled the students to understand that it is everyone's responsibility to enhance beauty and balance of the environment to save our beautiful planet the Earth.

Qualitative development of education is a big challenge before the education sector. For that number of graduates equipped with employability skills should be increased. The institution organised a lecture by Dr. Atul Salunke on National Education Policy 2020.

The Institute has taken efforts to create awareness about importance of health in our life. It has

inculcated a positive and healthy attitude in the students and the community. The institute has provided counselling services to the community. The faculty member has submitted two minor projects on "well Being Among Urban and Rural Women's in khandesh" and "Psychological Study of Divorced and Re-married women in North Maharashtra region.

The institute always raises funds for the needy people who are affected due to the natural calamities. The institute has extended a helping hand to Kerala and chalisgaon flood affected people. It has distributed blankets to the needy.

The institute always provides various types of services to the society. It has arranged Pulse Polio Campaign, Medical Health check-up of women of self-help groups. AIDS Awareness Rally as well as Blood Donation Camps in collaboration with Municipal corporation.

We always try to foster and incorporate social responsibility and community engagement in our teaching to make our students responsible citizens. We have conducted free of cost certificate courses in Communication Skills in English for teachers from Primary School to Junior Colleges. We have also conducted free of cost certificate courses in Communication Skills in English and English Grammer for the students. We have organised a National workshop on Communication skills, soft skills and Employability skills for teachers and students from three districts participated in it. (North Maharashtra region) The Institute has organized international e-conference on Integration of Human values through Literature.

The institute has participated in the electrol process to make the students aware of their responsibility towards the nation. It always celebrated the Voter's Day. It has organised Matdar Janjagruti Abhiyan programme.

It always motivates and encourages the students to enroll for Electoral process. The institute always response positively and goes beyond the campus. It arranges activities for the upliftment of the society.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Jai Hind Housing Society, established in 1951, took a pioneering step towards education by founding an educational institute within its precincts in response to the distant schools across the Panzara River. This initiative marked a unique model where a housing society directly managed an educational institution. The journey began formally in June 1966, setting the foundation for academic advancement.

In 1962, the society formed the Jai Hind Educational Trust, which has since grown into a robust network encompassing four kindergartens, three primary schools, two high schools, two junior colleges, and one senior college. The college, established in 1982, started with 250 students and now educates over 2,739 students, emphasizing quality education and the nurturing of human values essential for a healthy democracy.

The institute offers undergraduate, postgraduate, and certificate programs under the auspices of Kavayitri Bahinabai Chaudhari North Maharashtra University. It boasts a modern, multi-storeyed building spread across 2.05 acres, housing administrative offices, classrooms for humanities, science, and commerce, labs, library, seminar halls, and recreational facilities like a gymkhana and sports ground.

The institution's commitment extends beyond academic excellence to encompass holistic development, fostering a nurturing environment with student-centric teaching methods and extensive ICT tools. It actively promotes research and innovation through recognized labs, collaborations with ISRO, and numerous MoUs. Faculty development programs, international conferences, and webinars underscore its commitment to academic advancement and NEP implementation.

Moreover, the institute emphasizes gender equity, conducts audits for sustainability and energy efficiency, and engages in community service during crises such as floods and the COVID-19 pandemic. Initiatives like tree plantations, Swachh Bharat Abhiyan, voter awareness drives, and blood donation camps reflect its commitment to social responsibility.

Through these multifaceted efforts, the institute of Jai Hind Housing Society not only sustains but enhances quality education while instilling values of inclusivity, innovation, and community service among its students and stakeholders. Its continuous efforts in education, research, and community engagement uphold its status as a beacon of academic and social development in North Maharashtra.

Concluding Remarks :

Our moto is Not failure but low aim is crime. We have set benchmarks by striving towards excellence. Our institute offers UG and PG programs in Humanities, Science and Commerce and Management faculties. Since its inception in 1982 the institute has been imparting quality education to the deprived classes, needy and economically backward students from the rural and tribal area of Maharashtra, Gujarat and Madhya Pradesh as the place shares its border with three states.

The institute has appointed highly qualified faculty. It develops innovative pedological methods for effective curricular implementation and delivery. Adhering to the vision and mission the institute is driving to prepare students for their future career. The institute is also producing graduates and post graduates with short skills

communication skills problem solving skill analytical skill and employability skills. It provides the opportunity to access support and services to reach their highest potential.

The institute's mentorship program has established a bond of a teacher with the students which facilitates learning. It promotes intellectual psychological and personal as well as social development of the students. The institute foster research culture.

The institute provides student support system. It trains the faculty in professional ethics and provides scheme for professional advancement.

The IQAC along with all the stakeholders is engaged in effective policy and decision making for institutional quality growth. It has taken initiatives for implementing NEP 2020. Gender environmental and social awareness the code of conduct best practices and distinctiveness of the institute have added values to our institute and enabled to set benchmarks.

Work culture teamwork team spirit smart work transparency in administration have developed the institute a dream institute. We strive towards excellence and betterment of humanity. We endeavour to be multi disciplinary education institute by incorporating Indian knowledge in higher education curricula.

Our efforts are towards well being of the students and the society the national and sustainable development of the beautiful planet the earth.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :31 Remark : As per clarification received from HEI, and excluding multiple counting of the same course during the assessment period, thus DVV input is recommended.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 381 Answer after DVV Verification: 370 Remark : As per clarification received from HEI, thus DVV input is recommended.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1015	1137	1234	1215	1172

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1015	1137	1234	1215	1172

2.1.1.2. **Number of sanctioned seats year wise during last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1690	1750	1750	1670	1610

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1820	1804	1864	1820	1712

 |

	Remark : As per clarification received from HEI, thus DVV input is recommended.
2.6.3	**Pass percentage of Students during last five years (excluding backlog students)** 2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years** Answer before DVV Verification: Answer After DVV Verification : 2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years** Answer before DVV Verification: Answer After DVV Verification : Remark : As per clarification received from HEI, thus DVV input is recommended.
3.1.1	*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)* 3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)** Answer before DVV Verification: Answer After DVV Verification : Remark : As per clarification received from HEI, thus DVV input is recommended.

2.6.3.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
661	1023	1037	888	620

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
609	935	1026	856	646

2.6.3.2 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
980	1106	1134	931	787

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
886	1064	1058	897	788

3.1.1.1 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.0	0	0.5	1.7	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.00	0.51	0.0	0.0	1.70

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**
	3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	36	34	45	56

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	01	14	02	01

Remark : As per clarification received from HEI, and Publication in the current UGC CARE with ISSN will only be considered, thus DVV input is recommended.

3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**
	3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
09	10	16	10	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	10	10	10	02

Remark : As per clarification received from HEI, and calender year to be considered, thus DVV input is recommended.

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

2022-23	2021-22	2020-21	2019-20	2018-19
55.18	0.39	1.46	4.96	28.29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
66.56	0.39	1.46	4.96	28.46

Remark : As per clarification received from HEI, expenditure for infrastructure development and augmentation only to be considered, thus DVV input is recommended.

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

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
Answer before DVV Verification : 319
Answer after DVV Verification: 232

Remark : As per clarifications received from HEI, and computers available for the students use only to be considered, thus DVV input is recommended.

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	32	03	37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	32	03	37

5.2.1.2. **Number of outgoing students year wise during the last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
258	322	302	262	272

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
609	1064	1058	897	788

Remark : As per clarification received from HEI, thus DVV input is recommended.

6.2.2	*Institution implements e-governance in its operations*

	1. **Administration**
	2. **Finance and Accounts**
	3. **Student Admission and Support**
	4. **Examination**
	
	   Answer before DVV Verification : A. All of the above
	   Answer After DVV Verification: D. 1 of the above
	Remark : As per clarification received from HEI, according to the supporting documents are provided, thus DVV input is recommended.

6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*
	
	   6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**
	   Answer before DVV Verification:
	
		2022-23	2021-22	2020-21	2019-20	2018-19

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10	19	44	75	7 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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09	08	12	24	06 | 6.3.3.2. **Number of non-teaching staff year wise during the last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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62	64	71	73	81 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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62	64	71	73	81	 Remark : As per clarification received from HEI, thus DVV input is recommended.

7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**
	
	   1. **Green audit / Environment audit**
	   2. **Energy audit**
	   3. **Clean and green campus initiatives**
	   4. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : A. All of the above

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

Remark : As per clarification received from HEI, option 1,2,4 to be considered, thus DVV input is recommended.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations