



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**SYSTEL TECHNICAL EDUCATION SOCIETYS SYSTEL
INSTITUTE OF MANAGEMENT AND RESEARCH,
DEOPUR, DHULE**

PLOT NO. 7 KSHIRE COLONY WADIBHOKAR ROAD, DEOPUR, DHULE
424002

www.systelonline.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Systel Technical Education Societys is imparting quality education form last 25 years to rural and tribal students.

The Systel Technical Education Societys Systel Institute of Management and Research, Deopur, Dhule, established in 2002. Though comparatively new and young institute it developed fast under the visionary leadership of Hon.President H.C.Gharte and Hon. Director Dr. H.M Patil. It is a self-financing institution, affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. The Institute offers under graduate and post graduate courses namely, BCA, BBA, and MMS (Computer Management) through English medium. The Institute has been imparting quality of Management and Computer education to the students for more than twenty years.

The Systel Technical Education Society also runs Systel English Medium School since 2012 with self -finance.

We provide poor students of rural areas a value driven and technology oriented academic environment to achieve their dreams and vision.It is a pioneer institute in the field of Computer and Management education.

The institute has high value of integrity and sustainability in its approach and believes in providing a perfect blend of wisdom and experience to young minds. It provides designed education system with array of programs and expert faculties, the institute aims to be recognized as a key contributor in innovative management education in India.

Vision

Committed to provide value based, quality, professional and technical education to the students and empowering them with the required skillsets and competencies to face challenges of the fast-changing global environment.

Mission

- To provide necessary technical and professional education with a view to up lifting the lives of rural and urban students.
- To create a beneficial platform for students to develop their skills and knowledge.
- To encourage innovation and research aptitude among students.
- To inculcate global ethics and human values in all the learners.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary, pro-active and professional management.
- Enviable Position among management institutes in North Maharashtra region
- Well-equipped infrastructure facilities.
- Enthusiastic support of management for extracurricular and co-curricular activities.
- Excellent ICT facilities for teaching-learning process.
- Wi-Fi campus facility with 100MBPS internet speed.
- Safe and secure campus for girl students.

- Eco friendly Campus—such as- Clean Campus, Use of Renewable Energy and Rain Water Harvesting Unit.
- Institute puts sustained efforts in conducting Extension and Outreach activities.
- Faculty of the Institute are acting as Member of Board of Studies in designing the curriculum of the University.
- The Management extends cordial supports in providing infrastructure and financial assistance for Institute's development.

Institutional Weakness

- Student fees are only the source of funds, need to have more focus to get government funded projects and grants
- Lack of large-scale industries in the region.
- Limited Industry-Institution Interaction due to location.
- Students changing approach towards post-graduation admission.
- Most students at graduation level do not have for placement. Companies are unwilling to come to Campus Placement for small number of students at graduation level.

Institutional Opportunity

- Being a part of a big educational hub, access to various facilities.
- More value added, life skills vocational courses.
- To establish excellence in value added education to compensate the curricular gaps.
- Institute's improvement through well reputed assessment bodies like NAAC.
- To go for effective participation in Government aided Schemes.

Institutional Challenge

- Sharpening the skills and abilities of the students coming from rural and tribal area.
- Major challenge is to sustained and grow in the current dynamic scenario of competition.
- Increasing expenses for providing quality education.
- Funding from the Alumni.
- Recruiting and retaining highly qualified and experienced faculty due to location.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute ensures effective curriculum delivery through a well-planned and documented process. The Institute prepares academic calendar which gives a clear picture of the activities to be conducted around the year and also ensures proper teaching learning process as well as continuous evaluation. Academic flexibility has been incorporated through co-curricular in our teaching plan in order to bridge the gap between industry needs and the syllabus.

Course-wise time tables are prepared, displayed on the notice board before the start of the semester. Course files and Session Plan are prepared after subject allocation and approved by the HOD. The session plan includes course objectives, content of the topics, reference books etc. for effective teaching and learning. Session Plan takes care about the timely completion of the syllabus. Being affiliated to the KBC North Maharashtra University, the Institute adopts their curriculum.

This process is carried out at the beginning of every academic year. Keeping in view academic planning, faculty members plan and execute their curricular, co-curricular and extracurricular activities through Academic Calendar.

To fill the curricular gaps in the university curriculum, the college has introduced some certificate courses. The institute has ensured to include the cross-cutting issues in the students through the various programs.

Teaching-learning and Evaluation

Institute conducts admission procedure as per norms laid by apex body KBCNMU, Jalgaon. However, there are not many admissions from other states but institute is given a first preference by candidates in the NMU region for admissions in UG as well as PG programs. That is why we can observe increase in percentage of admissions in the institute every year.

After admitting, student in the institute is assessed on the basis of his/her qualifying exam percentile, CET's core and first internal assessment's marks. Based on this evaluation set of activities are deployed to slow learners as well as advanced learners in addition with some common activities.

For slow learners Institute organizes remedial lectures, extra guidelines and motivates advanced learners to participate in various competitions at University, State, National level and similar co-curricular activities.

The Institute has students from diverse backgrounds, to teach this heterogeneous group of students, the Institute has adapted varied pedagogies such as experiential Teaching-learning, participative learning and problem solving methods. Institute promotes participative learning in which students actively participate in activities such as: Class seminars, Group discussions Participation in debates questioning/Quiz method, Role-playing method etc. ICT integration in teaching learning process has helped institute to improve and increase the quality, accessibility and cost efficiency of the delivery of instructions to students.

Though Institute face challenge to recruit and retain highly qualified faculty members due to location drawback

still have recruited sufficient number of well qualified and competent teachers.

Institute closely follows all the examination reforms and the time line set by KBC NMU. The evaluation process is transparent and efficient along with well-defined process for grievance redressal.

Research, Innovations and Extension

Institute motivate faculty members and students to participate in research related activities. Institute makes aware to faculty members and students to participate in various research conferences/seminars/workshops and encourages them to participate in state level competitions like Avishkar. At current situation, Institute is in the primary stage of research still faculty members have published research work in various journals and conferences.

Institute has focused on two social issues majorly in addition to other regular activities that are quality in collaboration with Red Ribbon Club for awareness of HIV-AIDS and Swachh Bharat Abhiyan in collaboration with “Varkhedi Kundane” Village.

Infrastructure and Learning Resources

The institute is well equipped with infrastructural facilities like ICT enabled classrooms, updated computer laboratories, multipurpose hall, toilet facility etc.

There is an optimal use of the facilities to carry out academic and co-curricular activities. The Institute has 100 percent ICT enabled classrooms and multipurpose halls.

The campus is Wi-Fi enabled and allows teachers and students to access the Internet for a dynamic teaching-learning process. Total 3 computer laboratories of the institute are fully equipped with advanced computer hardware as well as software.

Institute library comprises of 804 books, 15 national/international journals. Library has library management system. Institute provide suggestion box inside the reading room to users feedback.

The institute has upgraded internet connection band width 100 MBPS with a campus Wi-fi facilities including library.

Institutes have well defined structure for maintaining and utilizing physical, academic and support facilities.

Student Support and Progression

Institute has effective system of informing students about various scholarship schemes provided by Government, university and institute. Institute closely monitors this schemes right from filling the application form up to disbursement of scholarship amount to the students.

The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. Institute has Implementation of guide lines of statutory/regulatory bodies and

grievance submission mechanism.

Institution always strives for students progression to higher studies, the average students progression during the last five years.

Institute organizes guest lectures on Competitive exam preparation and career guidance. It also gives opportunity to enroll and complete various add-on courses, certificate courses and online courses through MKCL etc. Institute also organizes bridge course, remedial coaching and mediation activity during exams etc regularly to help students acquainted with actual requirement for progress which is not included in syllabus anywhere.

Institute has Parent – teacher system through which students are allocated to each faculty member. Parent teacher conducts meeting and extends counselling to needy students in academic and overall development.

Institute helps students to showcase students talent in cultural and sports activity by organizing various competitions and encourage taking part in various competitions at university level.

In tune with the vision and mission of the Institute, the faculty members promote students to participate in social, cultural and outreach activities

Governance, Leadership and Management

Executive Council of the Systel Technical Education Society, Dhule is the apex body of the Institute that plans policies and executes developmental activities of the Institute by setting values and participative decision-making process in tune with the vision and mission of the Institute in building the organizational traditions.

Institute prepares and executes strategic plans for development of the institute. Each process in such plan is executed with proper implementation using documentations.

Institute has well established mechanism and policies for recruitment of the staff. The Institute has welfare schemes for the staff such as Medical leave, Study leave for staff, Institute provides financial support for research initiatives and related activities.

Institute has well structured audit system. Budgeting and auditing in regular intervals is carried out to make efficient and effective use and mobilization of available financial resources. A meticulous system ensures no objection in internal/external audit.

Internal Quality Assurance Cell (IQAC) aims at continuous enhancement of quality in teaching-learning process. IQAC meets in regular interval to take review on ongoing processes and to decide on inputs to strategic plans of future.

Institutional Values and Best Practices

Institute believes that students admitted in the institute be a good human being for life long journey in personal or professional life. Keeping this objective in focus institute organizes various seminars, workshops, street plays and campaigns etc. for understanding fundamental duties and rights, promoting universal values and

preserving the importance of nationalism etc. Institute practices Red Ribbon Club for HIV Aids by providing various facilities and through functioning of various committees.

The safety and security aspects are of prime importance. Hence the entire campus is fitted with surveillance cameras along with security guards

All the rooms are fitted with LED lights, and there is a solar energy panel which generates sufficient energy to take care of a majority of daily power requirement. The Institute has implemented an ERP system that has made the campus paperless.

There is a provision for common rooms for girl students and a sanitary napkin vending machine in it. There is also a legal aid campaign for the girl students to make them aware about their fundamental rights and other rights in the society.

Being located at rural area, it is observed that students in the territory are least aware about professional/career oriented programs, Institute understand this gap and makes every aspirant students to aware about such programs and be benefited by enrolling into such programs for their better future. Institute provides infrastructural and internet facility free of cost to each students. Another feature of institute is the digital literacy for senior citizen.

One of the best practices is: “Welfare activities to support underprivileged students to pursue higher education” this is an initiative taken by the management of the Institute to encourage these students to enable them to complete higher education as once educated;

Another best practice is “ICI activities in neighboring schools for National Science day celebration“ so, the benefit of ICT program is that the class teachers and students of schools are motivated and updated after this event with that our institutional students also gain confidence for presenting themselves in front of others.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SYSTEL TECHNICAL EDUCATION SOCIETYS SYSTEL INSTITUTE OF MANAGEMENT AND RESEARCH, DEOPUR, DHULE
Address	Plot No. 7 Kshire Colony Wadibhokar Road, Deopur, Dhule
City	DHULE
State	Maharashtra
Pin	424002
Website	www.systelonline.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Hansraj Madhukar Patil	02562-226085	9422792685	-	systel_imr@yahoo. co.in
IQAC / CIQA coordinator	Ravikant Madhukar Shirsath	-	9422706085	-	ravishirsath8@gma il.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	View Document

Details of UGC recognition

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

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot No. 7 Kshire Colony Wadibhokar Road, Deopur, Dhule	Urban	0.14	800

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	BBA, Commerce And Management, Finance Marketing Human Resource	36	HSC Passed	English	180	20
UG	BCA, Commerce And Management,	36	HSC Passed	English	231	189
PG	MMS, Commerce And Management, Computer Management	24	Any Graduate	English	80	19

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				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				12			
Recruited	0	0	0	0	0	0	0	0	5	6	0	11
Yet to Recruit	0				0				1			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	2	2	0	4
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	6	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		0	1	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	149	0	0	0	149
	Female	59	1	0	0	60
	Others	0	0	0	0	0
PG	Male	4	0	0	0	4
	Female	15	0	0	0	15
	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	6	5	1	0
	Female	2	0	2	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	104	40	22	10
	Female	35	26	18	22
	Others	0	0	0	0
General	Male	26	12	5	2
	Female	16	16	7	4
	Others	0	0	0	0
Others	Male	4	3	3	1
	Female	3	2	0	1
	Others	0	0	0	0
Total		196	104	58	42

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The vision of national education policy to provide high quality education to develop human resources in our nation and to prepare for globalization. The academic programmes and extracurricular activities of Institute have, from the beginning, made efforts to include a multidisciplinary perspective. Students are strongly encouraged to participate in small and large projects in multi-disciplinary mode Students are also encouraged to organize teams consisting of members from a variety of academic departments in order to compete in a variety of activities such as aavishkar, quiz contests, debate, and so on. It is also expected to introduce certificate courses for value education.</p>
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2. Academic bank of credits (ABC):	In our institute we have encourage our students for online courses such as MKCL Klick, Swayam etc. Also Consider the credit gained for optional courses. Curriculum revision for the academic year 2021 has begun. These adjustments apply to pupils accepted in the institute year 2022/23 and thereafter. We are in the midst of building a mechanism for properly implementing academic bank credit.
3. Skill development:	The Institute proposes to introduce as per the courses as and when the situation demands. One such course likely to be implemented immediately is a course on corporate communication skills to help students from rural background to compete at par in the industry
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	We understand the importance of NEP 2020 and the need to implement the guidelines provided .The institute shall introduce integrating Indian knowledge system by taking sessions on above topics in Hindi and Marathi while there will be thrust on providing online courses on subjects of National relevance, culture and traditions.
5. Focus on Outcome based education (OBE):	The institute has well-defined course outcomes, course objective, program outcome, program education, objectives and program specific out comes in places and practices the source religiously. However keeping the guidelines of NEP 2020, we shall strive for better performance.
6. Distance education/online education:	Our institution is associated with the Kaviyatri Bahinabai Chaudhari North Maharashtra University Jalgaon and offers many offline courses. Motivating and empowering teachers is necessary to provide the greatest potential future for students and teachers in our country. During the epidemic (COVID 19), our institution successfully delivered all course material in an online format and administered online assessments utilizing our own staff. The provision of MOOC and Swayam courses, which support the blended learning method, is promoted for colleges and Institutions.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
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<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Yes</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Yes</p>
<p>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.</p>	<p>Yes</p>

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
196	104	58	42	60
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 12

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

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

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
55.34	61.95	50.11	66.38	189.33
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institute is affiliated to Kavayitri Bahinabai Chaudhary, North Maharashtra University, Jalgaon and follows the curriculum prescribed by the university. Apart from this prescribed curriculum the Institute follows a very systematic approach to develop and deploy action plans for effective implementation of the curriculum as given below.

- At the beginning of every academic year, the affiliating university gives a tentative calendar about start and end of the semester.
- By taking university calendar as an input, Director and Head of Departments discuss and prepare the academic calendar for the Institute which includes internal examination dates and all activities.
- Head of the Department distributes teaching load to faculty members by considering subject choices given by faculty members.
- The Institute plans and defines evaluation criteria for internal examination.

Understanding the challenges of students especially in rural area, Institute focuses and emphasizes on improving English language and Communication Skills of students. Courses like Personality Development, Business Communication and value added courses like Soft Skills, Creative Writing, communication skills of student.

- In Under Graduate programs various specializations are offered which are practical and create employability skills. Recognizing the need of inculcating self-discipline, values and cultural connects amongst students Environmental Science, Social Projects and Human Values, Healthcare & Management are included in curriculum
- The Institute adopts various measures for the improvement of the students with focus on employability, innovation and research by inputs from various stakeholders. It adopts innovating teaching process like use of ICT, presentations, group discussions, role plays, simulations, etc. Classroom teaching is combined with visits to industries for gaining insights into the industrial functioning. Project development sessions are organized for the computer students to develop software skills.
- The Institute prepares academic calendar which gives a clear picture of the activities to be conducted around the year and also ensures proper teaching learning process as well as continuous evaluation. In meetings, the action plans for smooth and effective management and implementation of the curriculum is established. Various teaching learning strategies are also discussed. Session plans are prepared that includes course objectives, content of the topics, pedagogy adopted, reference books etc. for effective teaching and learning. Course-wise

timetables are prepared, displayed on the notice board. Session Plan takes care about the timely completion of the syllabus.

- Attendance Monitoring: Attendance of every student is monitored at the end of every week, and a corrective action is taken against the students with less attendance and same is telephonically communicated to the parents by parent teacher.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

<p>1.2.1</p> <p>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)</p> <p>Response: 5</p>	
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

<p>1.2.2</p> <p><i>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</i></p> <p>Response: 40.87</p>	
<p>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</p>	

2022-23	2021-22	2020-21	2019-20	2018-19
63	62	01	38	24

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 believes that integrating cross cutting issues with the curriculum would create positive effect to the students both in term so his/here education and social commitment. For this, the Institute conducts several awareness sessions and related activities.

Gender:-

Girls and boys together participate in various co-curricular activities such as workshops, organization of paper contests, group discussions, technical quiz competitions, etc. Boys and girls are involved in various academic, co-curricular and extracurricular activities so as to stop gender in equality.

Institute encourages both boys and girls to participate in sports and cultural activities. The Institute has been organizing various programs for girl’s students such as women’s safety, health awareness sessions.

Environment and sustainability:

The course ‘Environment Studies’ related to ecosystem, its balance & sustainability is an integral part of the curriculum. University prescribed this course for creating awareness and developing importance of environment among students .Considering depleting energy sources and pollution, the Institute has installed solar energy panel which generates power of 120KW per year. Institute makes use of LED to save power. It also take measures to make the campus plastic free. Various social events such as Tree Plantation, Swachata Abhiyan are conducted on regular basis. To make the eco friendly environment institute has gifted plants to teachers on their birthday.

Human Values:

The institute always believes to make students to be a good Human being. Human values are covered in curriculum of BCA,BBA and MMS.A necessary part of the curriculum is to inculcate good Human

Values among the students. Students learn not only to respect teachers and seniors but also to respect themselves. The Institute has anti-ragging cell to ensure ragging free environment. Internal complaints and discipline committees take care of human values. The Institute celebrates Republic day, Women's day, Independence Day, Teacher's day, International Yoga Day, Gandhi Jayanti etc. to nurture moral, ethical and social values in the students.

Professional Ethics:

The Institute has given equal importance about professional ethics and Code of Conduct. Student learn professional ethics through various subjects thought to them in their curriculum. This makes sure that students do not do wrong things knowingly and willingly. A workshop on 'Soft Skills', related to Professional Ethics and personality development is conducted by the institute.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 78.57

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

Response: 154

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 42.05

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
116	64	45	20	38

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
193	160	160	80	80

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: 37.69

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
36	35	23	14	19

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
97	80	80	40	40

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 24.5

2.3 Teaching- Learning Process

2.3.1

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

Response:

The Institute focuses on providing innovative methods for elevating the learning experience. The methodologies includes guest lectures, field work, case-studies, project-based-methods, experimental methods. The Institute provides an effective platform for students to develop their soft skills, knowledge, attitude, values and Ethics thereby shaping their personality. Also innovative programs are conducted which stimulate the creative ability of students and provide a platform to nurture their problem-solving skills and ensure participative learning.

Following measures are taken to make learning student-centric:

Experiential Learning

- Students learn through fieldwork, by which they transform their theoretical knowledge to practical one.
- Through Mini Project Development, students learn to transform the user requirements by developing software. It helps to bridge the gap between theoretical concepts and its practical applications
- AVISHKAR is a Research Competition among all Universities of Maharashtra. Institute organizes institute level Avishkar competition to identify and promote innovative ideas, concepts and solutions addressing to societal needs from young students of the institute. Students present their research concepts, ideas through poster presentations or models in this competition.
- The case study method helps to develop critical thinking, problem solving, communication and group dynamics.

Participative Learning

The main objectives to carry out various participative learning activities in Institute are to make students empowered to become more independent and interdependent. They take greater control of their own learning by participating in various activities.

- Institute conducts sessions like group discussion, group study, seminar and quiz, poster presentation. Institute also encourages students to participate in various inter- collegiate competitions.
- Institute also conducts few interactive activities outside the campus for students.
- Institute organizes Induction Program to introduce newly admitted students to Institute services which will support their educational and personal goals. In Induction Program various activities like Stress Management, Time Management, Team Building etc. are carried out to create an atmosphere that minimizes anxiety, promotes positive attitude and stimulates an excitement for learning.
- Power Point Presentations through participating in Paper Presentation, Assignments Presentation and Academic Presentation in classroom helps to develop the overall personality of the students.
- The institute encourages students to enroll the online certificate programs of MOOC such as NPTEL and Swayam. Also institute conducts certificate courses like MS-CIT, MKCL Klick Courses, Web design, Tally, Communication Skill and more to increase their employability skills.
- Participation of Students in Academic, Co-Curricular and Extra Curricular Activities like participation in Celebrations like Fresher's Day, Independence Day, Teachers Day, Traditional Day and Farewell.
- Students are encouraged to attend workshop, seminar, poster presentation and NSS groups are working in a social activity throughout the whole year.

Problem solving methodologies:

Institute encourages students to participate in Coding Competitions and various management events. Students are assigned with tasks in which they are engaged in solving complex problems by applying their core knowledge and experience.

The faculty member is encouraged to develop new experiments beyond syllabus and assign those to students to find optimal solution.

They participate in various inter-college and intra-college events and other competitions such as:

- Regular Assignments based on problems
- studies Discussion
- Class presentations
- Debates

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: 80

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
12	10	9	7	7

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	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: 13.89

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
01	01	01	01	01

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

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 Institute has a transparent evaluation system for internal examination. The internal marks are displayed soon after the exams and the students are welcome to approach the concerned faculty member in case of any grievance or doubt. The concern is immediately resolved by faculty. In case of any complicated issue the matter is resolved by the course coordinator.
- Any grievances regarding practical work are immediately resolved by the respective teacher and the head of the department. Grievances related to oral, project and practical examination are resolved at the department level. Continuous follow up is taken with the university till the grievance is settled.
- The institutes have decided a time frame of one week for the internal evaluation. The Head of Departments along with Exam Committee ensures that subject teachers have evaluated answer sheet within a time frame of one week.
- The evaluated answer sheets are shown to the students to bring out the discrepancies, if any. The students are made aware of the evaluation procedures including examination pattern of institute well in advance.
- Students can approach the Departmental Exam Committee/Head of Department, in case of any grievances, hence institute has effective redressal mechanism.
- The exam committee takes care of timely and smooth conduction of the internal examination.
- The photo copy of evaluated answer sheets are reviewed by subject teachers.
- In case of any discrepancy, the student further applies for challenge to valuation by paying requisite fees to the University.

- At the university level, Institute Exam Committee acts as mediator for redressal of grievances regarding evaluation.

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:

Program outcomes are clearly stated and aligned with the vision and mission of the institute. Each courses have course outcomes aligned and mapped with program outcomes. The evaluation scheme for both internal and external examination ensures measurement and assessment of outcomes. Beside they are also made available to faculty and students in ERP, mail, WhatsApp groups and in the library. Session plan as per the syllabus is prepared by concerned faculty. COPO mapping sheet is prepared by the faculty which contains the Course Description, Course Objectives, Course Outcomes, Mapping of Course Outcomes to Program Outcomes, and Mapping of Course Outcomes with Curriculum. The same is attached in course file. The questions in internal examination are mapped with course outcomes.

Course Outcomes (CO's) are framed at faculty meeting. Academic Dean in the Faculty meeting defines course outcomes with the help and guidance of subject experts for each courses with course handlers. The course outcomes and their mapping with program outcomes and program specific outcomes are elaborately discussed and derived in the faculty meeting.

- Even though the CO's are given by the KBC North Maharashtra University, Jalgaon along with the syllabus, if necessary, the CO's are modified and reframed by the faculty members.
- CO's are communicated to the students during the introduction class as well as start of new Unit. CO's along with session plan are available for students.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Program Outcomes (POs) and Program Specific Outcomes (PSOs) are accomplished through curriculum. Course Outcomes (COs) are defined for each course and they are mapped to POs and PSOs. A set of performance evaluation criteria is used for quantitative assessment of Cos. Thus the attainment of COs provides an evidence of attainment of POs and PSOs.

Continuous Assessment: COs are assessed through Sessional & Assignment Examinations, Home Assignments and Lab records. The COs are mapped against each question and CO analysis is carried out by faculty for each course and documented in Faculty Course Assessment Report (FCAR). The contribution of COs are assessed in high, moderate and low levels, towards the attainment of POs/PSOs.

Examinations: The questions in internal examinations are give to students related to the Cos.

Laboratory Records: Practical examinations are conducted to test the COs attainment.

Student feedback : This feedback has taken from the final year students, stands as the comprehensive feedback for the PO/PSO assessment

In addition, the institution takes the Placement record and higher education details of the students as supporting evidences for the assessment of POs.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 71.79

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
21	13	12	25	13

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
41	13	12	25	26

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

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.88</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

Objectives of research cell / Incubation Centre:

There are several objectives to initiate this program. Few of these are listed below

- To enhance the intellectual skills among the students and staff.
- To inculcate the research culture among the students and staff.
- To create an environment for self-thinker and self-reliant.
- To create physical infrastructure and support systems necessary for incubation activities.
- To provide services such as training or high-speed internet access.
- To promote and facilitate knowledge creation, innovation and entrepreneurship activities

The College has the following facilities to promote research work:

Innovation and incubation cell / Training and placement cell / Industry institute interaction

Research committee

These committees help to create the relationship between the industry and the institute. Individual department interacts with industry to ascertain its needs to fill the gap in curriculum. The gap is filled by arranging workshops addressed by industry and well-known academia. Industry institute relationship works in the following areas: Industrial visits for students and Faculties.

Research Committee: Institute has created an eco-system for innovations including incubation centre and other initiatives for creation and transfer of knowledge. Institute has a advisory research committee, which motivates and guides the staff members and research studentds.

Encourages staff members to participate and present their research work in workshops, seminars and conferences.

One faculty have been awarded with Ph. D degrees and two faculties are perusing Ph. D. degree. Staff have published books and some research papers were presented by the faculty in National and International journals.

Total four research students are perusing Ph.D. degree under the guidance of Director, Dr. H. M. Patil.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	2	0	1

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: 0.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.33

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
1	1	1	1	0

File Description	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

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:

Institute focuses on creating good neighborhood- community network and giving back what it gets. Following events and activities conducted by Institute –

Cleanliness activity: Different cleanliness activities under Swachh Bharat Abhiyan are undertaken to create awareness about the cleanliness of public properties the clave cleaning and maintenance and campus cleaning and other places

Tree Plantation: In order to restore the eco-balance of the environment, Institute conducts tree plantation activity last two years. On this day, students and faculties create awareness towards tree plantation by planting trees and some seeds.

Yoga Day: Our institute organizes Yoga Day annually on 21st June. The faculties and students participate in this activity and perform various *asana*.

ICT activities in neighboring schools on National Science day celebration : To develop academic environment in neighboring areas, our institute teachers and students take ICT classes to orient the school students towards higher education Institute motivated and encourage school students by interaction them.

Digital literacy for Senior Citizen : Institute has provided digital literary for senior citizens in nearest rural areas. Institute also take campaign at rural area about the attentiveness of digital application about agriculture and banking transactions.

Red Ribbon: Institute organized Red Ribbon club. The red ribbon is a symbol for both drug prevention and for the fight against AIDS. The basic objective of this program was to make the students aware about the causes and prevention of HIV, AIDS and drug addictions.

Road safety rally: A public awareness for road safety was organized by NSS unit

Ganesh Festival activity: To create awareness about the importance of environmental friendliness, the organization brings Shadu Mati Ganesha idols for Ganeshotsav. On the day of immersion, a Ganesha idol is immersed in a small pot and a small plant is planted in that pot.

National Service Scheme (NSS): The broad objectives of NSS are to understand the community, identify their needs and problems and involve students in the problem-solving process. Community service also helps in personality development. NSS unit organizes two types of activities, regular activities at institute level and special camp of seven days in nearby villages. During this NSS camp different activities are organized like awareness about cleanliness of villages, blind belief & health

issues. Street plays are organized on HIV and different burning social issues.

Blood Donation Camp: The purpose is to motivate students and staff to donate blood and make them aware about the importance of blood donation and lifesaving Institute organizes blood donation camps in association with Navjeevan Blood Bank, Dhule.

Gandhi Vichar Sanskar Pariksha: This examination introduces the students to the life and message of Gandhi, Institute has been actively taking quiz completion on this.

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:

There were no honors or prizes given out by the Government or any organization recognized by the Government for the extension efforts.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 5

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

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

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

3.5 Collaboration

<p>3.5.1</p> <p><i>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.</i></p> <p>Response: 4</p>	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institute has infrastructural facilities like adequate classrooms, laboratories, computing equipments, faculty rooms, seminar hall, conference hall, reading rooms, ramps and toilet facility.

To ensure its optimal utilization, besides conducting regular classes, the classrooms and seminar halls are used for conducting remedial classes, certificate courses, annual and semester examinations, mentoring sessions, students various activities, Indoor Competitions ,Parent-Teacher Meet, Alumni Meet, Poster Presentation etc .

Institute has sufficient number of classrooms and seminar halls to accommodate the teaching learning process effectively. As per the requirement 4 ICT enabled classrooms are available in the institute, which are well furnished, well ventilated and have access to natural light. The institute has fully ICT enabled seminar halls to organized students seminar. Institute has provided One faculty rooms and facility of lockers, computers and printers. The departments are equipped with computers, scanners, LAN, Wi-Fi connectivity and Generator facility.

The institute operates on ERP software, which includes students account, academic admission. Also institute conducts test, provide assignment, shares notice, maintains attendance, collect student feedback etc. The institute campus covered by CCTV surveillance. RO filtered water facility is available for all. Washrooms for boys and for girls. The entire campus is Wi-Fi enabled and allows teachers and students to access the Internet for a effective teaching-learning process, for projection of videos and other online resources.

The students represent the institute in inter institute, interstate, university level, national level in sports.

Students are encouraged to participate in various other sports events run (Marathon) to support various causes. Yoga and Meditation are conducted in the institute. Besides, students are taken for the NSS camps and trekking to make them environment friendly and social

International Yoga day is also celebrated to create awareness about healthy lifestyle. College has adequate facilities for indoor Games such as Chess, Carrom and etc. and outdoor games cricket, etc.

Institute also organizes annual cultural function Yuva Jallosh which is the most popular event of the

Institute in which students makes the students motivated. In this annual function various cultural events are organized by the students and faculty members such as rangoli, competition, drama, fashion show, mimicry, etc. The institute also celebrate various festival like Gurupurnima day, Ganpati festival , etc.

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: 2.77

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
7.60	1.51	0	1.81	0.81

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library at the Institute has 804 books. The Director heads the library Advisory Committee, which is made up of people who watch how the library works. On the notice board, you can see what's new. At

library where students and staff can get things. The students are shown what the library has to offer. How the books are put away in the cabinets. In a systematic way, the books in the library are set up. There is a section for newspapers, and magazines. Exam question papers and Projects from the last five years are available for students to look over.

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 Institute upgraded its IT facilities including Wi-Fi as per the needs and requirements during the last five years. The Institute has upgraded internet connection bandwidth to 100 Mbps with a campus Wi-Fi facility. The Institute has updated its IT facilities with increasing the number of computers, printers, scanners, interactive LCD projectors, Photocopy machines, online admission process, dynamic website, and various software.

LAN: Total broadband connection of 100 MBPS capacity is spread over the college. All the computers are connected through wired and wireless Campus Area Network and the internet access is controlled through a firewall. The Wi-Fi connectivity covers the campus area. Students, faculties and administration staff have continuous access to internet facility in the campus.

Computer and Hardware:

Institute has Total 36 computers and 18 laptops with operating systems and necessary software. The Institute has the latest configuration hardware and is frequently updated through buy-back policy of the vendors as and when needed. The Institute has 2 servers for functioning of various systems like administrative management, firewall application, Wi-Fi management, student database management system etc.

The institute also has 4 scanners, 4 printers, 3 LCD Projectors, 1 TV, 14 Web Cameras and mobile stands, 4 routers and biometric system.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 3.77

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

Response: 52

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 0.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.37	0.19	0.30	0.21	0.11

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 43.7

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
44	41	27	39	50

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

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 18.91

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
39	13	0	19	16

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

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	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: 16.87

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
10	0	0	2	2

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
21	13	12	25	12

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

5.2.2

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

Response: 10.14

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
7	0	0	0	0

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: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 2.4

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
6	2	0	3	1

File Description

Document

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

We have not registered alumni but it is on progress at college level. The Alumni Association Systel

education society and Systel Institute of management and research, is under way. Alumni registration is done free of cost. Meetings of alumni association are held at regular intervals, at least once a year. The alumni association is a mix of working women and home makers and all are eager to contribute their share of experience through interaction with current students in the form of lectures, activities, sharing work knowledge and the like. Alumni are employed in different departments and few alumni are self-employed. Alumni provide guidance to current students as and when needed. Alumni are invited to the college functions and events. Alumni, still living in neighboring villages, assist during N.S.S camps, extension programmes, outreach programmes, plantations etc. Two alumni member is inducted into the IQAC committee.

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

“Committed to provide value based, quality, professional and technical education to the students and empowering them with the required skillsets and competencies to face challenges of the fast-changing global environment.”

Mission

- To provide necessary technical and professional education with a view to uplifting the lives of rural and urban students.
- To create a beneficial platform for students to develop their skills and knowledge.
- To encourage innovation and research aptitude among students.
- To inculcate global ethics and human values in all the learners.

Governance of Institution Nature of governance:

The governance of Institution is well planned and managed professionally and holds regular meetings of Governing body, CDC, IQAC, Academic Monitoring Committee. Meetings are held to discuss the strategic plans of institute, infrastructural needs, curriculum, faculty requirements, teaching and learning processes, student welfare activities, extra-curricular activities, social initiatives and other quality parameters.

The activities of the institute are governed further by various committees.. They play a vital part in the planning, implementation, and decision-making of numerous tasks.

Faculty are assigned as event Coordinators for various academic and extracurricular activities like Alumni, Student Counseling, Sports, Internal Examination, Annual gathering etc. Event and activities are planned through discussion in faculty meetings. For academic governance regular meetings of HODs with faculty in respective subject as are held.

Decentralization process:

Society level: The President is the founder member of the society is highly qualified and working at various bodies of KNCNMU, Jalgaon at the top level and is assisted by the Board of Directors. The Board of Directors guides the coordinator and the principal from time to time.

Institute level: The Director is an academic and administrative head of the institute. All the important decisions related to the administration of the institute are taken by the Director in consultation with the Heads of department. The Director in consultation with HODs & the administrative committee prepare the outline of the perspective plan every year to implement the academic activities.

Department level: The head of department (HOD) is responsible for the administration of the department and reports to the Director. HOD assists teaching and non-teaching staff on the working of various committees. They formulate the quality management system (QMS) chart which expresses the organizational goals and aspirations, processes, responsibilities, documented information and resources needed to implement and maintain it. Admission processes are carried out according to the admission policy. The admission process starts after the declaration of the HSC and UG result. The link for online admission is uploaded on the institute website along with a schedule of online form filling and submission of hard copies of the online admission form to the institute. After collection of admission forms, admission process is done keeping the students interests and their economical position. Some installments are provisioned. The admissions are given as per the merit list and CET Score. The candidate has to secure admission within the stipulated time as declared in the schedule. The original copies are verified for their eligibility at the time of admission.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institute practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. All staff is involved in the decision-making process. The institute promotes a culture of participative management about academic goals, organizational progression and better campus life. The management and the principal are always eager to create a harmonious and positive attitude in the institute for achieving the goals. Decisions are taken at each level and are implemented at the collective level to run the mechanism smoothly. Suggestions received from various stakeholders are also given due importance while adopting policies.

Perspective plan:

Vision and mission reflect our long- and short-term goals such as:

- To impart quality education.
- Planned to Increase intake of computer-based courses

- To inculcate leadership qualities and service to meet society's needs.
- To arrange programs for students on personality development.

The Institute has a clearly defined organizational structure for smooth conduction of decision-making processes that are consistent with its purposes and supports effective decision making.

Various Bodies and Its Functions

Management Council:

The Management Council is responsible for the overall planning and decision-making of the trust on behalf of the members. The Management Council is headed by the Honorable President Systel Education Society, Dhule.

College Development Committee:

College Development Committee (CDC) prepare comprehensive development plan of the Institute regarding academic, administrative, and infrastructure growth and enable institute to foster excellence in curricular, co-curricular and extra-curricular activities.

IQAC Cell:

IQAC promotes measures for institutional functioning towards quality enhancement. Academic committee aligns the academic and administrative aspects to improve the overall quality of the institutional provisions.

Grievance and Redressal committee:

Committee discusses the complaints and takes decision accordingly. The Institute has various bodies for grievance redressal. The Institute has set up a complaint box for faculties, staff and students.

The anti-ragging and Sexual Harassment committee:

This committee takes care of any complaint related to ragging, Sexual Harassment and its functions as per University Guidelines.

ST/SC/OBC/ Minority committee: This committee ensures the effective implementation of the policies of the Govt. of India and university.

File Description	Document
Upload Additional information	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: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Institution has well defined Performance Appraisal System for faculty members. Performance Appraisal is done annually at the end of academic year.

Teaching, Learning and Evaluation Related Activates: Provides information regarding: Lectures, seminars, tutorials, practical, project. Lectures or other teaching duties performed in excess of defined norms. Preparation and imparting of knowledge / instruction as per curriculum. Use of participatory and innovative teaching-learning methodologies etc.

Co-Curricular, Extension and Professional Development Related Activities:

It includes: Student related co-curricular extension and field-based activities, Contribution to Corporate life and management of the department and institution through participation in academic and administrative committees and responsibilities, Professional Development activities.

Medical leave : The teaching and Non-Teaching staff is granted medical leave. Three months maternity leave facility is provided for female staff.

Research, Publication and Academic Contribution

It includes: Publications of Papers and Books, Seminar and Workshops attended, Research Projects, Research Guidance etc.

Additional Income For Staff:

Staff members are paid in addition with salary for examination, online tests, external exams, practical exams, involvement in admission.

Family get-together and birthday celebration are arranged for the staff and plants are gifted to every teacher on their birthday. Token of gratitude are given to every teacher from institute on teacher's day.

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: 33.33

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

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

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

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: 11.48

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
1	1	1	4	0

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

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

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

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 institution conducts internal and external audits of the institute regularly. Accountant General Audit is conducted as per Govt. norms. NSS Audit is done every year by the university for the internal audit a chartered Accountant is appointed by the institute. He performs the audit activities related to the financial matters of the institute. The reports are studied, considered, evaluated and discussed by college Developments committee (CDC).

Mechanisms for both internal and external audits are in place. The institute has developed its own efficient internal audit mechanism. The CDC is actively involved in the mobilization and use of available financial resources.

The budget is prepared for every academic year and allocation made under various heads for various

proposed activities of the institute. The proposed budget is sanctioned finally by the Management.

Continuous audits are conducted and financial statements are verified in the office by accounting from Mr. Nitin Mali and Mr. Manoj Disa is appointed as a chartered accountant for conducting an external audit.

The institute adopts a budgeting procedure, with adequate resources for non-recurring expenses, recurring expenses. The institute collects budgetary requirements from the department in a prescribed format. The head, in consultation with the faculty members, finalizes the department requirements and forwards them to the Director for approval. The institute budget is then prepared and the proposed budget is sent to the management for further consideration.

File Description	Document
Upload 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:

IQAC is continuously putting sincere efforts to uphold and enhance the quality measures adopted by the institution. IQAC consistently working for the improvement and systematically coordinates for building the uniqueness and distinctiveness of the institution.

Aims and objectives of IQAC

- To motivate slow learners
- Regular class tests and interactions
- Midterm and continuous evaluation comprising of internal tests, assignments, group discussions, and seminar presentations..
- To prepare academic calendar.
- To guide and to organize curricular, co-curricular and extra-curricular activities.
- To encourage the faculty members to attend national and international seminars and conferences.
- Institute has the provision of analysis of students' performance after the announcement of their semester results.

Explanations in detail

IQAC prepares academic calendar in which all the curricular, co-curricular and extra-curricular activities

are planned.

IQAC arrange meetings to improve learning process and gives suggestions to improve teaching on the basis of the result analysis student's participation in various activities, faculty contribution in personal development and student's employment are taken in to consideration.

Teachers are inspired towards doctoral research by IQAC. Students are also motivated to participate in seminars and conferences to enhance the quality of education.

The teachers are suggested to use ICT tools in teaching and learning process, use of online E-sources.

IQAC in association with the teachers, plans strategies for slow learners. They are inspired to accelerate their learning.

The institution has a feedback system to evaluate the teachers by students. The regular evaluation of the teachers by the students, feedback on teaching methodologies, course delivery, strengths and weaknesses, difficulties faced in the subject give a clear idea about the problems faced by the students. Director and IQAC committee also monitor the feedback system and takes appropriate corrective action

The IQAC conducts meetings to plan, review and implement college activities. The decisions are reported to the principal and the management for further action. The following recommendation are given to the principal and the managements

- Maintain academic planner by all
- Provision of ICT tools and internet
- Installation of CCTV Cameras
- Writing research papers and books by faculty
- Preparation of NAAC first Cycle

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
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

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:

Our Institute ensures that everyone has equal access and provides opportunities to achieve the social, psychological and physical benefits. The Institute offers admission to needy and economically weaker students. The Institute is very sensitive to gender related issues. It ensures the safety of the girl students and staff on the campus and creates an atmosphere favorable to overall growth.

Safety and Security:

- We provide a hygienic, safe and secured environment to all.
- The Institute has an active cell for the prevention of ragging, internal complaints, sexual harassment in the campus. For this purpose, various committees like Redressal Committee, Internal Complaint Committee and Anti Ragging Committee are formed as per the guideline of University Grant Commission and KBCNMU, Jalgaon.
- The suggestion boxes have been installed at planned locations and are periodically checked for the complaints received.
- Telephone numbers of the police helpline, women helpline and emergency service are also displayed.
- CCTV cameras are installed at significant locations in the Institute premises for the safety and security.
- Security guard is appointed at the gate to look after the premises.

Counselling

The Redressal Cell provides personal, social and academic counselling for girls. The Institute has a mentor system, in which each staff member acts as a mentor and some students are allotted to each mentor. In this system the mentor provides personal counselling to girl students depending on their issues. Student counselling is done by considering academic, personal, family, career and social related issues. The staff members strive to solve all kinds of problems of the students.

The Institute celebrates all major/minor national, international days and anniversaries like World Environment Day, International Yoga Day, International Women's Day and science day.

The Institute celebrates birth and death anniversaries of great personalities like Mahatma Gandhi, Kranti jyoti Savitribai Phule, Mahatma Phule, Dr. A.P.J. Abdul Kalam, Sardar Valabhbhai Patel and Shivjayanti in which various activities like quiz completions and speech are organized.

Other programs that enhance the Teacher and Student relationship are also celebrated by our students. Teachers Day is celebrated on 5th September which is the birth anniversary of Dr. Sarvapalli Radhakrishnan that recognizes the contribution and achievements of teachers. "Guru Pornima" is also celebrated by the students to respect the teachers.

Focusing on the unified diversity of the nation, the government has announced the birth anniversary of Sardar Vallabhbhai Patel as Rashtriya Ekta Diwas and is celebrated on 31st October every year. Our Institute staff always creates awareness amongst the students about hygiene and cleanliness. Every year Cleanliness Drive or Swachhata Abhiyan is organized in our Institute.

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: B. 3 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
Bills for the purchase of equipment's for the facilities created under this metric	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: D. Any 1 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

7.1.4

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

Response:

Our college undertakes different initiatives by organizing various activities to sensitize our students and employees to the constitutional obligation. Values, Rights, Duties and responsibilities of the citizens.

Every year Republic day is celebrated by organizing activities highlighting the importance of Indian Constitution and India's freedom.

It also provides an opportunity for our students to know about the sacrifices made by freedom fighters to secure the country's future. On 15th August, our student and staff celebrate .

As we are aware of our constitution that provides various rules/laws for human dignity, equality, social justice, human rights, freedom, respect and superiority of constitution in the national life.

Our college organizes various environmental awareness events to make students, staff and the public realize their duties towards nature.

These activities include "Tree Plantation," and "Swachhata Abhiyan". "Matdan Janjagruti" and safety awareness event is conducted by students to make aware about the voting responsibility of every individual as Indian citizen.

Institute adopted “ verkhedi kundane ‘village in Dhule district to conduct activities for their socioeconomic development. Institute has conducted lectures in these villages for increasing their environmental and ethical awareness. Institute has conducted a free health check-up and medical camp for the benefit of villages.

The institute take initiative for the digital literacy for citizen this activity happens for nearest rural and urban area. Institute also take campaign at rural area about the awareness of digital application regrading agriculture and banking transactions

The Institute keeps into consideration the rural background of the students and their socio-economic status, thus any activity on event conducted gives sufficient weightage to the above values.

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

Title of the Practice: ICT activities in neighbouring schools on National Science day celebration.

ICT has the potential to bridge the knowledge gap in terms of improving quality of education, increasing the quantity of quality educational opportunities, making knowledge building possible anywhere at any time. ICT has become increasingly more significant in making educational outcomes relevant to job market in revolutionizing educational content and delivery and in fostering information literacy.

Objectives of the Practice:

- Learner-Centred Environment using ICT as a transformational tool
- Motivate students and make learning process enjoyable
- Train students to aware about ICT tools
- Attract students for higher education in our institute.

The Context:

In order to enrich academic environment in the neighbourhood areas and for preparing the future generation, for updating the student's community, the institution decided to carried out this mission. With the help of Students and Faculty of our institution has taken efforts to teach them, and with that we have also taken activities like Quiz, debate and we have asked them oral question related to ICT. In this way we also motivate students for higher education.

The Practice:

Teachers and students of Institute go to the specific schools and take classes to orient the students towards higher education, ICT classes using LCD projector, PPT presentation and audio/video. Group discussions and interaction with teachers and students are given priority instead of regular classes. Classes are taken to describe the students about the ICT prospects after completing education. We have taken activities like Quiz, debate and oral question related to ICT. Institute motivated school students by given small token of gift like chocolate and pen to encourage them for the interaction. Such a way our institute motivate students for higher education.

Evidence of Success:

After conducting ICT programs our institute has got positive feedback in classroom interaction. Institute inspired school students by given small token of gift like chocolate and pen to encourage them for the interaction. The benefit of ICT program is that the class teachers and students of schools are motivated and updated after this event with that our institutional students also gain confidence for presenting themselves in front of others. Some students also approach our institute for higher education and many students has come at our institution after completing their secondary education for counselling to choose their further career. Institutional faculties have guide them to achieve their future goals.

Problems Encountered and resources Required:

- Students hailing from villages suffer a lot without proper internet connectivity and ICT tools.
- Initially teachers of the schools hesitated to carry the practice.
- The problem relating to schedule and time management as there was fixed routine of the schools which provide little scope for new slots of conducting interdisciplinary classes.
- The level of teaching is different in school and Institute. So, it took time to adopt the changes because of communication barrier.

Best Practice - II

Title of the practice: Welfare Activities to support underprivileged students to pursue higher education

Objectives of the Practice

The percentage of students from under privileged background is much lower due to gender discrimination and financial constraints. Financial assistance needs to be provided to these students to enable them to complete higher education as once educated; these Students can become a channel for improving the quality of life both at home and society. By encouraging and promoting education of Students, they can be empowered for a better future.

The Context

Majority of our students are from socio-economically challenged segments of the society. Personal interactions with students and analysis of the dropout statistics has revealed that family and financial constraints prevent them from completing higher education and lead them to drop-out midway through the course. It was observed that supporting them with financial assistance would help them to pursue higher education. Hence, it was decided to provide financial help in the form of scholarships and instalment payments of fees

The Practice

Under this scheme, needy students receive scholarship to pursue higher education to complete professional courses at our institute as the fees of such courses are high, the needy students take loans. hence. Scholarships are awarded to students who are unable to pay the fees.

Institute also allow them to pay the remaining fees in instalment so that they can complete their course

and these Students can become a channel for improving the quality of life both at home and outside

Evidence of success

Around more students are taking the benefit of the scholarship per year and the admission rate is very good. Most of the students who have completed their courses are now well placed in life and their standard of living has improved.

The beneficiaries of the scholarships have been able to complete their education successfully. With this it has been observed that the attendance and academic performance of the students have improved.

Problems encountered

The Trust works very hard in to give scholarship to these students but till there are a smaller number of students perusing because of their family conditions But Taking help of past and current students has helped us to raise the number of students. Convincing financially weak but desirous students to utilize financial assistance in the form of scholarship for pursuing professional courses is a challenge.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Just like children, seniors also display an eagerness to learn and a curiosity about the new-age technologies. Building trust-worthy environments that address their concern with care and understanding, was as key as making them digitally literate to fully transform the way elderly view and use technology

One of the distinctive features of institute is the digital literacy for senior citizen this activity happens for nearest rural and urban area. Institute has taken seminar and workshop for old age people according to their needs. Institute also take campaign at rural area about the awareness of digital application regrading agriculture and banking transactions.

Students of institute have also taken initiative on regular bases in this campaign they went to different nearby village like Varkhadi, Kundane, Dhamane, Shirud, Gondhur, Vishwanath, etc. to teach old age people various digital application to help them for online needs.

Institute has been working on this campaign since last four years. With the help of energetic faculties and students. They come up with the creative and innovative teaching process that make them easily interactive with rural and urban senior citizens. They face many challenges during this campaign as some people are not ready to learn new things, because of illiteracy and not have sufficient knowledge regarding digital applications.

Our institutional students and faculties give sufficient amount of training and literate those about digital applications and banking transactions app like Paytm, gpay, phone pay so that they can carried out their online work without taking any help. Institute also teach them video conferencing app. So that they can talk and communicate with their relative and friends. They are enjoyed leaning this app because they are very happy while talking to their love ones.

They connect to our coordinator students and faculties regarding their online queries. Our institute faculties and students are willingness ready to help them any time.

This year Kavayitri Bahinabai Choudhari North Maharashtra University, Jalgaon has conducted 5 days' workshop for senior citizen Ambassador of assistance program for counselling with senior citizens regarding their problems such as health issue, grocery fair, bank and postal issue, home chores and psychological problem. Our two Institute students Mayur Pralahad Patil and Vishal Balu Gaware have participated as an Ambassador of assistance to attend workshop. These two students who has attend the workshop has trained and informed other students regarding senior citizens problem those they learn from workshop as per the above our students are solving senior citizens problems

It is the matter of great pride our institute has successfully conducting the campaign from last five years as willingly as well as professionally.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The Institute is approved by Kavayitri Bahinabai Chaudhari North Maharashtra University. The Institute is well known for activities which are not only student friendly but also focus on the growth of society in general and stakeholders in particular. Our activities include Academic, Social, and Cultural areas of current relevance.

The college offers degree courses in various faculties viz. Commerce, management and computer like B.C.A, B.B.A. and M.M.S.(CM). Institute has started BCA and B.B.A. programs from the academic year 2020-21. The Institute places on record the fact that the Government does not provide Scholarship to MMS post Graduate programs, only for SC categories Graduate students are eligible for Govt. Scholarship. From academic year 2020-21 admissions of Diploma in Computer Application (DCA) program has been closed, due to poor demand.

Through the conduction of a series of activities like mentoring system, student's welfare schemes, social awareness activities through NSS, research innovation and motivation, sports facilities and many more, the college has created a good environment for comprehensive development of students in academics and every field. The institute has good infrastructure with well-developed and equipped laboratories and library. College organizes various programs to promote gender equity and women empowerment. Safety and security of students is also treated with prominence.

Our College has taken an initiative to make ICT based classrooms for the teachers and students. Feedback is collected from the stakeholders to improve the academic and infrastructural standards of the Institute.

Concluding Remarks :

Systel Institute of Management & Research, Dhule, a pioneer management institute, founded in 2002 to meet the regional need for management and computer education.

The institute believes in providing quality education as a most effective tool when it is experiential and accurately focused. Institute motivate faculty members and students to participate in research related activities.

The administration is always working to improve both the physical environment and the resources available for students.

For their pursue of higher education, the majority of the students who are accepted into the institution come from economically weaker rural class and agricultural backgrounds. Management provide scholarship to those students every year.

The Institute provides various add-on courses and value added certificate courses apart from the prescribed syllabus. The Institute practices outcome based education and professional higher education solution provider for emerging professionals.

The Governing Body of Institute works in close cooperation with the Director, faculty members and different committees to regulate and maintain an academic environment. IQAC is a vibrant body which works keeps

quality as main concern and deals with issues pertaining to the functioning of the Institute. IQAC of the institution was effective in implementing a few "Good practises" in order to improve the students' and faculty members' skill sets and their capacity for learning.

To enrich academic environment in neighboring areas, our institute teachers and students take ICT classes to orient the school students towards higher education.

Majority of the students come from economically backward background. Institute has provided financial help in the form of scholarship and instalment payment of fees.

Institute has provided digital literary for senior citizens in nearest rural areas. Institute also take campaign at rural area about the attentiveness of digital application about agriculture and banking transactions.

The institute struggles to fulfil its vision of imparting holistic education for overall development of an individual and promotion of a more just and humane society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :5</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>94</td> <td>47</td> <td>34</td> <td>19</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>35</td> <td>23</td> <td>14</td> <td>19</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>97</td> <td>80</td> <td>80</td> <td>40</td> <td>40</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>97</td> <td>80</td> <td>80</td> <td>40</td> <td>40</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	94	47	34	19	30	2022-23	2021-22	2020-21	2019-20	2018-19	36	35	23	14	19	2022-23	2021-22	2020-21	2019-20	2018-19	97	80	80	40	40	2022-23	2021-22	2020-21	2019-20	2018-19	97	80	80	40	40
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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97	80	80	40	40																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
97	80	80	40	40																																					
2.6.3	<p>Pass percentage of Students during last five years (excluding backlog students)</p> <p>2.6.3.1. Number of final year students who passed the university examination year wise during the last five years</p>																																								

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	13	12	25	13

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	13	12	23	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	13	12	25	26

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	2	0	1

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

Remark : As per the revised data and clarification received from HEI, based on that 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
01	2	3	8	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	10	6	10	9

Answer After DVV Verification :

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

5	0	0	0	0
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7.75	2.05	0	1.81	0.92

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7.60	1.51	0	1.81	0.81

Remark : As per the revised data and clarification received from HEI, based on that 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 : 54

Answer after DVV Verification: 52

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6.75	3.49	2.91	7.51	3.40

Answer After DVV Verification :

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

0.37	0.19	0.30	0.21	0.11
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
45	43	27	40	50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
44	41	27	39	50

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	2	0	2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39	13	0	19	16

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	2	0	4	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	0	2	2

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
21	13	12	22	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	13	12	25	12

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

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

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.)

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

one) during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that participation should not be considered so DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
106	24	0	21	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	0	3	1

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	4	0

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 13 Answer after DVV Verification : 12</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>9</td> <td>9</td> <td>7</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>8</td> <td>8</td> <td>6</td> <td>6</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	9	9	9	7	7	2022-23	2021-22	2020-21	2019-20	2018-19	8	8	8	6	6
2022-23	2021-22	2020-21	2019-20	2018-19																	
9	9	9	7	7																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
8	8	8	6	6																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20.59</td> <td>16.11</td> <td>16.02</td> <td>17.01</td> <td>18.07</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	20.59	16.11	16.02	17.01	18.07	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
20.59	16.11	16.02	17.01	18.07																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

55.34	61.95	50.11	66.38	189.33
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