



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SILLOD SHIKSHAN SANSTHA'S NALANDA BCA COLLEGE

N-11 HUDCO, JALGAON ROAD AURANGABAD
431003

www.nalandamgtcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

1.1 INTRODUCTION

Nalanda BCA college, Aurangaba was established in 2008 by Sillod Shikshan Sanstha, Aurangabad by Honorable Dadasaheb Mhaske. The College aims to prepare globally competitive management and digitalization professionals with strong moral, personal and social values and training and management skills are grounded on appropriate and advanced concepts and principles.

The trust at glance..

Nalanda BCA College, is located the centre part of city in N-11, Hudco

Aurangabad in own Building, Nalanda BCA College, Aurangabad is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, and conducts. BCA, B.Sc(CS), Programmes in 2008. The institution is recognized by Government of Maharashtra in 2008. Nalanda BCA College believes in creating value through continues efforts to build up future professionals. Since

inception the institute is trying to offer excellent quality education. The institution has some value addition to this present curriculum for the students in the form of adjunct courses in software development and other currier courses. The philosophy of the management is to build strong foundation for the student communities in IT field.

The college has provided sport facilities on its own ground to the students. The students utilize this facility and actively participated in various sports event at university level.

The Nalanda BCA college, Aurangabad is self-financed unaided institution.

Vision

Vision

Nalanda BCA college will focus its efforts on advanced level knowledge, the development of creative productivity, communication skills, critical thinking, problem solving skills and appropriate accomplishments in the Engineering and Managemen with teaching & Research faculties having rich experience.

Mission

Mission

1. Make learning an interesting experience.
2. Provide right direction and environment to develop character to shoulder responsibilities of good citizen and become relevant
3. Imbibe a scientific temper of curiosity, awareness and understanding of everything for all.
4. Imbibe ethical principles.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

Qualified dedicated staff

The institution is centrally located.

Mentor – Mentee System in place

Excellent university results of college

Industry institution interaction

Statutory provision of the institution – affiliated to Dr. Babasaheb Ambedkar Marathwada University and approved by Govt.

Use of ICT

Free ship given to students.

Resource person for guest lectures

Undergone AAA

Regular co-curricular and extracurricular activities for achieving academic excellence and holistic development.

Wi-Fi and Internet facilities

Some classrooms with LCD projector

Institutional Weakness

Institutional Weakness

Self-Financing Institution

Lack of diversified academic back ground of students.

Limited research resources due to fund

Less government grants for research projects

Lack of industry involvement

Less involvement of industries in curriculum making employable.

Lack of incubation centre establishment due to paucity of funds.

Unavailability of patents, copy rights.

Rising of funds from government and non- govt. agencies.

Development of starts up and incubation centres

To start additional Add- On / Certificate courses.

To develop echo friendly initiative in the campus.

To establish innovation echo system and start publishing patents in field of management and research.

Institutional Opportunity

Opportunity

Development of starts up and incubation centres

To start additional Add- On / Certificate courses.

To develop eco friendly initiative in the campus.

To establish innovation eco system and start publishing patents in field of management and research.

Institutional Challenge

Institutional Challenge

Collecting funds and grants for development of college .

Availability of trained Administrative and qualified Teaching staff.

Achieving 100% Placement.

To minimize the gap between industry requirement and curriculum

More stress on curriculum employable

Encourage to starts up and entrepreneurship.

Motivating students to adopt ICT enabled teaching learning.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

The institute is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and therefore follows the curriculum of the university. Hence being affiliated there is a limited scope for the college to design the curriculum. However the institution participate in enriching the curriculum which is

employable. Therefore the institution has a system of collecting the feedback from the various stake holders such as students, Teachers , Employers and alumni and it is analyzed by the committee. It is then submitted to the College Development Council constituted as per the Maharashtra Public University Act

2016/ IQAC (QAC). The College is going for the first cycle and it is yet to be completed. Therefore the institute has constituted the Quality Assurance Cell (QAC) to maintain the quality in the institution. To ensure optimum teaching learning and timely completion of the syllabus. The distribution of the workload is assigned to the faculty members according to their expertise. The faculty members are also the members of the curriculum committee, some of them are associated with University work such as member of management , senate .affiliation committee, BOS and AC and participate in the activity of curriculum committee, also question papers setting and contribute in the design and development of the curriculum for Add-On Courses / Value add courses. Since pedagogy and planning go together and the IQAC prepares the academic

calendar before the commencement of academic year. This infers that there is healthy relationship between the academics and co curricular and extra circular activities. Sensitization of students pertaining to issues of Environment and Sustainability, Gender, Human Values and Professional Ethics is very important. The university have intruded the paper at UG level on such topics Papers offered under Generic Electives, Skill Enhancement Special lectures are organized to bring awareness to improve the overall growth and development of

students. Internal assessment and review of students is taken in the form of class presentations, assignments, group discussions and tests and followed by remedial measures. Tutorials and faculty-student meetings are regularly conducted to ensure successful learning outcomes. To ensure effective curriculum delivery, faculty continuously upgrade their knowledge and technical skill by using e-learning tools and their research papers in conferences and by publishing their research articles.

Teaching-learning and Evaluation

Teaching-learning and Evaluation

The institute adheres strictly the reservation policy adopted by State Gov. and the University as well. Admissions are done by the University and GOV. resulting thereby the transparency in admission. The students after admission join the college and the head of the institution addresses the student which we generally call it as a welcome speech of the head of the institution. There is system of identifying the students in to slow learner and advanced learners .This can only be undertaken by the faculty at the time of counseling through an internal test and assessment .This is displayed on the notice board along with marks secured by the students. The system further says that the students securing marks less than that of the university passing marks will alone be

declared as slow learners (i.e. < 45%) and the students securing marks > 70% will be called as advanced learners. In order to bring the slow learner on par with the advance learners, special coaching in the name of remedial classes are conducted formally. It means the time table, the attendance and the number of slow learners list will be displayed on the notice board resulting thereby the conduct of classes. Again the test is conducted in order to observe the progress. Finally semester end examination will give us the exact performance of the student. Technology as per NEP 2020 plays an important role in the accreditation process. Therefore ICT enabled teaching-learning process is undertaken not only in T/L process but also in library and

administration. The institute believes that T/L is a continuous process which promotes professional

development amongst teachers and students for which “chalk and talk” method of learning redesigned by integrating with latest Technology. Out of the total faculty 2 of them are Ph.D. The institute ensures that continuous evaluation process adds to the attainment of learning outcomes. Students social awareness, mentormentee system ,Internal Examination /Assignment/Project viva/Seminar etc. voluntary participation in extension activities confirm the influence of the institute for its moral and human values in them.

Research, Innovations and Extension

Research, Innovations and Extension

The research committee is in place which promotes to undertake research activities. The committee gives stress to arrange online workshops- journals, code of ethics for research. The industry institute has facilitated students of this institute to join hands with industry at a large scale. Institute Industry interaction felicitate students of this institute to join hands with reputed industries for the placement.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

The institute located in the heart of city is spread over 4973 sq.m. of land. As following area statement

Ground floor

1.class room-39 sq.m

2.laboratories-80 sq.m.

3.Principal office- 25 sq.m.

4.Office-38 sq.m.

5.Staff room-36 sq.m.

6.Toilet-10 sq.m.

First Floor

1. Classroom-39 sq.m.-9 nos

2. Laboratory-76 sq.m.

3. Drawing Hall-60 sq.m.

4. Toilet-20 sq.m.

computer lab. with (20)

computers, this criterion includes physical facilities, library as learning resources, IT infrastructure and maintenance of infrastructure. Physical Facilities: The institute has adequate facilities of teaching learning, Wi-Fi, computer lab with internet connectivity, class rooms with ICT facility, LCD projector. There are 6 class rooms equipped with ICT facility to enhanced teaching learning process. The optimal utilization is ensured through innovative teaching learning practices inside the class rooms. The college library is occupied on the First floor of the building and is having 1184 books and six journals. Internet facility is also made available to the students. The sports activities are conducted on the ground of these colleges. It is therefore inferred that the students have fully utilized the play ground.

Student Support and Progression

Student Support and Progression

The institute has statutory committees for Grievance , Anti Ragging, Internal complain committee .Besides this the institute also have Training and placement cell, SC/ST CELL, OBC CELL, Women's Redressal Cell. The placement cell is effectively doing its work for the placements in companies. The Mentor Mentee system exists to solve the academic and admission problems of students. There is direct dialog between the Alumni & the institute for Academic and placement activities, Industry Academic Activities, Industry Visit. The institute provides financial assistance through Scholarship and freeships to students under various schemes. 50% students admitted every year are benefited by this facility. The institute welcomes scholarships and freeships of various state governments. Career counseling, soft skill development support is given by expert faculties to make them employable. Yoga and meditation sessions, personal counseling, remedial coaching, mentor-mentee system are few capacity enhancement and

development schemes of the students, which reflects in the placement record. students are given Vocational training through value added courses. Institute has a transparent mechanism for grievance redressal, anti-sexual harassment and Anti ragging through dedicated committees. Renowned companies and some opt for entrepreneurship every year and others move towards higher education by qualifying various national and international examinations. Student Participation and activities: Development of students is seen in their

achievements in the field of extracurricular and sports activities. The student council takes responsibility of organizing various events for the betterment of aggrieved students .students are active member of various institute level committees. Annual gathering and Welcome program are effectively organized by the students.

Governance, Leadership and Management

Governance, Leadership and Management

The governance of institute is aligned with its vision and mission. Institute follows the hierarchy of leadership to ensure effective organizational working and incremental improvement. Alumni, students, faculty, Director, industry, professionals, members of various committees reflect participative management approach of the institute. Strategy Development and Deployment The Governing Council of Sillod Shikshan Sanstha's consists of experienced

academicians and industry professionals ensuring quality education by effective teaching learning process, adding to innovation and best practices opted by the institute. The institute prepares strategic plans annually which are bifurcated into short term, mid term and long term plans and achieve the required goals. The institute has a well-defined organogram with detailed job description to maintain transparency and smooth working of the system. E governance is opted in departments for speedy decision making. Institute has various committees which are working with transparency and efficiency to step towards vision and mission. Faculty Empowerment Strategies: The institute has a well-defined welfare and promotion policy for the employees. Faculties are

provided financial and other support to improve their professional efficiency. Institute encourages faculty to attend conferences and workshops. The management motivate the Faculty & Staff to attend Development programs and thus ensure continuous professional growth. Institute has a well-defined performance appraisal system.

Institutional Values and Best Practices

Institutional Values and Best Practices

The Institutional values are Integrity, Student Centric activities, Ethics & Dignity, Transparency Professionalism and Diversity. All are displayed on institute website and at various places in the Institute. Keeping the value system

attention is given to proper facility to differently abled people. Sillod Shikshan Sanstha's believes in equality in

all respects. The institute undertakes the activities for community and Social welfare. The activities are performed in collaboration with the local people to address local issues faced by the community. SilloD Shikshan Sanstha's organizes various events to increase

consciousness about the national identities and symbols, fundamental rights, human values, professional ethics. The institute promotes awareness towards universal values inclusive of national values, human values, national integration, core values etc. The institute celebrates national festivals, birth and death anniversaries of great Indian personalities like, Gandhi Jayanti, Dr. Babasaheb Ambedkar Jayanti, Mahatma Phule Jayanti, Shivaji Maharaj Jayanti, Teacher's Day, Youth day, Independence Day, Republic day, Teacher's day

International Women's day, etc. Institutes have anti-sexual harassment and grievance redressal committee which ensures any dissatisfaction among students and promote equality in all cases. The institute is supported by the required infrastructure like counseling and common rooms etc. Rain water

harvesting is in place. Every year budget is utilized for the purpose. Students are instructed to work in harmony and follow code of conduct displayed on the notice board in the beginning of the session. Best Practices: through experiential learning, effective mentorship program, Value based management education there by reflecting transparency.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SILLOD SHIKSHAN SANSTHA'S NALANDA BCA COLLEGE
Address	N-11 Hudco, Jalgaon Road Aurangabad
City	Aurangabad
State	Maharashtra
Pin	431003
Website	www.nalandamgtcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Mhaske Rahul Janardhan	0240-2390238	9850110007	-	nalanda_bca@rediffmail.com
IQAC / CIQA coordinator	Y.S.Sirsath	-	8999124030	-	yogisirsath@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority.pdf
If Yes, Specify minority status	
Religious	Buddhist
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Dr. Babasaheb Ambedkar Marathwada 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	N-11 Hudco, Jalgaon Road Aurangabad	Urban	1.23	1470

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	BCA,B C A, Management	12	H.S.C	English	30	24
UG	Bachelor of Computer Science,B Sc Computer Science,	12	H.S.C.	English	30	30

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				1			
Recruited	0	0	0	0	0	0	0	0	1	0	0	1
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				8			
Recruited	0	0	0	0	0	0	0	0	1	7	0	8
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	5	1	0	6
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	0	0	0	0
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	7	0	8
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
	1		0		1

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	36	0	0	0	36
	Female	18	0	0	0	18
	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	10	1	7	4
	Female	5	3	3	3
	Others	0	0	0	0
ST	Male	3	1	0	0
	Female	2	0	0	0
	Others	0	0	0	0
OBC	Male	3	0	0	2
	Female	0	1	0	0
	Others	0	0	0	0
General	Male	2	1	1	2
	Female	3	4	0	0
	Others	0	0	0	0
Others	Male	3	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		31	11	11	11

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	A holistic and multidisciplinary education would aim to develop intellectual, social, physical, emotional, and moral in an integrated manner. Students simultaneously learn arts, humanities, languages, sciences, social sciences, and soft skills like communication, discussion. Affiliating university must design multidisciplinary or interdisciplinary education system in the long term, the approach of all undergraduate and postgraduate programmes.
2. Academic bank of credits (ABC):	Institute is affiliated college Dr. Babasaheb Ambedkar Marathwada University Aurangabad so it is already registered for ABC. All students are registered an ABC number is generated.

3. Skill development:	Institute's has supports the skill oriented courses in various departments like language communication skill, value education. The sincere efforts will be made for skill development by introducing more career and skill oriented courses in the college.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Institutes learning process through classroom delivery in bilingual mode English, Hindi or Marathi. Courses are taught in Marathi languages and bilingually in the institution.
5. Focus on Outcome based education (OBE):	Institute design its outcome of all programs and courses. In Outcome-Based Education (OBE) is a student-centric teaching approach in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels.
6. Distance education/online education:	Presently institute not offering any one distance online course. During Covid19 pandemic institute promotes its faculty for online education mode. In future institute will promote for online education as per the affiliating university.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. Prof. S.R. Bankar has been appointed as co-ordinator for ELC. Students Member - Deepak Patil, Mahesh Kolte, Komal Mahore, Vishal Kolte, Vansh Gaikwad.
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.	One program is organised and conducted in college by the students for awareness of electoral literacy.
4. Any socially relevant projects/initiatives taken by	Awarenes drives such as rally has been organized for

<p>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>the awareness of right of vote through college.</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>Program is conducted for the registration to the electoral list.</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
76	34	45	29	61

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 12

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.31	3.97380	5.40205	5.15308	4.07922

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:

- Nalanda B.C.A. College college is committed to provide the distinctive learning environment and to provide quality education.
- The syllabus, designed by Dr. Babasaheb Ambedkar Marathwada University, is distributed among the faculties in the departmental meetings. It helps to exclude our fine table.
- Academic Teaching diary which includes departmental meetings, annual teaching plan, details of extra curricular and curricular activities, individual timetable, is the heart of our teaching learning process. Teaching diaries are distributed among the faculties in the beginning of each academic year. This is very helpful for effective curriculum delivery.
- The implementation of the teaching plan and lectures are supervised by the concerned committee. Every week the head of the department submits weekly teaching report to the Principal about the progress of teaching and learning.
- The IQAC through Feedback committee monitors the overall teaching and learning process by the collecting the students feedback.
- Since last three years college undergoes academic and administrative audit after three years from the external agency such as affiliating university, Dr. B.A.M.U. Aurangabad.
- Care is taken for systematic implementation of the prescribed syllabus, curricular and co-curricular activities are properly planned in the academic calendar to lead towards the get outcomes of teaching learning process. All the faculty members strive for effective curriculum delivery through a combination of various useful teaching methods. The faculty members take few lectures on the introductions of the curriculum and give exposure of the latest subject knowledge .The available ICT tools are used for effective teaching by the teachers of various departments. The focus is upon the curriculum enrichment and shaping the destiny of the students.
- At all programs – POs, PSO and CSOs are defined and uploaded on the institution website.
- Regular meetings of the committee to evaluate the effectiveness curricular delivery.
- The syllabus of the institution is set by Dr.B.A.M.U. Aurangabad.

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

1.2 Academic Flexibility

1.2.1

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

Response: 2

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	0	0	7	10

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:

- Dr. Babasaheb Ambedkar Marathwada University has framed curriculum in their subtopics to highlights the issues like Gender, Environment and sustainability, human values and professional ethics.
- The college integrates various life skills, values, local and global challenges through its curriculum delivery.
- The college through offered programmes and a certificate course in which each and every issue such as civil sense and responsibility, gender, environmental sustainability, human values, scientific temper, social economic sense are addressed. In a true sense, each faculty tries to integrate all these issues as a part of their teaching learning process.
- The activities and programmes conducted through NSS especially work for personality development, social awareness and social services, human values of students.
- Business Ethics and professional values, Human Resource Management are included the courses of commerce programme.
- While teaching the prescribed syllabus institute arrange various activities and programmes to address the cross cutting issues such as.
- 1.Gender Issues :-
 - The students come to know about various movements, gender rights, legal rights of women, gender and society. They also learn about contemporary issues like dowry problem, female feticide and infanticide, domestic violence. To make the learning more effective, gender sensitization programmes are conducted on International Women's Day and by arranging separate lectures of eminent personalities of the field.
 - Environmental Issues : Environmental studies are compulsory at second year B.C.A. & B.C.S. level.
 - NSS department has carried out the following activities Swatch Bharat Abhiyan, Tree Plantation, various rallies and lectures on Plastic Free Environment. The construction of Check Dam, Rain Water harvesting - to create environmental awareness.
 - The department of Botany organized science exhibition on environmental awareness.

Human Values :

1. The value education committee and NSS of the institution organized various programmes,

observed various days for deepening the moral values and human values among the students.

Professional Ethics :-

1. The college organized workshops each year focusing on employability and the development of professional ethics and personality development.
2. Business skills, commercial values, administrative accountability, entrepreneurship, communication are reflected in commerce curriculum.

1.3.2

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

Response: 3.95

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

Response: 3

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: D. Feedback collected

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: 21

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
63	11	11	10	31

2.1.1.2 Number of sanctioned seats year wise during last five years

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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: 29.67

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
39	9	10	5	26

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

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

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 6.33

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:

As per the vision and mission the entire process of Nalanda B.C.A. College College is student centered and focused on their holistic development. For enhancing learning experiences, experimental and participatory learning and various problem solving methods are utilized in the college. Apart from 'Lecture method, teachers more focused on the 'Conceptual clarity' of their methods. Hence IQAC encourages teachers to attend the professional development courses for updating innovative teaching methodologies.

Experimental Learning: It is an engaged learning process whereby students, 'learn by doing' and by reflecting on the experience. In this type of learning students gain insight into their own skills, interests, self-confidence and passions.

The teachers adopt student centric learning methodologies by focusing on application based experiments as per the course set by the affiliating university. Experimental learning is encouraged through class room activities, off-site trips, project based questioning guidance. The senior students of the science departments play the role of facilitator for junior students for conducting lab experiments. It helps for building confidence and sharing knowledge as well as increasing learning abilities of the students.

The students take active part in organizing various extra and co-curricular, inter/intra departmental events which helps in them in developing their experience of organizing and management skills.

Department of Management encourages students . It arranges visits to the Bank, Credit Society, Co-operative Societies and related industries.

Participative Learning: This type of learning is encouraged students such as seminar, language games, group discussions, wall papers, project presentation by final year students, debate, and oral questioning spot the error activity. Department of Hindi and English conducts 'Language Fortnight' on the occasion of National Hindi Day.

Problem Solving Method: In this method, students learn by working on problems. This enables the students to learn new knowledge by facing the problems to be solved. Here the students are expected to observe, understand, analyze, interpret, find solutions, and perform applications that lead to a holistic understanding of the concept.

In English teaching classroom, the faculty uses the problem solving activities – Reading or listening to a situation a problem, or a question; responding or commenting either through speaking or writing.

The teachers of science department use this method while teaching chapters. They encourage students to identify the problem, analyze the problem, formulate tentative hypothesis, test the hypothesis, and check the result.

The students while teaching in the class are encouraged to lead their learning toward solving of their problem and satisfaction. The learning & languages by this method helps to provide an opportunity for self assessment and self-evaluation by improving the skills of listening, speaking, reading and writing.

Industrial Visit - LR Technology Pvt Ltd

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 85.71

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
14	14	14	14	14

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: 0

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

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

File Description	Document
Institution data in the prescribed format	View Document

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:

- Evaluation is an integral part of teaching-learning process. The college has transparent and robust evaluation process in terms of frequency and variety. It is often taken care of in the institute that continuous, frequent and consistent internal evaluation will take place properly and effectively.
- The Principal, in the beginning of the each academic year, hold the meeting in which examination committee is formed for effective implementation of the evaluation process regular. .Examination committee plan and work out for reforms in evaluation system. The examination committee monitors and conducts internal examinations in the institute.
- The academic planning committee, as per the guidelines of the Academic Calendar of the affiliating university, prepares Academic Calendar of the institution which is consisted of schedules of internal assessment, Test-tutorials and the university examination. As the prepared schedule of internal assessment is displayed on the notice board, website and on the whatsApp group of the classes.
- All the teachers submit the question papers with model answer to the examination committee. Test / tutorials are conducted periodically. The performance of the students is communicated to them in the class and personal guidance is given to the poor performing students.
- Thus, the evaluation of class assessment test, Assignments, project presentation, practical examination is done with transparency and with proper & robust mechanism.

Evaluation Parameters and Weightage:

Marks distribution

1. Class Test
2. Class Tutorial
3. Project
4. Presentation
4. Oral

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The ultimate goals of higher education are to produce graduates who will be effective leaders in their chosen professions, valued members of their communities and responsible citizens of the world, to develop innovative and creative minds for sustainable better world, to train men and women for wise leadership to apply the knowledge in the life etc. These basic goals are preferred and attained by defining the programme outcomes, programme specific outcomes and course outcomes. Teachers impart the subject related skills taking into consideration the outcomes through various teaching learning activities.

The programme outcomes and course outcomes are prepared with the help of outcomes mentioned by Dr.B.A.M.U. in the syllabi prescribed to each class. Teachers and students are expected to know them by heart. In the beginning of every academic year the programme outcomes are verbally communicated to the students by teachers and in during the Principal's address. Instead of mere displaying all outcomes on the website, the college put up the board on main area, through annual report which states the mission and objectives of all departments of the college.

The course outcomes depend upon the nature of course and the subject concerned. They are also defined by the affiliating university and are clearly mentioned in the syllabus of particular class and subject. The programme [POs and PSOs are kept in prominent location of the campus for student] specific outcomes are closely related to the content of the syllabus. They are syllabus oriented and may vary as per the subject. All these outcomes are also explained to the students in the classrooms directly or indirectly. These outcomes are also percolated to students through organization a participation of co-curricular and extra-curricular activities. Every department plans and conducts all activities in the light of all outcomes.

There are certain ways to assess whether these outcomes have been achieved or not. The performance of students in all examinations is a parameter of outcome assessment. The teaching – learning and assessment processers are reviewed by the IQAC and by affiliating university through academic and administrative audit.

The feedback obtained from students on all activities i.e. academic, cultural, co-curricular and extracurricular; also help to understand the expected learning outcomes. The students overall performances in co-curricular and extra-curricular activities as well as their behavior on and off campus help to judge the programme or course outcomes.

The college deutes teachers for seminars, conferences, workshop and faculty development programme to enrich them to attain the outcomes while teaching learning in the classes.

Successful alumni students are also invited to interact both the students and teachers at specific occasions. They share how the different courses shaped their careers and thus help students appreciate the programme. During the commencement of each unit an after the completion of the unit, the course outcomes are also reviewed.

IQAC is very much serious regarding the attainment and review of the outcomes. Thorough discussion is made in each IQAC meeting which later reiterated at departmental level to the teachers as well as to students.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

- The college always emphasize on the holistic development of the students. Learning outputs of the students is one of the aspects of it.
- The process of attainment of COs, Pos and PSOs starts from writing appropriate Cos for each course of the programme from first year to third year. The course outcomes are written by the respective faculty member. Regarding attainment and evaluation of PSO and CO following details can be mentioned.
- Active participation of students in NSS and activities of departments attests to their sense of Ethical and Responsible citizenship. The attainment is satisfactory evidenced through their responsible contribution to Department activities.
- The student's feedback system for the assessment of teaching learning is one of the measuring methods that the college has follows. In this method the students of the college are provided with feedback forms, to be dully filled up by them providing in puts on teaching learning process.
- Attainment of programme outcomes are measured on the basis of performances of the students through co-curricular activities, extra-curricular activities, extension activities, various competitions, Science, Rangoli and Wall paper exhibitions. The attainment of these outcomes is excellent considering the students active and successful participation of students in these activities in last five years.
- Attainment of course outcomes is evaluated through the performances of students in the class activities, laboratory work, assignments, in different examinations- external and internal, practical, projects seminars and their role in departmental activities students performance is noted continuously on their regularity, receptiveness, participation in group discussion and the overall behaviors. Their performance in both the examination and all activities provides the initial clue of their learning outcomes. In case of course outcomes also, each department of the institution identifies the weak and bright students and accordingly, the outcome attachment target is set by introducing improvement measures by allotting tutorial classes, extra-classes or providing extra-study materials to them.
- The programme outcomes, programme specific outcomes and course outcomes are displayed in college website and prominent place in the college campus. Close awareness of cross-cutting issues, life-skills, practical exposure and their behavioral changes are few of the parameters to evaluate the attainment of the course outcomes.
- Knowledge and skill that students acquire in their subjects and also their capacity for critical thinking are evaluated through examinations. Attainment of these outcomes is also reflected with

the satisfactory result in the past five years.

- Assignments are given for each course for continuous assessment. The final attainment for each CO under direct assessment is calculated by taking average of the CO attachments from assignments.
- Project for III year's students is another tool for evaluation of students for assessing research ability, critical and creative thinking and presentation and analysis skill. The project work is assessed by external examiners appointed by the university. Final CO attainment is calculated by these examiners assessment.

2.6.3

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

Response: 70.49

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
0	6	6	16	15

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
5	16	8	16	16

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.16

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:

- We created an ecosystem for Research and Innovation by
 - 1.recruiting and developing human resource,
 - 2.taking initiative for creation and dissemination of knowledge and
 - 3.establishing state of the art infrastructure:
 - 1.Human Resource Development

At the entry level, RMA recruits meritorious, dynamic and enterprising young faculty through an elaborate selection process that involves careful scrutiny of applications, testing of knowledge and teaching skills through seminars and selection interviews.

The annual performance appraisal system encourages faculty to enhance their teaching, research and administrative skills, as well as social services to the desired level of promotion. Faculty members are encouraged to undergo professional development programmes and organize and participate in Conferences, Seminars and Workshops. Leave is granted and financial support is provided to participate in India and abroad. Teaching and non-teaching staff are encouraged to enhance their qualifications and pursue part- time PhD programs.

The institute has a well-defined and published research promotion policy. Faculty members are encouraged and financially supported to guide research. A good number of students have registered for Projects and the numbers are increasing every year. Research Fair is organized in the campus where all research scholars across the institute demonstrate their research work.

The main objectives of these research divisions are to contribute to the society through their research. The research may not lead to publications but the research output will definitely help the society. RMA is engaged in research for solutions. Some of the products developed after rigorous research used for the

community are listed below:

P Food Processing

P Waste Management Techniques

P Development of Bio-Diversity Parks

P Innovation in Teaching using Tablets

Young faculty across the institute are encouraged to do research in multi-disciplinary and inter disciplinary areas. their research Research scholars, the UG and PG students are being funded for their research/projects.

1.Industry-Institute Partnership interface

This Cell facilitates interaction with industries and corporate establishments for the following activities:

Some other initiatives include:

1.Entrepreneurship courses.

2.Visits to industries..

3.Project work for all students.

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: 2

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

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

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

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

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

3.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response:

1. Extension activities are very helpful to contribute to the society. The college is the replica of the society. The students are the significant members of the society. Our college seeks to the holistic development of the student. All the activities carried net in the college focus on to sensitizing student to social issues, national integration, environmental issues, cleanliness, national building, woman empowerment, female infanticide, feticide, these activities also carried out for the development of humanitarian approach of the student. Nalanda B.C.A. College College believe in the philosophy of the Lord Gautam Buddha in through of Dr. Babasaheb Ambedkar and Chhatrapati Shivaji Maharaj.

2. Exposure to extension activities so sensitize the students towards legal and social reveries for matters like domestic violence, dowry, child abuse, female child.

3. Extension activities carried out within 2015-16 to 2020-21 under NSS unit and other departments of Nalanda B.C.A. College.
4. Celebration of Independence Day, Marathwada Mukti Din, Republic Day, Maharashtra Day, Constitution Day, Women's Day, AIDS Day, Science Day, Yoga Day.
5. Rallies on social issues.
6. Anniversaries of great personalities.
7. Fund Raising Rally for flood affected people.
8. Food distribution for flood affected people.
9. Special camp in Village.
10. Fruit distribution to Patients.
11. Dress distribution to girls.
12. Personality development workshop.
13. One day workshop to Mahila Bachat Gut (Women self help Groups).
14. Various Awareness Programmes.
15. No Vehicle Day.

3.4.2

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

Response:

0

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: 16

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
4	4	0	4	4

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

3.5 Collaboration

3.5.1

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

Response: 1

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
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college has adequate infrastructure that is on rental basis with a built-up area of 1470 Sq.M.. The institution provides infrastructural facilities for the teaching-learning experiences and rolls-out value-added programs & activities like Technical & Non-Technical Clubs, Activity based learning, Laboratory oriented theory classes which bridges the gaps in academic teaching and on par with industry requirements.

The available physical infrastructure is optimally utilized beyond regular college hours to conduct certificate courses, co-curricular activities / extra - curricular activities, Campus Recruitment Training classes, campus recruitments, meetings, seminars, conferences etc.

The institution possesses the following infrastructures for teaching and learning:

Classroom: , 6 Classrooms are equipped with ICT facilities to enhance the teaching learning process and one seminar hall is available. The optimal utilization is ensured through encouraging innovative teaching – learning practices inside the Classrooms through well experienced teachers.

Laboratories: Spacious laboratories with good ventilation and lighting facilities are available. All laboratories are equipped with essential equipment to meet the requirements of the curriculum. Latest software & Tools are available to enable the students to work on their interest by participating in various technical clubs. Laboratories are utilized beyond the college hours for the convenience of the students to enrich their knowledge. All the labs are equipped with good technical support staff available during working hours and beyond (as and when required).

Seminar Hall: Seminar halls equipped with LCD projector, computer workstation, audio-visual facilities

and wireless, Internet facilities. The webinars, Guest lectures, seminars, conferences and symposium are conducted in the seminar hall which helps the students to get new ideas and insights.

Library: The college library is occupied on the ground floor of the building. The College Library is equipped with 1184 books. Students and faculties can also refer their relevant subject textbooks from the library for their reference. Reading room with internet facility is available.

Internet Facility: Supported by 100 Mbps Internet .

Sports Room & Playground : Indoor games - Chess, Carrom etc., Outdoor Games - Cricket Kit, Football, Volleyball available for students.

Girls Common Room : Seperate washroom with sanitary pad vending machine is available for girls.

Parking facilitiy, Canteen facility is also available in the college.

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

4.1.2

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

Response: 2.69

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
00	0.25	0.25	0.25	0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is a repository of knowledge of information. Digital Library at the institute serves not only to accelerate through education, but also sparks out the creative imagination and the talents of the students with bounty of books that signifies plenty of reading. The library of this college has a collection of 1184 books catering to the different the undergraduate level of this college.

Library with Books, journals, magazines, newspapers, E-resources, 02 Computers with internet facility, 1 printer.

1. The College library has an area of (39 Sq.M) with a reading corner.
2. The Students and the faculty members can access library from 9:30 a.m.to 4:30 p.m.
3. The service of the Library is partially automated in the year 2016 It is provided with multiple search options book with respect to accession number, title wise, author wise and subject wise. The software identifies the of book such as author, edition, publisher, year of publishing, location of a book and issue status.
4. Information regarding new arrivals is provided via library notice board.
5. Notice board for newspaper clippings is displayed.
6. Notice board to display information regarding course, career & newspaper clippings, new arrival of books etc. exclusively for the library.

7. Amenities provided for the students and the staff: Reading room No. of Book racks- 5 almirahs with reference books. Periodical rack for journals & magazines. 2 computers with Internet facilities.
8. Wi-Fi connectivity for smooth access to e-learning resources of the digital library ensures seamless access to 9. An institutional repository provides digital copies of question papers and various e-resources.
10. To meet the growing needs for the electronics resources, the institution has made a provision to make available to the students, scription to some of the E-resources with the Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The Library has more than E-Book Titles of various publishers.

Usage of library

The separate registers are kept in the library for students and teachers separately for the use of library. For institution has taken an average of usage of library for five days in month of jan.2022 for consideration, the uploaded.

Library Services include Book lending, referral service, career guidance, Internet browsing and Selective Information.

Purchase of books of the library during the last five years amounts reflected in the audited report.

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 IT facilities available in the institution are in place . The institute has dedicated “ITCARE Team” who work round the clock to ensure that all our hardware and software are up-to-date and functioning without any problem. The college provides computer facilities to the students to learn experimentally and

also to gain access to the cutting-edge technologies in the IT world. These systems have excellent networking facilities with additional Wi-Fi routers in each block.

The IT facilities that are available in supporting academic and non-academic activities include:

- 1) Desktop computers in all departments.**
- 2) Wi-Fi Internet throughout the campus.**
- 3) All desktop computers are connected to Campus Network.
- 4) Laser Printers Provided .
- 5) Desktop computers & LCD projectors available in class rooms.
- 6) Curriculum based software are regularly updated based on the need for every semester.
- 7) All the latest Software are regularly updated to keep in pace with development.**
- 8) Some laboratories are equipped with LCD projectors.**

1. Advanced Networking Equipment with fibre optics

The internet bandwidth provided through Wi-fi is 100 Mbps which is made available to the students round the year between 9.00 am and 6.00 pm. The institute has Wi-Fi facility in the college campus for the student and faculty members to avail internet connection at any place in the college. The connectivity through a fully networked campus computing & communication resources, offers students the facilities of e-mail, net surfing, up/down loading of web-based application, besides helping them in preparing projects, seminars, participating in various competitions and to develop their technical skills.

ITES NEW/UPGRADATION of INFRASTRUCTURE

(INTERNET/COMPUTER/PROJECTORS)

Departments have to identify the requirements for new or up gradation of existing infrastructures like INTERNET, Computers, projectors, . according to the lab requirements provided by the affiliating university.

Heads of Departments will submit the requirements to the Principal & Management for approval. After getting approval, quotations are collected from 3 vendors for the new purchases or upgradation of existing infrastructure. Comparative statement of the price quotes will be submitted to Principal & Management for accord of approval to proceed with the purchases.

Purchase committee will coordinate with the purchase of the requirements and the respective lab in-charges will ensure the successful installation.

Regular maintenance is done by the vendor during the warranty period and the in-house technical team will do the maintenance and servicing after the warranty period. In case of some complex issues and faults, experts or external service person will be called to attend the issue after getting approval from Principal & Management.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 3.8

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

Response: 20

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 8.72

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
0.1	0.31602	0.65165	0.79748	0.56974

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: 43.27

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
30	19	20	10	27

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[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: C. 2 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
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 8.57

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
10	5	0	6	0

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: C. 2 of the above

File Description	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: 9.3

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
0	3	0	1	0

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
0	6	6	16	15

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: 0

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

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

Response: 0

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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement**5.4.1**

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

Response:

The Alumni of any institution are a strong support to that institution. An Active Alumni Association can contribute in academic matters, student support as well as mobilization of resources both financial and non financial.

Nalanda B.C.A. College is having Alumni Association named as “Nalanda Maji Vidhyarthi Foundation.” A total of 6 meetings of alumni association held during the assessment period. It contributes significantly to the development of the institution through non-financial means or other support services.

Support Services by Alumni:

1. Alumni also actively participated in tree plantation in the college campus.
2. Alumni addressed the NSS volunteers of NSS special camp, Chauka, Aurangabad.
3. Ram Chavhan (Front End Developer - JLL India Pvt. Ltd., Aurangabad) - President of Alumini associaion participated social gathering, 5th September Teachers Day,

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision : Nalanda B.C.A. College will focus its efforts on advanced level knowledge, the development of creative productivity, communication skills, critical thinking, problem solving skills and appropriate accomplishments in the Computer and Management with teaching & Research faculties having rich experience.

Mission :

- Make learning an interesting experience.
- Provide right direction and environment to develop character to shoulder responsibilities of good citizen and become relevant
- Imbibe a scientific temper of curiosity, awareness and understanding of everything for all.
- Imbibe ethical principles.

To strive the mission and vision .The College set-up works with the policy-framework Higher Education Dept of Sate Government of Maharashtra, Dr Babasaheb Ambedkar Marathwada University, Aurangabad and UG C. To fulfill the vision, the college follows a path of continuous work along with its monitoring and modification as follows:

NALANDA B.C.A. COLLEGE believes in imparting excellent quality of higher technical education and carrying out research work on state-of-the-art technologies. The mission statement spells out the objective to be the leading and most sought-after institute by attracting, retaining and sustaining individuals of significant potential. NALANDA B.C.A. COLLEGE core values are integrity, humility, responsibility and accountability, and empathy.

Governance of the institution consists of the Governing Body GB), College Development Committee (CDC) , Internal Quality Assurance Cell, Grievances Redressal Cell and other committees represented by the management, the Director, the Principal, alumni, faculty members, students, parents and industry representatives. Meetings are conducted on a regular basis and the suggestions made during these meetings are implemented and the action taken reports are shared with all the members. Minutes of the meetings and the action taken reports are prepared for every meeting, circulated to all the members and are also made available on the website, as applicable. The institutional strategic development plan covering the academic, research, administrative, and infrastructural growth is presented and discussed in the meetings for effective implementation to achieve the stated goals.

All the heads of the departments, central committee coordinators, and functional heads prepare individual action plans and implement them. NALANDA B.C.A. COLLEGE believes in the practices of decentralization and participative management which promote its vision and mission. It is evident in all the activities, with a balance between transparency and confidentiality. NALANDA B.C.A. COLLEGE has a well decentralized hierarchical leadership and management as per the chart provided in the link. Hierarchical structure includes the management, Director, Principal, Heads of the departments, IQAC-Coordinator, functional heads.

Institute delegates adequate authority to the departments to work towards decentralized governance system. The various positions are held by equal representation of gender, age etc. Each of the functionaries has specific roles and responsibilities confined to the policies of the institution. NALANDA B.C.A. COLLEGE created a conducive environment in terms of teaching learning processes, infrastructure, and administration and research facilities in accordance with its vision and mission. Well established outcomebased education system is in place in line with the vision and mission of the institute. Program outcomes, course outcomes, attainment methodologies are evolved with the participation of all the course teachers and implemented to attain the defined outcomes through effective delivery. At NALANDA B.C.A. COLLEGE, the student centric and innovative methods are followed involving interactive, collaborative, inquiry based, classrooms etc.

File Description	Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Effective Functioning of the Institutional Bodies

Nalanda B.C.A. college has well defined organizational structure for effective functioning. The organizational structure

represented in the organizational chart consists of the Governing body (GB), College Development

Committee, Academic Advisory Committee, IQAC, and various administrative and academic functional

committees. Each body/committee is well constituted by following the norms, represented by the

management, representative of statutory bodies, teaching and nonteaching faculty, industry, students as

applicable with defined objectives and functions. All the bodies/committees meet frequently, minutes of the

meetings and action taken reports are well documented. As the uppermost body GB provides the vision, and

major policy directions in the continuous growth of the institution. CDC provides the academic and administrative directives in improving the overall development of the institute in terms of academic,

administrative, infrastructure growth. Action plans are prepared by all the heads of departments and

functional heads as per the directive provided by the GB, CDC, and IQAC in terms of key quality indicators.

The progress of the action plans is closely monitored by the authorities and the same is presented during the meetings for suggestions for necessary improvement actions. All the policies regarding administration,

finance utilization, appointments, service rules and procedures are evolved strictly as per the statutory bodies rules and regulations. Other policies related to consultancy, research,

Quality Improvement Programs, deputation of faculty under QIP, sabbatical and other welfare schemes are

evolved involving all the stake holders through various bodies like GB, CDC, etc. Well-defined service rules, appointment policies and procedures are available in the service book available on the website.

Deployment of Strategic Development Plan

The Strategic Development Plan (SDP) of the institute is formulated in line with the vision and mission of

the institute. The SDP is driven by the Governing Body and College Development Committee followed by

the entire organizational structure involving the Director, the Principal, heads of departments, functional heads, faculty, and students. All the stakeholders are made aware of the SDP through the institute website.

The SDP of the institute is deployed and reviewed by the information collected through various stakeholders

like students, parents, industry, regulatory/accreditation/ranking agencies, faculty and staff.

Strategic Goals:

- Enhance Research, Innovations, Startup, Entrepreneurship culture among the faculty and students.
- Start new programs in emerging areas /technologies/multi-disciplinary, thus improving the employability among students.
- Start PG admissions.
- Enhance Industry Institute Interaction opportunities Projects/Internship/Employment.
- Enhance the collaboration/interaction with reputed Indian/ international institutions.
- Further improve Laboratories /Research facilities/ Library to enhance the quality of teaching and learning process.
- Strengthen the competency and qualification improvement of the faculty through FDPs/QIPs.
- Implement NEP 2020 in a phased manner.

File Description	Document
Institutional perspective Plan and deployment documents on the website	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: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

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:

Staff Welfare Measures:

Institute takes utmost care in the welfare of the teaching and non-teaching staff, and the defined policies are in place as per the statutory requirements, in addition to statutory requirements the institute implements various welfare schemes. The institute has variety of welfare schemes for teaching as well as non-teaching staff as follows:

1. All the applicable casual leave, medical/maternity leave, earned leave and special leaves are given to the teaching and non-teaching staff.
2. Sabbatical leave to have experience industry practices with full salary.
3. Study leaves under QIP.
4. Advance against salary
5. Admission to the ward of staff
6. Advancement in pay level for non-teaching staff
7. Sponsorship for attending seminars, workshops, conferences for the staff (and for students).
8. Various extracurricular, recreational, sports activities are conducted especially for the staff members.
9. On special occasions like Independence Day and Republic Day the best performing staff are felicitated.
10. Sufficient financial support for the faculty development programs.

Performance Based Appraisal System

In order to evaluate the performance of the teaching and nonteaching staff, the institute has evolved a quantitative and qualitative based Performance Based Appraisal System (PBAS) with defined metrics. The PBAS is well documented and made available to all the staff. The performance appraisal system

consists of self-appraisal and appraisal by a reviewing officer.

Performance appraisal system of the faculty: Annual self-assessment for the performance-based appraisal system is adopted. Hence, it is ensured that information on multiple activities is appropriately captured.

The information includes:

Part A: General information and academic background, courses / STTP / seminars /workshops attended during the year, Teaching learning and evaluation related activities, Co-curricular, professional development related activities, research, publication and academic contributions.

Part B: Remarks by Head of Department on Part A which is filled by individual faculty.

Part C: Principal as the case may shall give justification for his remarks if the remarks of Head of Department in Part B are not satisfactory.

Part D: Final Review by accepting authority.

The Institute strictly follows all the basic recruitment and promotional policies as stipulated by AICTE, Dr. B.A.M.U. University as well as the Government of Maharashtra. Faculty members are expected to prepare an outline of his/her action plan in consultation with heads of the departments considering the requirements of all the stake holders, accreditation and ranking agencies with specified targets and submit the progress at the end of each academic year as specified above.

Non-teaching performance appraisal is annually carried out as per the prescribed format named as Confidential Assessment and Self-Assessment Reports of Non-Teaching/Technical/Non-Technical Employees. The adverse remarks as well as remarks of appreciation of any outstanding work shall be brought to the notice of the person concerned by the Principal with a view to making improvement in the performance by the faculty concerned.

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: 0

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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

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

Response: 0

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

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

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

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

File Description	Document
Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Mobilization and Utilization

The only source of receipts/income is Tuition Fees and Development fees from the students. The only

financial resource mobilization option available with the institute is through students' fees. The institute fee is fixed by the Fee Regulatory Authority (FRA) constituted by Dr. B.A.M.U., Aurangabad. The institute submits the expenditure incurred every year to the FRA and gets the fee approved. The effective and efficient monitoring of utilization of the available financial resources of the institute is carried out through a well-defined procedure. The budgetary requirements are raised by all the academic and administrative departments and various subcommittee/functional heads every year as per the prescribed format and with justification.

The requirements with proper specifications and justification are submitted to the Principal for consideration. The Principal rigorously reviews the budget requirements submitted by all the concerned, discusses the requirements and justification with all the concerned. As per the justified requirements and the available financial resources, the Principal allocates the budget. After considering the entire budget requirement and the total income from all the resources, the draft budget is prepared, ensuring that there is no surplus of the budget. This draft budget proposal is presented to the management for review and approval, giving all the details. After approval from the management, the budget is presented in CDC and GB. After approval from the CDC, the budget finally gets approval from GB. Once the budget is approved, every concerned functional head is informed about their approved budget. The utilization is done according to the budget allocation scrupulously following the well-defined procurement/purchase procedure laid down by the institute.

Financial Audit

The Institute has a well-defined procedure to monitor and audit the effective and efficient utilization of available financial resources for recurring (salary, licenses, maintenance, etc.) and non-recurring (infrastructure development) and academic processes. The Institute budget is prepared every financial year based on the requirements received from the various heads of the department and functional heads. The institutional budget is prepared after compilation of all the requirements for recurring and non-recurring expenditures and available financial resources (mainly student fees). The budget is presented in GB for necessary changes and approval. The final approved budget is intimated to all the heads of departments and functional heads. All the expenditure, credits and debits are audited by external auditors. The external auditors are appointed by the management. Audit frequency is 4 times in a financial year and quarterly mandate for the auditing staff is in total 45 days. The balance sheet consisting of income and expenditure is audited by the chartered accountant. The audit is conducted rigorously on 100% vouching. The audit check points consider purchase bills, quotations, approvals, cash receipts, and payments, fee receipts, bank transactions. All the purchase bills and other documents are audited in original.

The statutory payment audit on TDS, Professional tax, provident fund payment, and employee settlement is also carried out. The objections raised in the Internal and External audit reports are reviewed by the Management, Principal and Accountant, and the necessary compliances are carried out toward the fulfillment of the objections raised. No major objections are found in the audit by the statutory auditors and minor audit suggestions are considered and complied with as per procedure. Any discrepancies are

duly brought to notice and rectified immediately.

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:

As per UGC and National Assessment and Accreditation Council (NAAC) guidelines SSS NALANDA B.C.A. COLLEGE established an Internal Quality Assurance Cell (IQAC) for a accreditation quality sustenance measure.

The IQAC was set up in the academic year 2022-23. IQAC is represented by all the stakeholders including management, external academic experts, faculty, administrative staff, students, parents, alumni, industry, and a senior faculty member as coordinator. Quality enhancement is a continuous process, the NALANDA B.C.A. COLLEGE IQAC has been playing an important role in setting up the quality benchmark and striving towards realization of the goals of quality enhancement and sustenance.

The prime Objective of the IQAC is to develop a system for conscious, consistent and catalytic

improvement in the overall performance of the institution, facilitate internalization of quality culture and institutionalization of best practices.

The functions of the NALANDA B.C.A. COLLEGE IQAC include

1. Identification and implementation of quality benchmarks/parameters for the various academic and administrative activities of the institution catering to the requirements of NAAC.
2. Gathering the updated information on rules, guidelines, procedures, manuals and dissemination of the same to all the stakeholders.
3. Organization of workshops, seminars on quality related themes and promotion of quality circles and enhance the awareness amongst all the stakeholders
4. Guiding all the concerned and coordinating in laying down the procedures, processes for compliance of accreditation
5. Acting as nodal agency and facilitation of all the activities including timely submission of IIQA, SSR and all the related documents to comply with accreditation

NALANDA B.C.A. COLLEGE IQAC has initiated the following quality initiatives and institutionalized significant improvements in the quality assurance and overall performance of the institution.

1. Carried out a detailed study and analyzed the requirements of NAAC.
2. Disseminated the Accreditation and Ranking requirements through various seminars, FDPs, and workshops.
3. Identified Key Quality Indicators, developed a KQI document with benchmarks to cater to all Accreditation and Ranking Expectations as a guiding document for the entire institution, departments, committees and faculty to continuously record the status with respect to benchmarks, monitor the progress and set the targets. The KQIs include both qualitative and quantitative metrics.
4. Proposed an action plan for achieving better score in accreditation.
5. Developed a framework for Academic and Administrative Audit in accordance with NAAC guidelines and including all the Key Quality Indicators, conducted frequent academic and administrative audits on teaching learning, academic and administrative practices and processes, in addition to the regular audits conducted at department level by internal audits at institutional level.
6. The audit reports, and the status of progress with reference to the Key Quality Indicators is presented in IQAC meetings, actions are initiated as per the suggestions received from the members, Action Taken Reports (ATRs) are prepared and disseminated.
7. IQAC has collaborated with LR Technology Pvt Ltd., Aurangabad and NALANDA B.C.A. COLLEGE signed an MoU, many faculty members participated in various training programs.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Measures initiated by the Institution for the promotion of gender equity:

NALANDA B.C.A. COLLEGE believes in the principle of equality and inclusivity. The institute is committed to create a healthy environment that enables students and staff to learn and work without any fear of prejudice, gender bias and gender discrimination. Since inception, NALANDA B.C.A. COLLEGE has continued to remain committed to fostering an inclusive environment and creating a fair and equitable space for all staff and students, irrespective of their gender by giving equal opportunities to women in all academic and administrative activities. The average percentage of women staff members and girl students in the NALANDA B.C.A. COLLEGE is above 40 percent which is quite encouraging. Most of the women staff members are representing major administrative posts as well as representing various institute level committees. Institute also shows gender sensitivity and ensures women safety by forming Women Grievance Cell and Internal Complaint Committee which ensures Gender Sensitization, Prevention and Prohibition of Sexual Harassment of Women Employees and Students. Institute publicly notify the provisions against sexual harassment and ensure their wide dissemination. Various programs such as 'Celebration of International Women's Day, 'Awareness on Sexual Harassment', 'Health Awareness Program', exposure to internship drives offered from industries etc., for girl students and women staff members are supported, encouraged, and organized within the campus. The Institute takes following measures to practice gender equality.

(a) Safety and Security:

- Security checkpoints at campus entry and exit.
- 24x7 functioning surveillance network.
- Strict implementation of Anti-Ragging policy.
- Rotational duty by all faculty members for ensuring discipline and security at college premises.
- Awareness campaigns on women safety and gender sensitivity through seminars.
- Orientation programs and camps by NSS through student volunteers.

(b) Counselling:

- Counseling facility is available for all students irrespective of gender.
- Dedicated Faculty mentors are allocated for every batch of twenty students.
- Grievance Redressal Committees for staff and students.
- Moral and Career Counseling through dedicated counselor.

(c) Common Rooms:

Separate common rooms are allotted for girls and boys students, which are also facilitate meetings and discussions.

Institutional initiatives to celebrate / organize national and international commemorative days, events, and festivals:

The institution celebrates and organize national and international commemorative days, events, and festivals with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders. The Faculty, Staff and Students of the institution come together to celebrate these occasions and spread the message of Unity, Integrity, Peace, Love and Happiness. Some of the national and international days that our institute celebrate are given below:

- Republic Day
- Independence Day
- National Constitution Day
- Shiv Swarajya Din
- World Book Day
- Marathi Bhasha Gaurav Din
- Vachana Prerna Din
- Vigilance Day
- International Day of Yoga
- Matrubhasha Diwas

- Martyr day
- National Mathematics Day
- Integrity Pledge
- Women’s Day
- Teachers Day

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment’s for the facilities created under this metric	View Document

7.1.3

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

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

Response: C. Any 2 of the above

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

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:

All the students and staff celebrate together and greet each other on all the cultural events, festivals, holidays. All the extracurricular, co-curricular, professional society activities including sports are well organized and participated by all the students irrespective of their background.

Sensitizing students about values, rights, duties and responsibilities of citizens empowers them with the knowledge they can use beyond the class room. The mandatory inclusion of value education in the curricula is an important parameter which can mold the students as responsible citizens the syllabus of value education discusses personal family and social values inclusive of volumes of justice, liberty, equality and fraternity, reflected in the constitution. Activity best learning method is adopted and through good discussion, roll play on solving family problems and social problems like untouchability, unemployment, poverty, student realized the important of the contribution towards the facing of social evils.

Teachers of the institute are the parents and therefore cold as motivators (Mentors). The college organizes social activities focusing on developmental activities of the community. Students working for the benefit of the society to overcome challenges like poverty, addiction, unemployment, disability, abuse and mental illness. Along with teaching values awareness is created for the use of technology effectively for development.

Students are also made aware of social media for the right purpose. Awareness of social norms, expectation of societal behavior sensitivity towards concept of equality respect for other keeping of morel values, harmony are instilled in students which help to build there personality and shape their character.

The Institution has been committed to educating the students as constitutionally aware citizens

sensitized to their Fundamental Rights and Duties. Various Programmes and activities are organized both by departments as well as societies. National Service Scheme (NSS) unit where students engage in community service Programmes. Through the Fundamental Right to Education. Institute observes a Vigilance Awareness Week and Voter day by organizing activities to foster honesty and orient students towards fighting corruption. National Unity Day is observed with a

pledge to celebrate our glorious history of national integration.

To promote the ideal of the Swachh Bharat Abhiyan, institute organises cleanliness drives like *Clean week*. Institute also initiated the anti-plastic and recycling campaign International Yoga Day has been celebrated by the college through sessions cultural heritage.

Institute believes that promoting religious harmony is very important to maintain peace in our diverse society in accordance with the principle of secularism as enshrined in the Preamble of the Constitution. This instituion tries to preserve liguistic diversity in the socity by celebrating the Marathi Day, The Hindi Day and the English Day every year. Alongwith linguistic proficiency the students display their easiness in the use of technology. Every year on 12th January the college oraganizaes the Birth Annivarsory of Dr. Babasaheb Ambedkar, Chh. Shahu Maharaj, Mahatma Jyotiba Phule, Lokmanya Tilak, Vasantrao Naik, Annabhau Sathe, Savitribai Phule, Chh. Shivaji Maharaj etc. The Welcome programe for newly admitted students is arranged in order to maintainn harmony on the campus the institute oraganizes the cultural ,regional, lingustic,communinal, socioeconomic programes such as all the three languages days and other such activities are under taken.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1:

1. Title of the Practice

Activities and events of "Nalanda B.C.A. College – Volunteers for Anti-cyber Crime”.

2. Objectives of the Practice

- To organize different technical and non-technical events citizens for to protect them against cybercrime by students.
- Solving real life problems like cybercrimes and online marketing.
- IT in daily use.
- Improving skills such as leadership, teamwork and lifelong learning.

3. The Context

Nalanda B.C.A. College – Volunteers for Anti-cyber Crime established in 2021 with a vision to Aware the citizens regarding cybercrime and e-marketing

4. The Practice

Nalanda B.C.A. College – Volunteers for Anti-cyber Crime always tries to orient innovative minds in the right direction for all-round development and believes in repaying the society.

Now days due to globalization IT field developed and it is applied in every field such as online banking, e-marketing, e-train booking, e-wallet development.

Youngers can easily use these IT tools for different transactions with ease. But adults are not much familiar with these advance IT tools including mobile banking apps in their android devices. Therefore they became easily victimized in cybercrime.

Hence, Considering above problems to make aware / literate the adults, solve their problems and save them from the different cybercrimes, our students started the Volunteers for Anti-cyber Crime.

Throughout the year various eminent speakers and experts talk are being organized for guiding the students and citizens on anti-cybercrime.

5. Evidence of Success

NALANDA B.C.A. COLLEGE – VOLUNTEERS FOR ANTI-CYBER CRIME is one of the early initiatives in Aurangabad that has witnessed great success within a small duration.

Best Practice-2:

1. Title of the Practice

Activities and events of "Nalanda B.C.A. College – Guidance for farmer (Agriculture Application for farmers)".

2. Objectives of the Practice

- To guide farmers regarding the application used for agriculture purpose.

3. The Context

Nalanda B.C.A. College – **Guidance for farmer (Agriculture Application for farmers)**

4. The Practice

Computer illiterate farmers are unfamiliar using the agriculture app on the android mobile through this best practices the students of the college guides the illiterate farmers and train them for using various applications on the mobile about the farm and other services.

5. Evidence of Success

College NSS department adopted the village Subhash Nagar - Ohor Gaon. As a practice of this scheme the student has conducted the program to train the farmers of Ohor gaon. As a result many farmers are using the agriculture apps for their farming and other activities.

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:

Institutional Distinctiveness :

Vision of the Institution is to mould and empower students in pursuing knowledge, values and social responsibility and help them to acquire excellence in various fields and preparing them to face local and global challenges. The Institution encourages students in the pursuit of knowledge, values, and social responsibility. The Institute has established its distinctive approach towards this comprehensive Vision by introducing it in the form of service to the society by way of adopting the village, certificate courses for add on / value added courses or by allowing the students to organize events to develop their skills, multidisciplinary project development in the light of new education policy 2020, Entrepreneurship development, Ethical and Human value development required as per the existing scenario.

(a) Skill Development: The Institution arranges skill enhancement programs to develop their skills for example – Personality development, Employability skill development, Entrepreneurial development etc.,

(b) Projects: Students at the UG and PG degree courses take up Internships in industries and pursue their projects which provides them hands on training in their field of interest.

(c) Entrepreneurial Development : Taking into consideration the existing situation of unemployability in government and non-government sectors, it becomes obligatory on the part of the institution to encourage the students to undertake their own business through Entrepreneurial activity. The institutional Cell therefore works on generating the excitement in the young brains to produce innovation and thus laying the stones for entrepreneurship to make them self-sufficient and independent financially.

(d) Ethical and Human value Development: Ethical values is the most important activity of the institution.

Students are motivated to visit orphanages, old age homes and extend services to the villagers through NSS. The institute has also adopted one village out of five villages to make the short fall good for the villagers. The main issues such as health and hygiene, education and women problems are listened by the students of NSS and the Program officer. With the cooperation of visitors the entire camp is arranged by the volunteers. In order to be familiar with the villagers, a schedule of one week is given in advance to them. The students are engaged with the villagers and arrange orientation program. The students and teachers go hand in hand and undertake the activity of tree plantation program, sensitization program and health checkup camps and cleanliness. The topics like importance of sanitization, eradication of superstition, planning of rural development are discussed. The awareness programs for woman and farmers are given due importance considering the unpleasant atmosphere.

5. CONCLUSION

Additional Information :

The additional information from the report as discussed with the help of content based analysis available documents, feed back and review of all stake holders is summerised as System of collecting the feedback from all stake holders is imprased.

After admission of students, system of identification of students exist.

Continous enternal examination system to develop the outcome in examination is in place. Student centring activities in place. Extention and outreach activities including adoption of village carried out.

Internal quality assurance cell is in place the college is going for the first cycle.

Committee oriented administration.

Concluding Remarks :

Being the self financial institution, trying to provide support to the students by way of MoUs with reputed institutions in the city. Being self financing also the college is submitting its SSR for the assesment and accreditation.

The faculty members appointed by the management has the involment in prepairing SSR. We are trying our level best to sustain and enhance the quality of higher education through our efforts.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 9 Answer after DVV Verification: 3</p> <p>Remark : Input edited as per the supporting documents.</p>																														
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Answer After DVV Verification: D. Feedback collected</p>																														
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</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>64</td> <td>11</td> <td>11</td> <td>10</td> <td>31</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>63</td> <td>11</td> <td>11</td> <td>10</td> <td>31</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years 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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	64	11	11	10	31	2022-23	2021-22	2020-21	2019-20	2018-19	63	11	11	10	31	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
64	11	11	10	31																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
63	11	11	10	31																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></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) 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>36</td> <td>9</td> <td>10</td> <td>6</td> <td>23</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	36	9	10	6	23																				
2022-23	2021-22	2020-21	2019-20	2018-19																											
36	9	10	6	23																											

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
39	9	10	5	26

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	9	10	6	23

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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	0	0	0	3

Answer After DVV Verification :

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

3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <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>0</td> <td>0</td> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <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>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	1	2	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	1	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
3.4.3	<p>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.</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1055 1046 1189"> <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>0</td> <td>10</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1267 1046 1402"> <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>4</td> <td>4</td> <td>0</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Remark : Days celebration will not be considered. Input edited accordingly.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	9	9	0	10	11	2022-23	2021-22	2020-21	2019-20	2018-19	4	4	0	4	4
2022-23	2021-22	2020-21	2019-20	2018-19																	
9	9	0	10	11																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	4	0	4	4																	
4.1.2	<p>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1760 1046 1895"> <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>2.95</td> <td>0.25</td> <td>2.50</td> <td>2.05</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1973 1046 2085"> <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	2.95	0.25	2.50	2.05	0	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
2.95	0.25	2.50	2.05	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

00	0.25	0.25	0.25	0
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Remark : Building rent is different for different year. There is big difference in rent. Considered only one amount.

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 : 25

Answer after DVV Verification: 20

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
2.85	0.073	0.039	0.038	0.02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.1	0.31602	0.65165	0.79748	0.56974

Remark : Audited statement for year 22-23 is missing. Input edited from the given audited statement. Expenditure towards maintenance of physical facilities and academic support facilities considered here.

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
15	0	0	20	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	5	0	6	0

5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>0</td> <td>2</td> <td>1</td> <td>3</td> <td>0</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>0</td> <td>3</td> <td>0</td> <td>1</td> <td>0</td> </tr> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 860 1046 927"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0	2	1	3	0	2022-23	2021-22	2020-21	2019-20	2018-19	0	3	0	1	0	2022-23	2021-22	2020-21	2019-20	2018-19
2022-23	2021-22	2020-21	2019-20	2018-19																						
0	2	1	3	0																						
2022-23	2021-22	2020-21	2019-20	2018-19																						
0	3	0	1	0																						
2022-23	2021-22	2020-21	2019-20	2018-19																						
6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p>																									
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above</p>																									

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):</p> <p>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>

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	12	13

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11.08	5.53	6.55	9.59	12.56

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9.31	3.97380	5.40205	5.15308	4.07922