



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**KAVAYITRI BAHINABAI CHAUDHARI NORTH  
MAHARASHTRA UNIVERSITY, JALGAON**

UMAVI NAGAR, JALGAON 425001

425001

[www.nmu.ac.in](http://www.nmu.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon was established on 15th August 1990. Formerly it was known as North Maharashtra University, Jalgaon. The jurisdiction of the University is extended over three districts, namely, Jalgaon, Dhule and Nandurbar, a pre-dominantly tribal and rural area of Khandesh region. Access, equity and academic excellence have been the 'Trisutri' of the educational endeavor of the University so far. The University has accredited three times by NAAC and was awarded with **FOUR STAR** (2001), **B grade** with **2.88 CGPA** (2009) and **'A' grade** with **3.11 CGPA** (2015).

The main campus of the University is spread over an area of **660 acres** on a hilly terrain. The campus has been beautified with a massive plantation drive of more than **2 lakhs** trees which fetched it **'Vanshree Award – 2000'** by Government of Maharashtra and **'Indira Priyadarshini Vrikshmitra Award-2002'** by Ministry of Environment and Forest, Government of India, New Delhi.

As per the Maharashtra Public Universities Act, 2016, the university has four faculties, namely, Science and Technology, Commerce and Management, Humanities and Interdisciplinary Studies covering various UG/PG/Ph.D. programmes on the University Campus as well as in the affiliated colleges. The University has successfully adopted the **'School Concept'** with academic flexibility for optimal use of infrastructure and resources. There are **13 Schools** and **01 Institute** imparting education in **07-UG, 41-PG** and **31-Ph.D.** and **11 Value Added Certificate Programs**. However, at present School of Thoughts and School of Law do not offer any degree programmes. There are **219** affiliated colleges and **04** University recognized Research Institutes/Centres, out of which **04 (CE-01, CPE -03)** colleges are recognized as **College of Excellence and College with Potential of Excellence** and **05** colleges have been granted autonomous status by the UGC, New Delhi and Government of Maharashtra, respectively. There are four satellite campuses, namely, Pratap Regional Post-Graduate Philosophy Center, Amalner, Mahatma Gandhi Tatwadnyan Kendra, Dhule, Eklavya Training Center and Triable Academy, Nandurbar.

The University has successfully implemented the revised Choice Based Credit System according to the guidelines of UGC, New Delhi for UG as well as PG programs from 2017-18 onwards.

### Vision

The Vision Statement of university is –

**“The University strives to seek a balance between access, equity and academic excellence through educational leadership to promote innovation, research, dynamic transformation of community to keep pace with the global scenario.”**

The university was carved out of erstwhile Pune University, Pune to fulfill the large standing demand of the people of this relatively underprivileged part of the State. Since then, it is serving as a catalyst in the socio-economic development of the region by providing.

- (i) affordable & relevant higher education to the students of the region, majority of them being first generation learners.
- (ii) skilled manpower to industry in the region.
- (iii) responsible citizens for the society and
- (iv) direct or indirect employment to the scores of people.

Nandurbar – one of the districts in its jurisdiction has one of the highest tribal populations in the country. The university has taken a number of initiatives like – (i) establishment of tribal academy, (ii) RGSTC, Mumbai sponsored Cillage Area Development Program (CADP), (iii) opening a conducted college etc. to bring them to national mainstream.

In a short span of time, the university has made a place for itself in area of research and innovations. Close to 800 research publications, 11 Patents, UGC SAP/DIST-FIST recognition to 50% schools on campus, sizable revenue through consultancy etc. are some of the indicators of research activities on campus.

Recently, the university has established KCIIL - KBCNMU Centre for Innovation, Incubation and Linkages- a Technology Business Incubator (TBI) supported by Department of Skill Development and Entrepreneurship, Govt. of Maharashtra under Maharashtra State Innovation Society Incubator Scheme (MSInS) with a vision to nurture the North Maharashtra Region by catalysing the growth of an innovation-driven entrepreneurial ecosystem to achieve wholesome and inclusive socio-economic development and create employment opportunities.

## Mission

The mission statement of the university is –

**“To impart relevant quality higher education to the students, to groom them to be conscious researchers, technologists, professionals and citizens, bearing the torch for disseminating knowledge in masses for suitable socio-economic development of the society.”**

The University has excellent physical infrastructural facilities which include spacious and aesthetically designed administrative, examination, academic and library buildings, adequate classrooms, well-equipped laboratories and facilities for teaching, learning and research.

University has 3-Boys; 4-Girls hostels on campus and a well-equipped Health Care Center (with ambulance) for the benefit of stakeholders. The university also has excellent sports infrastructure comprising both outdoor and indoor sports facilities, an international standard swimming pool and well-equipped gymnasium. The Inclusive Education Center is equipped with state of the art hardware and software for differently abled students.

The University campus is covered by Campus Area Networking using optical fibre cable and Wi-fi facility with internet backbone under National Knowledge Network. The campus network is supported by four rack servers

of 64 core xeon processors, whereas, there is another dedicated server for university LMS. Besides use of SAP-ERP and BI software for smooth functioning of finance and administration, INFLIBNET for knowledge resource centre, a model examination system, e-suvidha and students facilitation center for students and researchers.

The innovative practices such as financial assistance under Vice Chancellors Research and Patent Motivation Schemes for budding researchers and innovators, issuing Ph. D. Notification on same day of Viva-voce, felicitation of teaching and non-teaching staff with various awards and digi locker facility for academic records of the students have positively influenced the research environment. The learning options on campus are a good mix of applied and job-oriented programs. Introduction of audit courses, such as Yoga, Sports, Music, GST, Cyber security, IPR, etc. have further added values to each program option. The school of thoughts and Mahatma Gandhi Tatwdnyan Kendra, Dhule work towards instilling value education among the students. Similarly, more than 100 courses spread across most programs cover gender, environmental susceptibility, human value and professional ethics issues.

Cumulatively, the university has established a conducive eco-system to fulfill its mission objectives.

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

### Institutional Strength

1. A legacy of visionary and dynamic leadership and motivated and committed staff.
2. Sincere and hardworking students, mostly coming from tribal and rural areas.
3. Innovative, applied, need based and job oriented academic programmes.
4. Vast (660 acres), peaceful and pollution free pleasantly green campus.
5. Use of ICT tools to bring in efficiency, transparency and credibility in examinations, administration and finance.
6. A model examination system comprising question bank based question paper setting, “Open Day” and end-to-end online examination system.
7. Availability of digi-locker system of Govt. of India which facilitates the authorization of academic documents for students and employers.
8. Well-equipped and modern laboratories and independent computing facilities for the academic schools.
9. Qualified and committed teaching faculty.
10. Good digital infrastructure.

The present-day status of the University is mainly because of forward looking and dynamic leadership, prudent financial management, committed and hardworking staff it is blessed with. The core strength of the university is students’ populations which primary comes from rural and tribal background and majority of them are first generation learners. The university right from its inception had taken a bold step of starting unconventional, innovative and job oriented academic programs which are still relevant and accepted by the market.

The university campus is located about 10 km. away from the city centre, on a vast undulating expanse of around 700 acres of land. More than 200000 trees, landscaping, rich biodiversity and pollution free environment provide just the right kind of ambiance for teaching, learning and academic pursuits. The university has meaningfully utilized the ICT tools to bring in efficiency, transparency and credibility in its various operations.

### **Institutional Weakness**

1. Shy students with poor communication skills and lack of adequate exposure.
2. Acute shortage of staff (both teaching and non-teaching) and thereby reliance on contract and contributory staff.
3. Insufficient employability opportunities at the local level.

Being a public funded university, it is dependent on Govt. funds for its developmental needs and human resources. Inadequate support over a period of time and recruitment related Govt. policies have resulted in vacancies/requirements in teaching, non-teaching and technical cadres. The North Maharashtra region of the state is relatively underprivileged and underdeveloped in terms of infrastructure, connectivity and industrialization cumulatively affecting the local employment opportunities for the students. It is also worth mention that the students coming from rural and tribal background are sincere and hardworking on one end but they are shy, poor in communication skills and lack exposure as compared to their peers from metro and developed areas of the state.

### **Institutional Opportunity**

1. Promotion of inclusive growth and development being rural location with predominantly tribal population.
2. Adoption of new technologies and academic courses to keep pace with changing global trends.
3. Successful online teaching, learning and evaluation, conferences, seminars, workshops during COVID 19 crisis a step forward towards blended learning regime.

The university jurisdiction offers good opportunities for inclusive growth which is being addressed by annual and five year perspective plans wherein the need of colleges is carefully assessed and incorporated in them. Adoption of new technologies in its operations, both teaching and administration, will not only help it keep pace with the changing global trends but will also allow it to overcome human resource shortfalls. The Covid-19 enforced lockdown has offered an opportunity to the university to establish a robust infrastructure for online teaching, learning, examination and evaluation which can be taken forward and prepare it for future blended learning regimes.

### **Institutional Challenge**

1. To break bureaucratic red-tape and traditional mindset of the stakeholders.
2. Elevation of the University at par with global standards of learning.
3. Online teaching/examinations in tribal and remote areas.
4. Grants for research and fellowships to boost the research activities.
5. Faculty, fund shortages and inability of system to retain qualified human resource.
6. High student to faculty ratio.

Improving and maintaining the quality of education at par with national and international standards is by far the most important challenge. This requires seamless support of the government and stakeholders. Increasing the fund allotments for research and fellowships is another challenge to boost the research activities. Alternative and sustainable avenues of fundings will be needed for this purpose. Being in the rural set-up, it is important to have a robust IT infrastructure and Internet connectivity for blended learning envisaged by the regulatory

bodies.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

To realize its vision and mission, the University offers 92 (7-UG, 41-PG, 31 Ph.D. and 11 Certificate) program options in diverse spheres of knowledge through 04 faculties, 11 Schools and 01 Institute. Program offered on campus comprise a fine-mix of time-honored, contemporary, and cutting-edge knowledge which are need-based and evolved after adequate inquest of the academic, business, community, employment, entrepreneurship, and futurist developmental requirements at Global-National-Regional- Local archetypes involving multiple stakeholders. Introduction of audit courses, such as Yoga, Sports, Music, GST, Cyber security, IPR, etc. have further added values to each program option. The School of Social Sciences, Arts and Humanities and Thoughts; Department of Ambedkar Thoughts, Khandesh Archives and Gandhi Museums have been established for instilling value education, heritage consciousness and national pride amongst the students. The Lifelong Learning & Extension Department is engaged in the various activities and programmes for all stakeholders particularly, for senior citizens.

The curricula developed and adopted on campus have relevance to the local, national, regional and global developmental needs, with well-defined and informed learning objectives and outcomes at programme and course level. The University policy focuses on achieving excellence with relevance to contemporary needs in accordance with the guidelines of UGC, MPUA 2016, NSQF and NEP 2020. Time tested Basic / Social Science programs are also being offered on Campus.

The university has successfully adopted the 'School Concept' with academic flexibility for the optimal use of infrastructure and resources. It has successfully implemented the revised Choice Based Credit System according to the guidelines of UGC, New Delhi for the all the programs on campus from the academic year 2017-18 onwards. The CBCS emphasizes that all programs have well defined Program, Program-Specific and Course outcomes, all in sync so that the graduates demonstratively possess the requisite knowledge and exhibit skills-attitude that start-up, entrepreneurship/business incubation/ industrial/public services need from time to time. The courses under CBCS are identified as per the local job opportunities, market needs and skill requirements.

More than 100 courses spread across most programs cover Gender Issues, Environment and Sustainability, Human Values and Professional Ethics in accordance with NEP 2020.

### **Teaching-learning and Evaluation**

The University encourages interdisciplinarity, creativity and innovation in its teaching-learning processes, with stress on associating theoretical knowledge and practical training for problem solving. The university adopt conventional as well as modern teaching methodologies to make the learning process student centric. Teachers support the conventional lecture methods by other modern teaching methodologies to make the learning process more interesting and enriching to the students.

Pedagogical practices include diverse methods such as use of case studies, group discussions, class-based seminars, internships and presentations, laboratory-based learning for science courses; use of audio-visual;

project-based training/field studies; ICT enabled classrooms/ laboratories etc. Student-centric education encourages extensive use of dialogue and discussion to facilitate interactive learning.

Another innovative methodology is the use of learning management systems (LMS), which provides a blended learning experience. This approach is not only helping the teachers to enrich their quality of teaching with multimedia objects on the screen making the students to understand the concepts and applications better.

Program Objectives, Outcomes, Program Specific Objectives, Specific Outcomes and Course Objectives, Outcomes for all programs offered by the University are clearly stated, displayed on the KBCNMU website and communicated to teachers and students. All the students are invited for Open-Day wherein their assessed answer sheets are handed over to them for analysis. Attainment of program, program specific and course outcomes are evaluated by the institution based on the performance of the students in their course examinations, competitive examinations, campus placement interview and the feedback given by the students and their employers.

The Board of Examinations & Evaluation has implemented end-to-end online examination system and the degrees, since 1993-94, are kept in digi-locker system of Govt. of India which facilitates the authorization of documents for students and employers. The University motivates and encourages students who have achieved academic excellence in examination by awarding Gold Medals instituted through endowment fund in the annual convocation of the university. An amount worth Rs. 96 lakhs have been received from society/people/organizations for instituting 99 Gold Medals for academic toppers. Of these, 16 Gold Medals and endowment fund of Rs. 30 lakhs have been received during the years 2016-2021.

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

University facilitates quality research through establishment of well-equipped modern laboratories, computational infrastructure, Central and departmental Instrumentation facilities and allied services. With over 700 publications (SCOPUS+ Web of Science +UGC CARE List); 153 books/chapters, research grant worth Rs. 750 Lakhs in last five years and 50% schools getting recognition under SAP/FIST/DRS/TEQIP schemes of UGC/DST/World Bank, 16 functional MoUs and 240 Ph.Ds awarded is certainly a commendable achievement. The University has widened the research opportunities through academic collaborations with national and international institutions. The faculty on campus have generated revenue from consultancy by providing analytical services to the industries to the tune of Rs. 40 lakhs approx in last five years.

KBCNMU has been selected to set up an Innovation Facilitation Centre with the support of National Research Development Corporation to encourage entrepreneurship and employment. KCIIIL/ Incubation Centre has been approved and established in KBCNMU with the support of Maharashtra State Society for Innovation (MSInS), Govt. of Maharashtra with funding of Rs. 5 Cr over the period of 5 years. In the period under review, as many as 05 start-ups have been incubated in the centre with another 15 in pipeline. This will certainly help to realize the vision of the university to nurture this region by catalysing the growth of an innovation driven entrepreneurial eco-system to achieve wholesome and inclusive socio-economic development and create employment opportunities for the youth.

An Intellectual Property Rights Cell and provision of Patent Fund help in filing patents: During assessment period 12 patents have been filed/published. The University also provides monetary support to faculty for organizing conferences / workshops and participation in international/national conferences. The university has well defined policy for consultancy including revenue sharing between the institution and individual.

The University also focuses on social outreach for community development in the vicinity and neighbourhood. It has established Women's Studies Center; Lab to Land Programme Equal Opportunity Cell; Departments of Students Welfare and Adult and Continuing Education and Extension Services; Tribal Academy, School of Thoughts; Dr. Babasaheb Ambedkar Competitive Examinations Training Centre, etc. ensuring social justice and empowering the underprivileged and vulnerable sections of the society.

### **Infrastructure and Learning Resources**

The University main campus is spread over 660 acres of land. The University has planted and maintained over 200000 trees since its establishment. The University has good infrastructural facilities for the efficient conduct of its educational programmes on the campus which are augmented based on requirements, strategic and perspective development plans.

Every school on the campus is housed in separate spacious buildings with facilities such as – well-furnished classrooms, seminar halls, PG/Research laboratories, Computer Laboratory with Internet connectivity to cater to the course requirements and research pursuits. Some of these have been further strengthened with sophisticated equipment under funding from sponsored research projects, UGC-SAP and DST-FIST. The Sophisticated Analytical Instrumentation Facilities equipped with – FESEM-EDX, XRD, AFM, DMA, LCMS, AAS, MPAES, Particle size Analyzer, DSC-TGA, GC, GPC, HPLC, FTIR, HPTLC, Potentiostat, etc. for the use by the researchers.

IT infrastructure comprises of 1 GBPS dedicated line under National Knowledge Network (NKN) Project of MHRD. A LAN of 1200 nodes, 13 Servers and Wi-Fi enabled campus is backbone for ICT enabled education and administrative infrastructure. The Knowledge Resource Centre (KRC) has over 1.0 lakhs books, 25000+ e-journals and CD ROMS besides a spacious reading room for the benefit of users. It is a member of e-Shodhganga and UGC INFLIBNET Centre. Anti-plagiarism software is mandatorily used for screening the research outputs of the students and researchers.

A well-equipped Health Centre provides medical; pathology; psychological counselling facilities to the stakeholders and villagers around the campus. The university sports complex has Athletics, Hockey, Football, Kho-Kho, Basketball, Volleyball, Cricket, Tennis Court (clay), Ball Badminton, Rifle Shooting grounds (outdoor), Multipurpose Hall for Badminton, Table tennis and Kabbadi (indoor). The infrastructure is maintained as per well defined manual for it.

The supportive physical infrastructural facilities include, separate hostels for boys and girls, Gymnasium, Senate Hall, Convocation auditorium, Guest houses, Staff quarters, Library, Post office, Bank, Shopping complex, Canteens, ATMs, Yoga Center, etc. along with a Central School for the benefit of stakeholders. A novel idea of Open Gym will be in practice after installation of a variety of work-out equipment at various places in campus for student and staff.

### **Student Support and Progression**

University extends all possible support to students in academic guidance and progression to higher studies and career. Students have active representation on academic and administrative bodies and committees of the Institute. University has University Departments Students' Council, Students' Council for affiliated colleges/institutes. The students have representation in different committees like - Senate, Anti-Ragging,



Students Grievances Redressal, Giranangan Magazine Publication, Training and Placement, Knowledge Resource Centre Committees, Board of Studies and Internal Quality Assurance Cell (IQAC).

Requisite information regarding administration; departments; offices; admissions; programmes with outcomes; examinations; infrastructures; and amenities are provided on university website and schools notice-boards. Orientation programmes are arranged to acquaint new students with information of courses, faculty, curricular/co-curricular activities and career opportunities and e-resources. Besides classroom interactions, tutorial, audit courses, term papers, field studies/projects, workshops, seminars and internships are integral components of curricula.

Grievance Committee responds to complaints of sexual harassment according to relevant Acts. There exists a Grievance Redressal and student feedback system. The Central Placement Cell assist students in career identification /employment. The university offers opportunities for academic progression from undergraduate to doctorate studies.

The Department of Students' Development provides guidance and support in all matters and frequently conducts counselling sessions for students from marginalized and economically weaker backgrounds. It disburses University scholarships/free-ships to meritorious students; supports students for state-national sports/cultural events and participation in Yuvarang, Avhan and Avishkar.

Dr. Babasaheb Ambedkar Competitive Examinations Training Center provides coaching to the students belonging to SC/ST/OBC, minorities and economically weaker sections for national competitive examinations. Another noteworthy facility established on the campus is Inclusive Education Center for differently-abled students equipped with state of the art hardware and software for them.

The students have shown their talent in different sports activities at university, state and national events and obtained 4 Gold, 6 Silver and 7 Bronze medals at All India Inter University events in last five years, as well as one gold, silver and bronze medal each in Khelo India event of 2019-2020. The NSS volunteers, coordinators and programme officers have received a number of individual and team awards at university, state and national levels.

## **Governance, Leadership and Management**

The University has dynamic and participative administrative structure with a strong leadership drive geared to accomplish excellence in academics, research and social outreach. The Vision and Mission of the University reflect the ethos of shared governance in its functioning as per Maharashtra Public Universities Act, 2016. The University has 17 Statutory authorities governed by Section 26 of Act, 10 Committees, Councils as per Section 92 of Act and administrative setup for effective and smooth operations. Internal and external audit of annual account and balance sheets of the university are conducted and approved by Management Council prior to presenting to the Auditor General.

The University Schools and Departments function independently under academic flexibility within the aegis of academic council. They conduct curricular/co-curricular activities, determine core areas of research and social outreach and design/revise curricula.

The University has automated a number of administrative activities using indigenized ERP-SAP, BI and other software. Digitized Library, online admissions/examination systems, e-Suvidha and Students' Facilitation

Center have helped in smooth and transparent functioning and quick response to the needs of stakeholders. For promotion of quality and excellence in higher education the university is working on examination reforms like “Question Bank” and “Open Day” mechanism.

University has prepared Perspective Plan, Plan–2019-2024, VISION-2020 and VISION-2040 documents based on its geographic location, local resources, needs, feedback of the stakeholders and set objectives as well as broad-based goals aligned with the Vision and Mission statements. These and other quality initiatives are catalysed and monitored by IQAC.

The university has a performance appraisal mechanism, promotional avenues and effective welfare measures for teaching and non-teaching staff.

The innovative practices such as financial assistance under Vice Chancellors Research Motivation Scheme (VCRMS) and Vice Chancellors Patent Motivation Scheme (VCPMS) for budding researchers and innovators, issuing Ph. D. Notification on the same day of Viva-voce, felicitation of teaching and non-teaching staff with various awards and digi locker facility for academic records of the students have positively influenced the research environment with constructive outcomes.

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

University maintains the culture of best practices and innovations in its academic and administrative endeavors. Key practices include - Adaptation of advancement in teaching-learning pedagogy and research; advancing knowledge through research, innovation, corporate social responsibilities. Emphasis on inter/multi-disciplinary and applied research; Annual Academic Audit of Departments/units; establishment of Centre for Innovation and Entrepreneurship etc. Some of the best administrative practices includes implementation of e-governance, Gender parity, Communal harmony National integrity, Clean and green Campus drive, Environmental care through practices and offering courses, Honesty and inclusiveness, Birth anniversary celebrations of national leaders, Oath taking ceremonies on national values, Implementation, and promotion of digital India initiatives etc.

The university has implemented a novel ‘Lab to Land Program’. It provides training and hands on practice on biofertilizer/biopesticides production technologies using locally available resources. A fully furnished residential facility is established at its satellite centre at Amalner for this purpose. The farmers are compensated for the lost wages while attending the workshops. In a one of its kind of initiative, the university has incentivised blood donation by its students by awarding two additional marks. Close to 1000 students have voluntarily donated blood and taken advantage of marks in the last 5 years. Another positive initiative to reach the unreached and serve as a sustainable knowledge repository primarily at local level is through Tribal Academy being established at Nandurbar on 25 acres of land, given by the state government. This district of Maharashtra has close to 69% of Adivasi (ST) population.

Under the Cillage Area Development Project at Nandurbar, sanctioned by RGS&TC, Government of Maharashtra, Mumbai, the university will set up Science and Technology Entrepreneurship Resource Node in partnership with KVK, Nandurbar; BAIF and MKCLKF, Pune so as to enable skill-based education and training, technology demonstration hub to targeted ST population and create a sustainable techno-socio-economic development program

From almost the beginning, the university has adopted ‘School Concept’ which has helped optimal utilization

of its resources. The concept has promoted interdisciplinary research and enhanced interactions among students and teachers. It has also helped the schools get recognition under UGC-SAP and DST-FIST programs.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon
Address	Umavi Nagar, Jalgaon 425001
City	Jalgaon
State	Maharashtra
Pin	425001
Website	<a href="http://www.nmu.ac.in">www.nmu.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor(in-charge)	E. Vayunandan	0257-2258401	9421566793	0257-2258403	directoriqac@nmu.ac.in
IQAC / CIQA coordinator	S.t. Ingle	0257-2257422	9421566793	-	iqac@nmu.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	15-08-1990
Status Prior to Establishment,If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	07-06-1994	<a href="#">View Document</a>
12B of UGC	07-06-1994	<a href="#">View Document</a>

<b>University with Potential for Excellence</b>	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	Umavi Nagar, Jalgaon 425001	Rural	659.71	173710.7	Fourty Eight		

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

<b>Type of Colleges</b>	<b>Permanent</b>	<b>Temporary</b>	<b>Total</b>
Education/Teachers Training	8	32	40
Business Administration/Commerce/Management/Finance	0	22	22
Universal/Common to All Disciplines	60	97	157

### Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	219
Colleges Under 2(f)	76
Colleges Under 2(f) and 12B	54
NAAC Accredited Colleges	107
Colleges with Potential for Excellence(UGC)	4
Autonomous Colleges	5
Colleges with Postgraduate Departments	88
Colleges with Research Departments	28
University Recognized Research Institutes/Centers	17

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes						
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td><a href="#">106543_7131_1_1631775884.pdf</a></td> </tr> <tr> <td>NCTE</td> <td><a href="#">106543_7131_4_1631775898.pdf</a></td> </tr> </tbody> </table>	SRA program	Document	AICTE	<a href="#">106543_7131_1_1631775884.pdf</a>	NCTE	<a href="#">106543_7131_4_1631775898.pdf</a>	
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AICTE	<a href="#">106543_7131_1_1631775884.pdf</a>						
NCTE	<a href="#">106543_7131_4_1631775898.pdf</a>						

### Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	13				27				61			
Recruited	7	0	0	7	19	3	0	22	45	7	0	52
Yet to Recruit	6				5				9			
On Contract	0	0	0	0	0	0	0	0	4	6	0	10

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				332
Recruited	214	38	0	252
Yet to Recruit				80
On Contract	79	10	0	89

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				138
Recruited	105	10	0	115
Yet to Recruit				23
On Contract	8	3	0	11

#### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	0	0	18	3	0	40	7	0	75
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	5	0	0	6

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	3	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	3	0	5

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	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

#### Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	1	0	0	1

#### Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	School of Thoughts	Pandit Deendayal Upadhyaya Chair	UGC New Delhi



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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	566	6	0	0	572
	Female	273	1	0	0	274
	Others	0	0	0	0	0
PG	Male	847	5	0	0	852
	Female	1082	5	0	0	1087
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	No
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**Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

**Accreditation Details**

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team
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				Report
Cycle 1	Accreditation	Four Star	70.1	<a href="#">KBCNMUUCycle1.pdf</a>
Cycle 2	Accreditation	B	2.88	<a href="#">KBCNMUCycle2.pdf</a>
Cycle 3	Accreditation	A	3.05	<a href="#">KBCNMU Peer Team Report 3rd Cycle 0001.pdf</a>

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
School Of Arts And Humanities	<a href="#">View Document</a>
School Of Chemical Sciences	<a href="#">View Document</a>
School Of Computer Sciences	<a href="#">View Document</a>
School Of Education	<a href="#">View Document</a>
School Of Environmental And Earth Sciences	<a href="#">View Document</a>
School Of Language Studies And Research Centre	<a href="#">View Document</a>
School Of Life Sciences	<a href="#">View Document</a>
School Of Management Studies	<a href="#">View Document</a>
School Of Mathematical Sciences	<a href="#">View Document</a>
School Of Physical Sciences	<a href="#">View Document</a>
School Of Social Sciences	<a href="#">View Document</a>
University Institute Of Chemical Technology	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society. The KBCNMU, Jalgaon has also already taken appropriate steps and constituted a core committee headed by the Vice Chancellor of the
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University for effective implementation of National Education Policy-2020. The committee has been given the task to formulate a detailed road map for phased implementation of NEP and to work with all the schools on the campus to put together new programs and corresponding structure wherever necessary. A few programs/webinars on road map of NEP education have also been organized by the university. The KCBNMU is already a holistic and multi-disciplinary institution offering a fine mix of programs belonging to Science, Technology, Commerce and Management, Social Science and Arts & Humanities through its 11 academic schools and one institute on campus. Programs offered on campus comprise a fine-mix of time-honoured, contemporary, and cutting-edge knowledge which are need-based and evolved after adequate inquest of the academic, business, community, employment, entrepreneurship, and futurist developmental requirements at Global-National-Regional-Local archetypes involving multiple stakeholders. Introduction of audit courses, such as Yoga, Sports, Music, GST, Cyber security, IPR, etc. have further added values to each program option. The School of Social Sciences, Arts and Humanities and Thoughts; Department of Ambedkar Thoughts, Khandesh Archives and Gandhi Museums have been established for instilling value education, heritage consciousness and national pride amongst the students. KBCNMU has successfully implemented the Choice Based Credit System (CBCS) at PG levels in the campus since 2009-2010 and further revised in 2018 as per the UGC guidelines. The university has also successfully implemented the CBCS pattern at UG level in all affiliated colleges under its jurisdiction from 2018-2019. The CBCS emphasizes that all programs have well defined Program, Program-Specific and Course outcomes, all in sync so that the graduates demonstratively possess the requisite knowledge and exhibit skills-attitude that start-up, entrepreneurship/business incubation/ industrial/public services need from time to time. The courses under CBCS are identified as per the local job opportunities, market needs and skill requirements. The university will prepare a road map to develop multi-disciplinary programs which enables multiple entry & exits. Already some of the affiliated colleges have started such programs with the

	<p>financial support of UGC. The university is well placed on this aspect of interdisciplinary/multidisciplinary research approach because of the school concept which inherently promotes them. The university also serves as a nodal agency for funding by RGSTC, Mumbai to small problem/society-oriented research projects.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credits (ABC) will be of great help to the students. The ABC will digitally store the academic credits earned from various Higher Education Institutions so that degrees can be awarded, considering the credits earned by the students. It will allow students to take courses as per their vocational, professional, or intellectual requirements. It will also allow them for suitable exit and re-entry points. This will enable students to select the best courses or combinations that suit their aptitude and quest for knowledge. Such choices will be more friendly to students considering associated logistics and cost of the course opted. The ABC can allow students to tailor their degrees or make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college. It can be achieved through multiple entries and exits for the students to complete their degree to suit their time preferences by providing mobility across various higher education institutions. With freedom of mobility, the ABC will help decrease dropouts and increase the Gross Enrolment Ratio (GER) in higher education. The Academic Bank of Credit concept is yet to be implemented by the university. For this purpose, the university has constituted a committee to prepare a path for effective integration of ABC in its academic programs. Moreover, the university has taken following initiatives for effective implementation of ABC – 1. The university has already registered on DigiLocker System of Government of India and deposited the degree certificates awarded till date. 2. Mark statement structure and result processing systems would be upgraded to make them compatible with the ABC structure after appropriate approval from authorities. 3. Affiliated colleges and institutes will be encouraged for registration on DigiLocker system. 4. The courses would be registered on ABC along with completion certificates and credits assigned for</p>

	<p>respective course. 5. The deposited academic credits would be redeemed at student's host university after verification for result preparation and mark statement. 6. The workshops for stakeholders like – Principals, Teachers, Students, Staff of university and colleges and parents, for sensitizing, usage, and benefits of Academic Bank of Credits.</p>
<p>3. Skill development:</p>	<p>NEP-2020 emphasizes on the Vocational and Technical Education which is aimed at making individuals that will be well armed with skills and knowledge to enable them secure employment either by establishing a small-scale outfit, or by being gainfully employed. The university has successfully implemented the revised CBCS pattern at both UG and PG levels. It includes - skill-based courses in each semester for more exposure to the theory and practical aspects and to train the students for better job opportunity, start-ups and entrepreneurs. Moreover, various academic schools on campus are now offering short-duration certificate courses to add value to the degree. These can be pursued simultaneously and students are encouraged to enrol in them. A good number of programs/ workshops are organized for improving the soft skills of the students with particular emphasis on spoken English. The university is yet to finalize its strategy for vocational education. However, it is working on modalities to offer vocational education and its integration into the mainstream education and feasibility of offering it through ODL/blended/on campus mode. The university is making sincere efforts for providing value-based education to the learners and make them responsible citizens and ensuring social justice and empowering the underprivileged and vulnerable sections of the society. Following initiatives have been taken. - Establishment of a state-of-the-art RUSA Resource Centre for Inclusive Education for differently abled persons. - School of Thoughts for studying, researching and propagating the work of epoch-making thinkers, saints, social reformers, freedom fighters etc. - Eklavya Tribal Academy for providing skill-based education to tribals in the Nandurbar district in its jurisdiction and to bring them to national mainstream. - The Mahatma Gandhi Tatvadnyan Kendra at Dhule is dedicated to promote and propagate the ideology/philosophy of father of nation – Mahatma Gandhi. - More than 100 courses</p>

	<p>spread across most programs cover Gender Issues, Environment and Sustainability, Human Values and Professional Ethics in accordance with NEP 2020. - Recently, the university has established KCIIL - KBCNMU Centre for Innovation, Incubation and Linkages- a Technology Business Incubator (TBI) supported by Department of Skill Development and Entrepreneurship, Govt. of Maharashtra under Maharashtra State Innovation Society Incubator Scheme (MSInS) with a vision to nurture the North Maharashtra Region by catalysing the growth of an innovation-driven entrepreneurial ecosystem to achieve wholesome and inclusive socio-economic development and create employment opportunities. - Under the Cillage Area Development Project (CADP) at Nandurbar, sanctioned by Rajiv Gandhi Science and Technology Commission, Government of Maharashtra, Mumbai, the university will set up Science and Technology Entrepreneurship Resource Node (STERN) in partnership with KVK, Nandurbar; BAIF, Pune and MKCLKF, Pune so as to enable skill-based education and training, technology demonstration hub to targeted ST population and create a sustainable techno-socio-economic development program. The university is providing hands on training and guidance to villagers/marginal farmers/tribal youths on bio-based agro inputs under its Lab to Land Program.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences with multiple subjects and courses are offered, in local language as well, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. NEP 2020 also emphasizes on the importance, relevance, and beauty of the classical languages and literature of India that cannot be overlooked. In addition to Sanskrit, other classical languages and literatures of India, should be included in curriculum. Equally more efforts should be put for local languages having rich oral and written literatures, cultural traditions, and knowledge. The university has established special study centres in the name of great worriers, poets, saints of the Maharashtra, namely, Chhatrapati Shivaji Maharaj Study and Research Centre and Kavayitri Bahinabai</p>

	<p>Chaudhari Study and Research Centre, Jalgaon, Gandhi Tatwadnyan Kendra, Dhule and Tribal Academy, Nandurbar etc. for holistic education on our culture and heritage.. The BOS members and faculty of Marathi, Hindi, English, History subjects have been enlightened and encouraged in the workshop on NEP 2020 to incorporate the aspects of Indian Knowledge System in curriculum, giving more emphasis on local and regional languages. To achieve the expected goal, the university has planned to establish “Kala Academy” to develop the scope of local languages, culture, traditions, etc. In response to the letter from Ministry directing to all Universities to work in line with the initiatives taken by the Govt. of India to implement NEP-2020, KBCNMU, Jalgaon decided to explore teaching in regional language (Marathi) for Engineering students. The University has set-up a committee and involved BoS members of Engineering Faculty to explore teaching in Marathi for first year students from the academic year 2022-23.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The university has successfully adopted the ‘School Concept’ with academic flexibility for the optimal use of infrastructure and resources. It has successfully implemented the revised Choice Based Credit System according to the guidelines of UGC, New Delhi for the all the programs on campus from the academic year 2009-10 and revised in 2017-18. The CBCS emphasizes that all programs have well defined Program, Program-Specific and Course outcomes (Learning Outcome based Curriculum Framework, LOCF), all in sync so that the graduates demonstratively possess the requisite knowledge and exhibit skills-attitude that start-up, entrepreneurship/business incubation/ industrial/public services need from time to time. The courses under CBCS are identified as per the local job opportunities, market needs and skill requirements. About 30% of the UG and PG Programs have been embedded with the experiential learning components. The University encourages interdisciplinarity, creativity and innovation in its teaching-learning processes, with stress on associating theoretical knowledge and practical training for problem solving. The university adopt conventional as well as modern teaching methodologies to make the learning process student</p>

	<p>centric. Teachers support the conventional lecture methods by other modern teaching methodologies to make the learning process more interesting and enriching to the students. The introduction of CBCS pattern, regular revision of curriculum, introduction of credit courses, industrial visits, training, internship, apprenticeship, and establishment of KCIIL and CADP are the best initiatives of the university towards the outcome-based education for better opportunities to the students. The university has adopted the credit transfer of SWAYAM courses in revised curriculum of UG and PG programs and upto 20% of total credits earned through SWAYAM courses can be imported by the student. This scheme shall be implemented from the academic year 2021-22. Besides this, a bachelor degree program on Cillage civilization with multiple entry and exist system, in line with UGC guidelines is under preparation and shall be implementation from the academic year 2022-23.</p>
6. Distance education/online education:	<p>The UGC has now made mandatory 40% online teaching learning process in higher education. Due to COVID 19 crisis, since March 2020, the university has continued all aspects of teaching, practicals, projects in online mode. However, at present the university is not offering any program in distance/online mode. The university has initiated steps to cover 25% of existing curriculum course component to be taught online on blended learning mode for all the UG and PG programs. For its effective implementation, the university has established three technology enabled class-rooms with state of the arts facilities for recording and editing videos of lectures. The university has a dedicated Learning Management System (LMS) where the faculty members are encouraged to upload video of lectures. Besides, it offers study material, practice test etc. also. A good number of teachers have used Open Source MOOC Platform like You Tube to reach to students during Pandemic period. The university has a robust IT Infra-structure, Wi-Fi enabled campus, Computer Labs and Classrooms with Internet connectivity- all supportive for a blended learning experience for the students.</p>



## Extended Profile

### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
49	49	52	53	54
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

##### Number of departments offering academic programmes

Response: 12

### 2 Students

#### 2.1

##### Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2785	2538	2627	2732	2809
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

##### Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1047	983	905	848	980
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.3****Number of students appeared in the University examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2785	2538	2627	2732	2809
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.4****Number of revaluation applications year-wise during the last 5 years**

2020-21	2019-20	2018-19	2017-18	2016-17
00	37	109	71	02

**3 Teachers****3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1200	1195	1181	1222	1255
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.2****Number of full time teachers year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
91	94	96	104	102
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.3**

**Number of sanctioned posts year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
118	118	118	118	118
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3441	3845	3859	3276	1894
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
562	555	773	602	611
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.3****Total number of classrooms and seminar halls****Response: 94****4.4****Total number of computers in the campus for academic purpose****Response: 1243**

## 4.5

**Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1834.58	3382.34	2863.77	2716.52	2283.52

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

##### Response:

The curricula developed and adopted on campus have relevance to the local, national, regional and global developmental needs, with well-defined and informed learning objectives and outcomes at programme and course level. The University policy focuses on achieving excellence with relevance to contemporary needs.

The mission statement of the university clearly addresses the socio-economic development of the modern society by 'disseminating knowledge in masses' by imparting relevant quality higher education to the students and groom them to be conscious:

1. Researchers
2. Technologist
3. Professionals
4. Citizens

##### Need-Based Programs

Program offered on campus comprise a fine-mix of time-honored, contemporary and cutting-edge programs, They are offered through the four faculties, namely, Science and Technology, Commerce and Management, Arts and Humanities and Interdisciplinary Studies. They are need-based and evolved after adequate inquest of the academic, business, community, employment, entrepreneurship and futurist developmental requirements at Global-National-Regional-Local archetypes involving multiple stakeholders - academia/ industry/ society.

Whereas, programs such as Actuarial Science, Polymer Chemistry, Industrial Chemistry, Computer Science and Applications, Information Technology, Environment Science, Microbiology, Biotechnology, Energy Studies, Material Science, Computational Mathematics, Paints Technology, Nano Science and Technology, Pharmaceutical Chemistry and Technology, Food and Fermentation Technology, Pesticides and Agrochemicals are science and technology trendier, Women Studies, Music, Sociology, Economics, Dr. Ambedkar Thought, Language Studies, Educational Technology, Finance/Management Studies programs are socio-economic trendier. Time tested Basic/Social Science programs are also being offered on Campus.

##### Choice-based Credit System Framework (CBCS)

The University emphasizes on outcome-based education with clearly stated graduate attributes, qualification descriptors and program learning outcomes. The CBCS emphasizes that all programs are outcome-oriented at Program, Program-Specific and Course levels, all in sync so that the graduates

demonstratively possess the requisite knowledge and exhibit skills-attitude that avocations of entrepreneurship/business incubation/industrial/public services need from time to time. The courses under CBCS are identified as per the local job opportunities and market needs, skill requirement as per the natural resources, cultivation, and preservation and processing of by-products.

The POs, inter-alia, emphasize instilling competences like Professional Proficiencies, Seasoned-Spiritedness and Leadership Latitude upon all graduands that Society/ Economy expect of them. Program Specific Outcomes (PSOs) emerging from Program Outcomes place focus on capacity, capability and conditioning of the graduates in terms of 'Discipline Depth' (thoroughness in discipline pertinent knowledge), 'Device Dexterity' (skilled handling of equipment), 'Innately Inventive' (unclogged novelty), and 'Attitude-Aptitude-Altitude' Match (tangency of thought, talents and technology).

The COs are carefully designed keeping in view the conceptual understanding, problem-solving skills, creative attitude/aptitude and human values expected of the students. The COs make the learners (a) conversant in fundamental, emerging and real-time concepts; (b) comfortable in discerningly reading scholarly learning resources and in diligently writing- both notes/expanded papers; and (c) continued-commitment in augmenting one's inventory of the course relevant knowledge/skill/niches that characterize holistic learning.

Thus, the University has consciously designed curricula that are need-based, value-adding, society-driven, and industry-relevant in sync with the development at Local, Regional, National and Global paradigms.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

### 1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

**Response:** 75

#### 1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years

**Response:** 39

#### 1.1.2.2 Number of all Programmes offered by the institution during the last five years.

**Response:** 52

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of Programme syllabus revision in last 5 years	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

**Response:** 8.4

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
213	213	44	33	0

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.**

**Response:** 14.75

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 283

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 1919

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

**Response:** 97.96

#### 1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 48

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

**Response:**

More than 500 courses spread across most programs cover one or more of these.

#### 1. Gender Issues

- Gender Equity, Sensitivity, Entrepreneurship, Employment, Empowerment, Brave Women Portrayal, Eradication of Disparity, Transgender Rights, Discrimination in Access to Life's Opportunities, Role Stereotype, Harassment, besides capping Gender Gaps in Polity/ Officialdom are dealt.

**Programs offered** in the Faculty of Humanities address gender issues elaborately.

**Courses on** Women Movements, Development, Health, Feminism Theories, Women, Law and Citizenship in India, Government Policies and Development of Rural and Tribal Women, Gender Studies, Gender and Society/Health/Sexuality, Feminist Research, Polity Governance-Gender Analysis, Legal Rights, Social Inclusion: Entrepreneurship Education, Counseling, Public Economics, Comparative Education, Historiography, Women-Media, Shakespearean Portrayal, Development Studies, etc. address gender issues.



## 2. Environment and Sustainability

Themes: Microbial Diversity and Physiology, Environmental Chemistry, Air and Noise Pollution, Water Pollution, Solid Waste Pollution, Eco-system, Bio-prospecting, Microbes, Community Ecology, Deforestation, Aquatic System, Food Chain, Pollutants-Toxicity, Ocean Dumping/Acidification, Hazardous Zones, Global Warming, Renewable Energy, Radioactive/ Chemical/Biological/ e-Medical Waste Disposal, Alternatives to Animals/Anti-biotic/Fossil-fuels, Vermi-Compost, Organic/Sustainable Integrated Farming, Green Chemistry, Biotech/ GIS Applications.

Programs by School of Environment and Life Sciences directly address environment and sustainability; others indirectly. All the 40+ Courses of M.Sc. (Environment Science) and M.Tech.. (Environment Science and Technology) deal with Environment and Sustainability.

Courses in Science stream such as Ecology and Environmental Sciences, Green Chemistry, Environment Biotechnology, Plant Biodiversity, Bio-fertilizers, Mushroom Technology, Marine Environment, Aquaculture Technology, Bio-safety, Bioethics, Environmental Microbiology, Genetic Engineering, Climatology, Social- sector Economics, Environmental Studies, Remote sensing, Biogeography, Ecology and Conservation, Geo-hazards, Coastal Dynamics/ Zone Management, Radiation Diagnostics/Therapy, Recombinant DNA Technology, Sustainable Development, Landscaping, and more courses address environment Issues.

## 3. Human Values

- Human Values such as Practicing Yoga, Life and Mission of Dr. Ambedkar, Pre-Ambedkar Social and Cultural Movement, Dr. B.R. Ambedkar's Thoughts on Culture, Human Rights, Social Thought, Religious Thought, Personal Dignity/Esteem, Gratitude, Ethical/Honest/Inspiring/Just Conduct in personal life, Obedience/Simplicity/Zestful attitude besides Self-development, Women Empowerment, Legal Rights, Child Rights, Self-direction, Sacrifice, etc are taught.

Programs of Language Studies and Arts address most of the Human Values directly while programs by faculty of Science-Technology/ Management dwell upon them in a contextual way. Human Development, Human Values and Ethics, Media-Society-Culture, Counselling Skills, Marriage Family-Society, Human Resource Management, Human-Computer Interaction, NGO Management, Comparative Literature/ Development, Literary Criticism, Value Education, Human Rights, HRM, CRM, Cross-cultural Management, Perspectives of Education, Curriculum Development, Constitutional Debates - Social Inclusion, and many addresses human Values.

## 4. Professional Ethics

- Ethics of Author-Academia, Zero Plagiarism, Medical Practice, Non-pollution, Nondiscrimination, 'Greening-but-No-green-washing', Support for Habitat Protection, Cultural Pluralism, Prevention of Child Labor, No Bribery, and such exemplary conducts are emphasized.

**Academic Programs** from most non-science departments and a few science departments cover Professional Ethics.

**Courses such as** Business Ethics, IPRs, Entrepreneurship, Social Exclusion and Development, Social Legislation and Human Rights, Socio-Cultural History of Tamil Nadu, Perspectives of Education, Teacher

Education, Educational Administration, News-casting, Modern Political System Advertising, Public Relations, Mass Communication, Industrial Relations, HR Management, Finance, Counseling, Feminist Research and many courses cover Professional ethics.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

**Response:** 27

#### 1.3.2.1 How many new value-added courses are added within the last five years.

**Response:** 27

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>

### 1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

**Response:** 8.43

#### 1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
139	369	277	51	287

### 1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

**Response:** 30.88

#### 1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 860	
<b>File Description</b>	<b>Document</b>
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni</b></p> <p><b>Response:</b> A. All 4 of the above</p>	
<b>File Description</b>	<b>Document</b>
URL for stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>

<p><b>1.4.2 Feedback processes of the institution may be classified as follows:</b></p> <p><b>Response:</b> A. Feedback collected, analysed and action taken and feedback available on website</p>	
<b>File Description</b>	<b>Document</b>
URL for feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Demand Ratio (Average of last five years)

**Response:** 2.24

##### 2.1.1.1 Number of seats available year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1447	1374	1467	1512	1520

#### File Description

#### Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

• Any additional information

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

**Response:** 76.07

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
529	414	589	371	451

#### File Description

#### Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

### 2.2 Catering to Student Diversity

#### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

**Response:**

In all the Schools on the campus except those running MCA, MBA and graduate programs, admissions to the post-graduate programs are made on the basis of the performance in the graduate level examinations. While Schools running MCA and MBA, admissions are made on the basis of the score in CET (Common Entrance Test) conducted by the State Government and for graduate programs through the marks in Higher Secondary School examination. In all the schools, however, a separate test is conducted at the beginning of the first semester to assess the learning levels of the students. The tests are designed to assess the conceptual foundation of the students in the subject chosen for post-graduate studies and their ability to apply the acquired knowledge. Based on the performance of the students in the test, the advanced learners and slow learners are identified. Students securing more than 60% are categorized as advanced learners and those securing less than 40% are categorized as slow learners, special coaching/remedial classes are arranged for the slow learners throughout the semester. Advanced learners are encouraged to acquire extra knowledge/skills through participation in other curricular activities such as summer schools, online certificate courses, value added courses offered on campus, participation in Avishkar-a state level research convention for students, conferences etc. The strategy is paying good dividends as seen from improvements in the performance of the slow learners and achievements of advanced learners.

The School of Computer Sciences is working on a project called as PACE under UKERI Leadership and Management Program of AICTE. This program is aimed at development of logical and programming skills of computer science postgraduate student of SOCS, KBCNMU and undergraduate computer science students at affiliated colleges. Pre-evaluation test of 150 students was conducted to identify advance, average and slow learner students. Then 20 teams were formed as the group containing a proper mix of advance, average and slow learner and conducted their sessions in their 20 affiliated colleges. A two-day workshop on confidence enhancement and encouragement about teamwork, open source software and Github for PG students was also conducted by alumni (from Industry). Finally, Post-evaluation tests were conducted to evaluate the effectiveness of the program.

Programs/activities organized by different schools are shown in the following table.

Sr. No.	Name of the School	Activities organized for Advanced and Slow Learners
1.	School of Computer Sciences	Development of logical programming skills of Computer Management Program)
2.	School of Life Sciences	Invited Talks, Solving papers of previous NET examination
3.	School of Environmental and Earth Sciences	Seminars, Presentation on celebration of days.
4.	School of Mathematical Sciences	Popular lectures, solving NET/SET papers, Software dem
5.	School of Language & Research Center	Solving previous question papers.
6.	School of Management Studies	Oral presentation, Business EDP installations, Blog & A discussion etc.
7.	School of Education	Induction Program, Expert lectures, participation in Rese

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 31:1

File Description	Document
Any additional information	<a href="#">View Document</a>

**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****Response:**

We adopt conventional as well as modern teaching methodologies to make the learning process student centric. Conventional interactive lecture method of using chalk and board is, no doubt, a very effective method. However, teachers on the campus support this method by using other modern teaching methodologies to make the learning process more interesting and enriching. This involves student seminars, group discussions, online resources, tutorials, study tours etc.

1. Teachers assign topics related to the curriculum, to the students for presentation in the form of seminar to gain knowledge which proves to be very enriching experience to the students. They learn how to collect suitable information on a given topic and think deeply on how to present this information effectively. This helps them in boosting their confidence of public speaking and improves their presentation skills.
2. Group discussions are conducted in some schools like Management Studies which provides an opportunity for students to participate in the discussion and express their opinion on the given topic.
3. In science schools, tutorial assignments help the students to improve problem solving skills. Tutorial sheets are given to the students for problem solving which are discussed in the classroom by the teachers in the following week.
4. In all the Science and Technology Schools, laboratory experiments are part of course structures. Laboratory experiments are selected in such a way that they will complement the theory courses in the curriculum.
5. In some schools, submission of a report based on a short duration study under a mentor is also a part of curriculum.
6. Students are encouraged to participate in summer/winter internship schemes by various agencies of the Government of India. If selected, they get a chance to work in a University/Institute of high repute. This helps them to get learning experience at a higher level than their usual curriculum.
7. In some schools, teachers provide handout notes to the students this helps participative discussions in the classrooms.
8. Students participate in various co-curricular activities like field/industrial visits and study tours.
9. Students actively participate in planning and celebration of different days related to their study. For example, in all the schools National Science Day is celebrated with activities like guest lecture, quiz competition or essay competition. Specifically, *Mathematics/Statistics Day* is celebrated in School of Mathematical Sciences, Ozone day is celebrated in School of Environmental Science and Biotechnology day is celebrated in the Schools of Life Sciences.



10. Students are also encouraged to use online learning resources like NPTEL video lectures, University LMS etc. to revisit a particular lecture, undertake quiz etc.
11. The University has partnered with Spoken Tutorial, IIT Bombay which is an NMEICT, Govt. of India initiative to enhance the skill set of UG and PG students, to make them industry ready. Job oriented and applied courses like Python, Linux, BASH, Java etc. are being effectively taught and learnt by students through Spoken Tutorials. The School of Computer Sciences/Mathematical Sciences have introduced Spoken Tutorial audit courses in their curriculum from last three years.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

#### Response:

In order to cater to the changing needs of the 21st century learners, a paradigm shift in the methodology of teaching and learning is required. One such innovative methodology is the use of learning management systems (LMS), which provide a blended learning experience. University is incrementally transforming conventional classrooms to modern 'smart classrooms' which is helping teachers to enrich their quality of teaching with multimedia objects on the screen making the students to understand the concepts and applications better.

Teachers have started using tools like Moodle, Google classroom for effective teaching and learning 'beyond the classrooms.' Google Classroom is a freely available LMS and is part of Google Apps for Education. Thus, teachers and the students remain connected beyond their presence in the classrooms in an effective manner. This has helped to improve the performance of the students. Thus, performance assessment of the students is found to be better than traditional approaches making the 'learning' a fun for the students' community, despite their age.

Through Google classroom some of the teachers have created virtual classrooms. Teachers post articles, ppt slides and lectures notes which students' access through their Google account. Teachers post assignment questions and/or objective type quizzes for which students post their answers in the given time slots as decided by the teachers. The multiple-choice type questions are evaluated automatically with the answer key provided by the teacher, thus relieving the teachers from their time and effort required to evaluate. The teachers easily generate the report cards and analyze the student' performance.

Moodle as a learning platform which enhances existing learning environments. A Moodle based LMS is used to upload existing documents and videos, and also share materials. Moodle based Learning Management System is also used to conduct pre-tests and post-tests as part of the learning process. Besides, it has several flexible testing and assessment features, for example, automatic and manual marking, storing a learner's complete assessment portfolio etc. Apart from assessment and testing, Moodle-based LMS is used to track and record learners' progress through a learning path. Besides, it is used to

analyze exam performance and record which learners have completed learning and which ones have not.

The University has taken sincere efforts for familiarizing both the teachers and students with these new learning tools by organizing periodic workshop and also created/established necessary infrastructure for this purpose. A few teachers have started their own You Tube channels for the benefit of students.

The University has also conducted school-wise workshops to aware the students regarding applications and use of google classroom. As a result, online teaching and learning was conducted in the end semester of academic year 2019-20 and 2020-21 during the pandemic period.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 31:1

#### 2.3.3.1 Number of mentors

Response: 91

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 82.54

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>



#### 2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

**Response:** 85.48

##### 2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
80	79	84	89	84

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

**Response:** 15.49

##### 2.4.3.1 Total experience of full-time teachers

Response: 1410

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

**Response:** 26.69

##### 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
06	03	06	03	08

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

**Response:** 20.85

#### 2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
22.41	15.04	26.66	23.29	16.86

File Description	Document
List of Programmes and date of last semester and date of declaration of results	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 1.66

#### 2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	37	109	71	02

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution**

#### **Response:**

#### **Examination Reform Committee:**

The Govt. of Maharashtra has constituted Examination Reform Committee under the Chairmanship of Shri Rajesh Agrawal, Secretary, Information and Technology on 11 June, 2012. This committee has recommended ICT use in the examination system to make it full proof.

- The University has implemented and integrated ICT in examination reforms as recommended by ‘**Rajesh Agrawal Committee**’ of Government of Maharashtra.
- As per the report on status of Implementation of Recommendations of Examination Reform Committee in non-agricultural Universities of Maharashtra (2015), the Kavayitri Bahinabai Chaudhari North Maharashtra University, has achieved highest score in the State of Maharashtra.
- IT integration of the three stages i.e. Pre/Conduct/Post examination (registration of student upto award of degree) using web based modules is effectively implemented in the University examination departments. At every level secured access is provided to maintain the confidentiality. The KBCNMU is also a member of National Academic Depository (NAD) and uploaded all the degree certificates since the establishment of the University.

1. Besides, continuous internal assessment through internal tests by the concerned teacher carries 40% *weightage* in the final result.
2. Question bank comprising 250-500 questions with 10% increase every year for every theory course is prepared by the concerned teacher and submitted to the University.
3. The question papers for the campus schools are drawn from the question bank based on random selection process using a computer software.
4. A specific pattern of question paper is introduced in the Schools. This comprises of easy questions as well as questions with moderate and high difficulty levels. It also contains questions with difficulty level equivalent to SET/NET paper.
5. Every School, under ‘Academic Flexibility’ is given freedom to frame its own examination timetable within a stipulated time window as well as frame assessment and result declaration schedule.
6. A novel concept of OPEN-DAY has been introduced in all the schools on campus. All the students are invited for the Open-day wherein their assessed answer sheets are shown to them. If they have any doubt about the assessment, it can be discussed immediately with the concerned teacher present there. A grievance redressal mechanism is in place if the student is not satisfied with the explanation of the course teacher.

#### **Positive Impacts of the reforms:**

- Improvement in accuracy and speed of the examination related works,
- Convenience to the students in filling of application forms and payment of fees,
- Convenience in management of the student data
- Randomness and variation in the questions in question paper based on question bank,
- Testing of students' capabilities at different level due to specific pattern of question paper,
- Declaration of the results within the stipulated time due to autonomy given to the Schools,
- More transparency in the assessment process due to introduction of Open-day,
- Almost no case of revaluation after introduction of Open Day.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.5.4 Status of automation of Examination division along with approved Examination Manual

**Response:** 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of examination including the present status of automation	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

**2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents**

**Response:**

- The university has implemented to a large extent, the recommendations of the UGC on Evaluation Reforms in Higher Educational Institutions in India. The recommendations provide necessary mechanisms to initiate outcome-based education in Educational Institutions in India.
- Program Objectives, Program Outcomes, Program Specific Objectives, Program Specific Outcomes and Course Objectives, Outcomes for all programs offered by the University are clearly stated,

displayed on the KBCNMU website and communicated to teachers and students.

- The Vision and Mission of the KBCNMU clearly define Aims and Objectives of the University in developing all round and responsible graduates. These Aims and Objectives have been the foundation for defining the Program Objectives (POs) of every program conceptualized and designed in the University.
- The Program outcomes of our university play a defining role in molding graduates having the attributes like intellectually competent, morally upright, spiritually inspired, civically responsible and socially committed.
- Program outcomes are derived from the Program Objectives and are fine tuned to the Program Specific Objectives and Program Specific Outcomes of each program.
- The assessment of student learning outcomes is done by using both direct and indirect measurement tools. Assessment methodology/tools are decided keeping in mind the parameters/learning outcomes to be measured and the desired emphasis during the delivery of a program as prescribed in the course curriculum.
- All students are apprised of the objectives and expected outcomes of their program immediately after admission during the compulsory Induction Programs in every school. Students are also educated and provided with the detailed syllabus and course outcomes in each course and the assessment strategy for each course.
- Booklets consisting of Program Objectives and Program Outcomes along with Course Objectives and Expected Outcomes for each program run on campus are prepared and made available on the university website as well as in the schools of the university.
- The Director of the School/Head of the Department discusses the course objectives and expected outcomes with the newly admitted students. The Course Outcomes as well as Course Objectives are also part of document comprising of course structure and syllabi of various subjects in the course. This document is uploaded on the University website. The students are advised to go through it and understand the course objectives. Also, every subject teacher discusses the course objectives and expected outcomes at the introductory lecture of respective subject/course. The teacher of every subject explains course objectives, evaluation pattern, marking scheme etc. to the students.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

### **2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution**

**Response:**

Every program on campus has a well-defined set of objectives and outcomes which are approved by the Board of Studies of the University. In each program, course objectives and expected outcomes are also defined for all the courses taught in that program. The detailed syllabi of all the courses in a specific program describing the course objectives and outcomes are uploaded on the University website. The students are made aware of the objectives of the course during the induction program at the beginning of the academic year and are advised to go through the syllabi of the course. Also, every subject teacher discusses the course objectives and expected outcomes at the introductory lecture of respective subject/course. The teacher of every subject explains course objectives, evaluation pattern, marking scheme etc. to the students. Attainment of COs, POs and PSOs of the students are assessed by a customized evaluation process. The evaluation involves internal assessments and term-end external examinations conducted. These examinations and results are a measure of the attainment of COs, POs and PSOs. Additionally, seminar presentations, quizzes, tutorials, home assignments, short term projects etc. also offer a way of internal evaluation. The students can express their views about the success of the course in attainment of the objectives and outcome of either the course or any specific program as a whole subject, through the feedback. The success of the program objectives is also reflected through the students' performance in various competitive examinations at the state and national level, their performance in campus placement interviews as well as their achievements in their employment sector. Thus, attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution based on the performance of the students in their course examinations, competitive examinations, campus placement interviews and the feedback given by the students and their employers. The university has put in place a software-based method for measuring these attainments which will be evaluated by the IQAC. Capacity building and awareness workshop(s) for the faculty have been organized for this purpose.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

**2.6.3 Pass Percentage of students(Data for the latest completed academic year)****Response:** 97.94

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1047

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 1069

<b>File Description</b>	<b>Document</b>
Upload list of Programmes and number of students passed and appeared in the final year examination	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>
Link fo any additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>	
<b>Response: 3.47</b>	
<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students	<a href="#">View Document</a>



## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

The University's Research Facilities are updated regularly to keep pace with the changing requirements.

1. The updating is done by purchase of equipment and laboratory upgradation through -

- Grants sanctioned by different funding agencies to the research projects.
- Budgetary allocation to different Schools/Institute by the University.
- Grants received through developmental schemes such as "Funds for Improvement of S&T Infrastructure in Universities and Higher Educational Institutions" (FIST) and Special Assistance Program of University Grants Commission.
- Grants received through projects like Rashtriya Uchchatar Shiksha Abhiyan (**RUSA**)

2. Apart from modern research facilities at each School/Institute, the University has a Sophisticated Instrumentation Centre temporarily housed in the UICT. It includes instruments like Field Emission Scanning Electron Microscope (FESEM), Atomic Force Microscope (AFM), X-ray Diffractometer (XRD), etc.

3. Regular upgradation of library facilities is also done through purchase of books, journal and data bases essential for research.

The university has well defined policy with clear objectives, for promotion of research. The research policy document approved by the Academic Council (Resolution number A-112/2019 dated 22.08.2019) is published on the website of the University. The document provides a general framework for the conduct of quality research in the university. The policy includes basic obligations of the researcher and general guidelines for research outcome, guidelines for Research Support and Research Incentives through various schemes and procedure to deal with research misconduct. Some of the highlights of the policy include:

1. **Vice Chancellor Research Motivation Scheme (VCRMS):** The university has been funding young faculty members from schools/institutes on campus and colleges affiliated to it for bright and innovative projects in various disciplines of study under the Vice Chancellor Research Motivation Scheme. The primary objective of the scheme is to provide seed money to the young faculty members which will act as a stepping-stone for them to apply to the various funding agencies for major research grants. (07-10-2019 Circular regarding submission of research proposals under VCRMS scheme.pdf (nmu.ac.in))
2. **Research grant through Sub-Center of Rajiv Gandhi Science & Technology Commission, Mumbai.:** The Centre has been established on the campus to promote and support applications of Science and Technology for the benefit of the people. Applications for society-oriented research projects are invited and processed through this center. The center also monitors progress of sponsored successful projects under the scheme. (02-11-2019 RGS and TC Scheme Proposals.pdf (nmu.ac.in))



- 3. Grant for attending Conferences and Seminars:** The Travel Grant scheme provides financial assistance to permanent teachers of University Schools/Institute/affiliated colleges to present research papers at international/ National conferences abroad/India. 14-07-2018 Circular regarding to provide financial assistance to university teachers for participation in international workshops, conferences, seminars etc. pdf (nmu.ac.in).
- 4. Honor to teachers, students and schools for their performance in research:** Awards to teachers, students of the schools on the campus are given for their achievements in research reflected through significant research publications, collaborative research with industries, consultancy, patent and research grants from funding agencies.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

### 3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

**Response:** 3.81

#### 3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
15.25	00	00	3.16	0.62

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

**Response: 2.26****3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	08	01	00

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>

**3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.****Response: 50****3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
04	04	10	20	12

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.5 Institution has the following facilities to support research**

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery

**10. Any other facility to support research****Response:** A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link of videos and geotagged photographs	<a href="#">View Document</a>

**3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)****Response:** 33.33**3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.**

Response: 04

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</a>

**3.2 Resource Mobilization for Research****3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).****Response:** 28.75**3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
00	6.81	14.74	2.7	4.5

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>

### 3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

**Response:** 751.49

#### 3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
59.67	28.4	159.3	104.94	399.18

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by government	<a href="#">View Document</a>

### 3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

**Response:** 2.89

#### 3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.

Response: 56

#### 3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 97

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

#### 3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

##### Response:

The University has been successful in providing a conducive environment for academic pursuits and an eco-system to support intellectual activities, knowledge generation and innovations. It has established state-of-the-art laboratories, facilities and support services for the purpose on the campus. The University, through its faculty has been providing consultancy and analytical services and is one of the few state Universities which has developed and transferred technologies for commercial exploitation. In tune with the Govt. initiatives, some of the latest steps taken by the University to promote innovation include:

1. **Incubation Centre:** Incubation Centre has been approved and established in KBC-NMU with the support of Maharashtra State Society for Innovation (MSInS), Govt. of Maharashtra. In this regard, KBCNMU Centre for Innovation, Incubation and Linkages has been registered as a company under section 8 of Companies Act, Govt. of India (CIN: U85300MH2019NPL330765) on 20th September, 2019. This Incubator is a non-profit organization that is aimed to provide a flexible environment for start-ups by providing financial and technical support with services such as management, training and facilities like office space, utilities etc. The MSInS shall be funding Rs. 5 Cr over the period of 5 years duration while KBC-NMU has made Rs. 1 Crore budgetary provision. Through agro-industries and allied start-ups are the focal point, since the North Maharashtra region has an agrarian economy with banana, sugarcane, cotton as cash crops of the region, however, it will support all kinds of promising start-ups. This incubation centre shall provide facilities to the present students, alumni from university campus as well as all affiliated colleges and the teachers. In its first year itself, it has incubated 5 start-ups and another 10 are in pipeline.
2. **Innovation Facilitation Centre – KBCNMU:** KBCNMU has been selected to set up an **Innovation Facilitation Centre** with the support of National Research Development Corporation (NRDC), Department for Scientific & Industrial Research, Ministry of Science & Technology, Govt. of India. The objective of establishing the NRDC-Innovation Facilitation Centre is to promote IP & Innovation awareness and inculcate this culture of innovative research among the students, faculty, researchers and start-ups. Research and Innovations are now integral part of Educational Institutions and hence, Innovation Facilitation Centre is being set up with the support of an experienced agency NRDC which specialises in Technology Transfer, IP & Innovation Management and Project Consultancy.
3. **IPR Cell:** The University has set up a separate IPR Cell in March, 2017 to facilitate the patent filing by teachers and students. It was modified later as per the RUSA guidelines. The IPR Committee comprises of patent attorney, alumni, University teachers, Pro-Vice Chancellor and this cell is led by the Vice Chancellor. The committee provides guidance to this cell from time to time.
4. **Institutional Innovation Council:** As per the UGC guidelines and (Letter No. D.O. F1-11/2-18(MIC/QIP) of the Vice Chairman of UGC) the Institutional Innovation Council has been formed on 19.11.2018 in the University to encourage and inspire the students towards innovations through new idea.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

**Response:** 18

#### 3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
09	02	04	01	02

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

**Response:** 31

#### 3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
06	05	09	05	06

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of award letters	<a href="#">View Document</a>

## 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

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

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	<a href="#">View Document</a>

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website**

**Response:** D. 1 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e- copies of the letters of awards	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.3 Number of Patents published / awarded during the last five years.**

**Response:** 12

**3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
04	01	03	02	02

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.4 Number of Ph.D's awarded per teacher during the last five years.**

**Response:** 2.38**3.4.4.1 How many Ph.D's are awarded within last five years.**

Response: 207

**3.4.4.2 Number of teachers recognized as guides during the last five years**

Response: 87

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI web site	<a href="#">View Document</a>

**3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 7.32**3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
87	131	139	179	177

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.6 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:** 1.57**3.4.6.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
25	24	29	44	31



File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

**Response:** D. Any 2 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Give links or upload document of e-content developed	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

**Response:** 6.3

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

**Response:** 26.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Consultancy

**3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.**

**Response:**

The university has well defined policy for consultancy including revenue sharing between the institution and the individual. All the faculty members are encouraged to bring industrial orientation to academic work by accepting the consultancy work. Teachers are expected to undertake consultancy in development work, routine testing and trouble-shooting.

The University Management Council has approved the rules for undertaking the consultancy work vide resolution number 77/2013 dated 17-05-2013. For developmental consultancy work, the revenue generated is shared as described below:

- Consultant: 40%
- Department Development Fund: 20%
- University Fund: 40%

For routine analytical and other testing as well as trouble shooting work, the revenue generated is shared as given below.

- Supporting staff/operator 15 %
- Concerned faculty members 30 %
- Dept. development fund 25 %
- University 30 %

As per the policy, the Science and Technology schools are especially involved in the consultancy work. These schools are well equipped to provide the analytical services. The laboratory testing services are routinely provided to the local industries, civic organizations and affiliated colleges. The schools on the campus have earned more than Rs. 40/- lakhs through consultancy services during the last five years. The faculty members and research scholars of these schools are involved in the consultancy work. Most of the schools are providing financial assistance to the students through the revenue generated from consultancy activities. In addition to this, the share of Department Development fund is utilized to meet the expenses for procurement of small equipment of routine use. The university also provides amount to the faculty members earned through consultancy as mentioned above.

File Description	Document
Upload soft copy of the Consultancy Policy	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste URL of the consultancy policy document	<a href="#">View Document</a>

**3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response:** 53.02**3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
9.30	9.90	11.13	12.01	10.68

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.6 Extension Activities****3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.****Response:**

The jurisdiction of the University is spread over 03 revenue districts i.e. Jalgaon, Dhule and Nandurbar. Out of these, Dhule and Nandurbar are known for major population under rural and tribal categories. The University integrates social responsibility along with the academic programs and works as a catalyst for community outreach programs which sensitize the faculty members and students to exhibit socially responsible behavior. The University organizes programs through NSS wherein staff and students participate voluntarily in community-based activities. Other units/sections like Lab to Land Program, Swachha Bharat Abhiyan, Blood Donation Camps, Mobile Science Exhibition Unit (Van), Environmental Awareness Programs, Popular lecture series in Marathi, Hindi and English, Road Safety, Voters registration, Tree Plantation, Rainwater Harvesting, Construction of Bunds, AIDS awareness, Plastic-free (Single use) Campus, Mahawakathon, Disaster Management, Programs conducted through Tribal Academy, Nandurbar, Pratap Philosophy Center, Amalner, Women's Studies Center, KBCNMU, Schools of Thoughts, KBCNMU, Mahatma Gandhi Tatwadnyan Center, Dhule also take part/organize Community Outreach Programs.

Besides this, the University:

- encourages students at various schools/institute to undertake community-based projects.
- has adopted neighborhood village, (by N.S.S.).

- organizes 10 days winter camp of N.S.S. every year in small villages where students undertake road and check dam constructions, cleanliness drives, tree plantations and environmental awareness programs.
- organizes visits of mobile science exhibition unit (van) to remote, rural and tribal areas as well as other universities for popularization of science amongst the students as well as the common man.
- appoints faculty members for a period of two years on N.S.S. to undertake various extension and community programs in the adopted villages and on the university campus. The rural projects included – eradication of illiteracy, watershed management, wasteland development, nutrition hygiene, sanitation, gender justice, campaign against social evils, etc.
- participates in construction of bunds under N.S.S. activities to implement rain harvesting program. More than 69 bunds and 02 check dams have been constructed so far on the campus.
- allows annual winter camps by local affiliated colleges on the university campus and undertake tree plantation, cleanliness drives, construction of bunds etc.
- encourages the faculty members to participate actively in student's related extension and field-based activities, involvement in corporate life, community work and considers as a part of the academic requirement for career progression.
- participates in national/international programs like - Science Day, Teachers Day, International Women's Day, Engineers' Day, Environmental Day, Sanvidhan Day etc.
- allowed participation of management students for conducting a survey and study of problems and issues faced by industries in Jalgaon MIDC.
- allows student participation in the environment monitoring/surveys and consultancy projects.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

**Response:** 15

#### 3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
01	03	08	00	03

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years****Response:** 57**3.6.3.1 Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
14	18	12	06	07

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years****Response:** 64.85**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2785	2538	1803	729	813

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**3.7 Collaboration****3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 1.8**3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last**

**five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	02	02	03

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

**3.7.2 Number of functional MoUs 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: 17**

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	04	04	07

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the MoUs with institution/ industry	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

The University has good infrastructural facilities for efficient conduct of its educational programmes on campus. The facilities are augmented based on requirements and strategic and perspective development plans. The financial requirements for these facilities are met either by internal accruals or from special programmes like RUSA/UGC (SAP)/DST-FIST or from State Government funding.

1. Every school on campus are housed in separate spacious buildings with facilities such as – well-furnished classrooms, seminar halls, PG/Research laboratories, Computer Laboratory with Internet connectivity to cater to the course requirements and research pursuits. Some of these have been further strengthened with sophisticated equipment under funding from sponsored research projects.
2. The University has created smart classrooms, equipped with LCD projectors and LAN nodes, LCD TV, digital podiums etc. in the Schools/Institute/Satellite Centers and Virtual Classroom facility through A-view software in the Central Library.
3. There are two digital language laboratories in School of Languages Studies and Research Center and University Institute of Chemical Technology for wider purpose of computer assisted language learning to improve communicative English of students.
4. A Campus-wide Area Network connected through optic-fiber cables has been set-up on campus. An Internet connectivity of 1 Gbps under National Knowledge Network (NKN) Project of MHRD is made available through this network for regular access to students, researchers, faculty, and staff on campus. In addition, whole campus is Wi-Fi enabled.
5. A separate Internet laboratory is established in Knowledge Resource Center (KRC) to access the e-resources for users. Internet nodes are also provided at various places in KRC building.
6. KRC of University has a stock of more than 80000 books, periodicals, references, journals, 25000+ e-journals and CD ROMS besides a spacious and comfortable reading room for benefit of students.
7. All schools are provided e-resources access through INFLIBNET-UGC-Infonet Digital Library Consortium and MHRD-TEQIP as well as J-GATE, CMIE (Process Economic) database for regular access to students, research scholars and faculty of University.
8. Digital Knowledge Centre (DKC) with 30 nodes is available in KRC that acts as a subject gateway for providing access to information resources under a single roof, enabling users to search, browse and download required data needed for study and research.
9. The University has set-up a Sophisticated Analytical Instrumentation Facilities Center (SAIFC) equipped with – FESEM-EDX, XRD, AFM, DMA, LCMS, AAS, MPAES, Particle size Analyzer with Zeta Potential, DSC-TGA, GC, GPC, HPLC, FTIR, HPTLC, Potentiostat, etc. for routine use by research students, faculty members and teachers at affiliated colleges. Analytical computing software like MATLAB, MSDN Library, SPSS, Mini Tab, etc. are also available.
10. The University has established Rajiv Gandhi Science and Technology Commission, KBCNMU Centre, Govt. of Maharashtra with EduSat Terminal of ISRO- a two way talk back facility for remote viewing of lectures of eminent academicians and interactions.
11. The University has set up a state-of-the-art Inclusive Education Resource Centre with financial assistance from RUSA to impart raining to differently abled persons through assistive technology.



12. Each school on campus has Departmental Library with spacious reading rooms.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

##### Response:

The University has excellent sports infrastructure/facilities for the all-round development of students. The Sport Section of the University is headed by Director of Sports.

Following sports facilities/grounds (both outdoor and indoor) are developed on the campus:

##### Outdoor Facilities:

- Athletic equipment to facilitate training in all track/ jump / throw events (Eight Lane 400 M Running Track with stand in the Sports Complex, Jumping pit, throwing sectors for shotput, Discus and Javelin throw) [in year 2006]. Four lane 100 M Running Track near Central School is developed [2014].
- For Hockey, Graphite Hockey Sticks, Balls, training aids and Nets are available [2006].
- For Football, Synthetic balls/training aids are available [2006].
- For Kabaddi, 5 grounds 130 sq.m. each are available [2006].
- For Kho-Kho, 02 Grounds 432 sq.m. each in University Sports Complex are available.
- For Basketball, 03 Synthetic Courts 540 sq.m. each with Molded Synthetic Balls are available.
- For Volleyball, 05 courts 162 sq.m. each with Molded Synthetic Balls are available.
- For Cricket, Cricket Bolling Machine is available at University Sports Complex [2019].
- For Tennis, 02 Tennis courts are developed [2011].
- For Ball-Badminton, 02 courts 288 sq.m. each along with sufficient number of graphite racquets/balls/nets are available at University Sports Complex [2011].
- For Rifle Shooting, Air Rifle and Pistol Equipment such as Indian Rifle, Imported Rifle, Imported Pistol, Jacket, Trouser, Gloves, Shoes, Rifle Stand, Blinder Head Mounted, Blinder Rifle Mounted, Knelling Roll, Compressor Air Cylinder, Indian Pellets, Imported Pellets, Electronic Target System are available [2019].

##### Indoor Facilities:

- For Badminton, Indoor Stadium with galleries, Flood lights and Changing Rooms (04 Wooden Courts - 82 sqm. each) along with Graphite racquets / blocks / nets are available [2011].
- Swimming Pool (25 x 50 mtrs): 10 track, water treatment system, seating arrangement, rooms having International standard with galleries, light, changing rooms, diving stage and filtration plant is available [2019].



- The University has a well-equipped gymnasium in the Sports Complex (Established 2006). Besides, the boys and girls hostel complex also have separate gymnasium for use of hostelites. The gymnasiums are equipped with adequate no of workstations and modern work out machines (link).
- Every school on the campus has a hall which is being used for cultural/co-curricular/extra-curricular activities. There are two open air amphitheatres for the same purpose. Besides, the University has a 300 capacity air conditioned auditorium (Senate Hall) (Area = 1110 sqm.) and 2000 capacity Convocation Auditorium (Area =) for these purpose.
- Yoga has been given due importance and emphasis in the recent past. A separate 'Yoga Centre' has been established in the Capacity Building Centre of the University. Periodic Yoga Learning/Practice session are organized in the 'Yoga Centre', Convocation Auditorium, 'Shikshak Bhavan' and hostel Yoga Halls. From the academic year 2019-20, Practicing Yoga has been included as one of Audit Courses (02 credits) in the II Semester of all the PG programmes offered on the Campus.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geotagged pictures	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.3 Availability of general campus facilities and overall ambience

##### Response:

The University main campus is spread over an area of 660 acres. It is located approx. 10 km away from the city centre. Natural undulating topography has been preserved during development of the campus. Over 2,00,000 planted trees, aesthetically designed academic and administrative buildings support facilities and adequate landscaping create just the right kind of ambience and conducive atmosphere for teaching, learning and research. Comfortable hostel accommodation, facilities for different types of sports/games, shopping complex for daily needs, health centre for routine medical problems, conveniently located Post Office, Bank ATMs, and a pollution free atmosphere away from the hustle and bustle of city add value to the campus life. General campus facilities and their details are given below.

- For Teachers, Officers, Class-III and IV employees, Central School Teachers and Emergency Services Personnel total 168 Quarters (A-type = 84, B-type = 24, C-type = 12, D-type = 32, Transit Accommodation = 16) are currently available.
- For the wards of employees of university, facility of Central School is available.
- For VVIP guests of university, 03 suits are available at VVIP Guest House.
- For the guests of the University, 18 rooms are available at Guest House (1040 sqm).
- For overnight stay of teachers working at the affiliated colleges of university during examination and other academic work, 26 rooms at Shikshak Bhavan are provided.
- Provision of Day Care Centre is made for kids of the University employees.
- Provision of Health Centre (of Area 526 sqm) is made for primary health care of employees, visitors, students, and people of nearby villages.
- Provision of Shopping Complex (of area 407 sqm) is made for routine daily needs of employees

and students.

- Development of Inclusive Education Centre is done for divyangjan (Differently abled person).
- Facility of Ambulance is available for smooth transport of patient to city for emergency medical care.
- Provision of Bus Stop with Washrooms, Canteens (03), Bank, ATM (02), Post Office is made for the benefit of stakeholders and visitors.
- Mobile Video Conference Facility is developed for Video conference meetings.
- Provision of Battery-Operated Bus is made for internal transport of students.
- Online Examination Centre with 270 computer nodes is available for workshops, online training session tests etc.
- R.O. Water Plant is developed for providing safe drinking water to academic and administrative staff and students on campus.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

**Response:** 40.33

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
980.16	1044.73	770.84	927.94	1284.84

File Description	Document
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

**Response:**

The University KRC building is centrally located, well laid out, and aesthetically designed to make it an inviting place with the ambiance that is suitable for learning academic pursuits. It employs Integrated Library Management System to manage its different functions. The KRC is using both commercial as well as Open-Source Software for Automation of Library Services. KRC is automated with Software for University Library (SOUL) System (version 2.0) in year 2000. Nature of automation is partial (Circulation, Cataloguing, Patron Management, OPAC, Reports and Statistics). Online Access to this software is available via link <http://14.139.120.179/soulopac/>. The latest version of open-source software Koha, another ILMS is also partially automated (Serials, Reports and Statistics) in year 2018. In house access of Koha is possible using the link 172.18.23.2:80.

The KRC has over 25000+ online journals. Some of the online resources are Ebsco Host, ESS, Delnet, Proquest, etc. Access to e-journals, databases etc. is provided through a Portal on KRC webpage <http://www.nmu.ac.in/clp/en-us/eresourceslibraryportal.aspx>. Access to e-resources is allowed locally (within campus) as well as remotely to the students. Free Wi-Fi, internet access, free download facility have also been provided to users in KRC.

The KRC is stocked with over 83000+ books, periodicals, references, national and international journals, covering all aspects of academic studies and research materials. OPAC modules are placed at various points in the library for easy searching of materials. OPAC facility is also provided on the University website through WebOPAC module.

Adequate space has been provided for browsing and relaxed reading. The KRC also has carrels as well as research scholars/faculty rooms for quiet and serious studies. All sections of the KRC are equipped with adequate number of sign boards and guides for smoother and convenient movement of goods, services, and users. The KRC has open access to its collection for all students, faculty, and staff. The building has ramp and lifts for easy and convenient access to differently able users. The KRC regularly organizes book exhibitions and displays of new books.

Proper system of obtaining, analysis and action pertaining to feedback from the Users of KRC services is in place. Users can submit their suggestions/grievances through online feedback form available at KRC webpage.

<http://docs.google.com/forms/d/e/1FAIpQLScKDlnHjMkY7rCZFdwvhFiFgT0MA0gzgRXID69M6jdH1frARQ/viewform>

Users can also submit their suggestions/grievances through general interaction, making an application or through e-mail.

The University is a member of the ShodhGanga (reservoir of Indian theses) project launched by INFLIBNET. Each Thesis submitted to the University is uploaded on the 'Shodhganga' by the Knowledge Resource Center.

The KRC has limited digitization facilities. It has so far digitized 1006 rare books and the Philosophy Quarterly journal issues (from 1918 till date). The Institutional Repository of the University is being developed wherein the scholarly contents of the University faculty members will be made available digitally.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

**Response:** 79.91

**4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
44	71.84	94.91	53.74	135.08

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

**Response:** 1.01

**4.2.4.1 Number of teachers and students using library per day over last one year**

**Response:** 29

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

<b>4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)</b>	
<b>Response:</b> 100	
<b>4.3.1.1 Number of classrooms and seminar halls with ICT facilities</b>	
Response: 94	
File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

#### Response:

KBCNMU has been using computers and various network applications in its administration since 1994 and now almost all the academic and office processes are governed with the help of IT.

The university has IT policy for fair usage of IT infrastructure and network. The IT policy is approved by the Board of Information Technology and the Management Council. The Computer Center time-to-time issues the notices to stake holders for fair and proper usage of the Internet and IT infrastructure. The university has IT operations and maintenance policy which takes care of the maintenance and upgradations of the IT infrastructure in the university. Servers, Desktops, Laptops, and Mobile devices are upgraded every five years based on the technical requirements. The computer center has IT support staff for the maintenance of IT hardware infrastructure and campus wide network.

The university has expanded its Local Area Network (LAN) from 600 node to 1200 nodes in the last five years. A total of 9000 mtr of OFC and 50,000 mtr of UTP cable have been laid in the last five years to provide high speed intranet and internet access. The university has procured 07 high end servers, 01 Unified Threat Management (UTM) Fortinet (Hardware/software firewall), 438 desktop computers, 30 workstations and software's like Microsoft Campus Agreement etc. in the last five years. The university has state of the art 03 Lecture Capturing Systems and a latest Mobile Video Conferencing Unit. The university has deployed entire campus wide 24/7 Wi-Fi access with the grants of Rs. 1.20 Crore from

RUSA. As the entire university campus is Wi-Fi enabled, students and faculty members have access to electronic databases that encourages them to use e-learning resources. The university has deployed CCTV cameras in the administrative building on the campus for security reasons. The university Computer Center has in-house software development team and in the last five years the team has developed/upgraded 25+ softwares.

The expenditure on the updation and maintenance of the IT infrastructure is done from the General Fund of the University with the approval of the Purchase Committee and/or Management Council of the University.

The university has proposed to expand its LAN and OFC network to the newly constructed buildings. The university has a plan to cover the entire campus under CCTV surveillance. The expenditure on AMCs for software used by Research, Approval, Examination and Finance Sections of the University is met by their respective budgetary provisions.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.3.3 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 2:1

File Description	Document
Upload any additional information	<a href="#">View Document</a>

#### 4.3.4 Available bandwidth of internet connection in the Institution (Leased line)

**Response:** B. 500 MBPS - 1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### 4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

<b>Response:</b> B. 3 of the above	
<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Links of photographs	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

**Response:** 4.24

##### 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)

2020-21	2019-20	2018-19	2017-18	2016-17
94.84	151.55	148.88	66.73	89.07

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

##### 4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

**Response:**

The University has a dedicated Construction Department headed by the Executive Engineer and supported by a team of engineers and technical staff. It has prepared a comprehensive, maintenance and utilization manual for the purpose. ( <http://nmu.ac.in/en-us/aboutus/aboutuniversity/policiesandmanual.aspx> )

##### (A) Maintenance of Physical Infrastructure (including electrical and mechanical repairs)

The existing buildings and the campus maintenance including electrical and mechanical repairs are taken care by the Construction Department.



The overall maintenance of sanitation (housekeeping) and gardening on campus are outsourced by inviting e-tenders as per Government rules. Gardening activities are supervised by a Garden Superintendent.

Various physical infrastructures and support facilities (viz., Guest House, Shikshak Bhavan, Senate Hall, Convocation Auditorium, Online Examination Centre, Vehicles etc.) can be used by various stakeholders of the University after prior approvals. The University has prepared rules and guidelines and formats for seeking permission for these facilities.

#### *Maintenance of Instruments and Equipment:*

- A separate budget is allocated under the head Maintenance of Equipment by the University to all the Schools/Institute on the campus as per Account Code of Maharashtra Public Universities Act, 2016.
- The maintenance of sophisticated instruments, wherever necessary and applicable, is carried out through the Annual Maintenance Contract (AMC). For costly instruments such as FESEM, XRD etc, University has made agreement with the suppliers for deputation of technical staff at their end for looking after the instruments for 03 years from the date of installation.

#### **(B) Maintenance of Sports Infrastructure:**

There is a separate provision for maintenance of sports infrastructure in the annual budget of the University. ( <http://nmu.ac.in/en-us/aboutus/aboutuniversity/policiesandmanual.aspx> ). It is headed by the Director of Sports. Routine maintenance (Civil and Electrical) is done through the Construction Department following standard protocol. The outdoor stadia required de-weeding every year which is outsourced by inviting tenders as per the Government rules. The Sport infrastructure of the University can be used free of cost by the different stakeholders of the University.

#### **(C) Maintenance of IT Infrastructure:**

The UGC Computer Center, School of Computer Sciences as well as Computer Center (Examination) act as the central point of contact for all IT technical requests, for academic schools and administrative sections, respectively.

There is a five-prong strategy to ensure effective operations and troubleshooting of IT infrastructure and support when necessary. These include:

- Sufficient system capacity (processing power, network access and bandwidth, data storage, etc.).
- Monitoring procedures to proactively detect system issues or disruptions.
- Procedures to answer users' service requests, as well as system problems, incidents, or disruptions, in a timely manner.
- Contracts with third party IT service organization(s) wherever necessary
- Trained IT staff, on roll.

#### **(D) Maintenance of Knowledge Resource Centre (Library):**

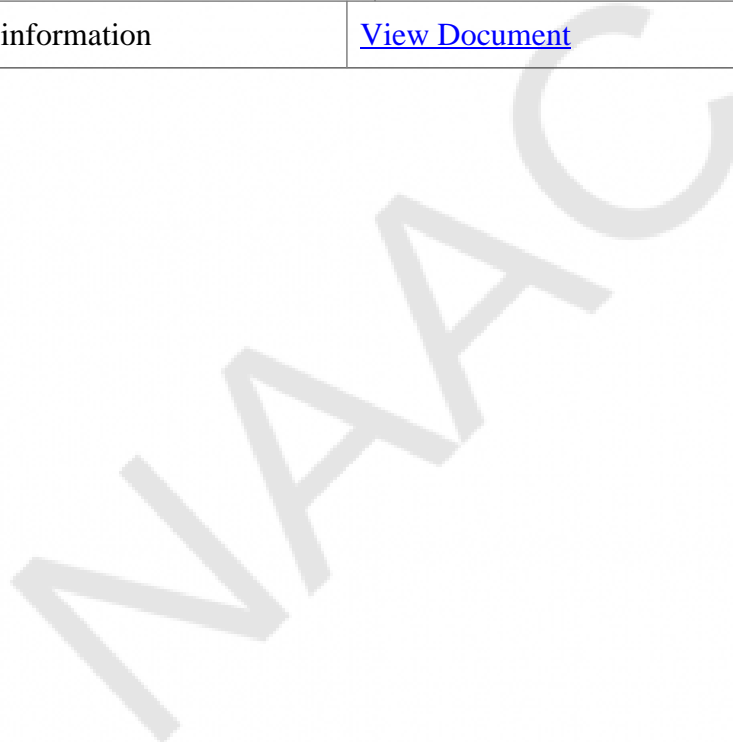
Knowledge Resource Centre plays a very vital and viable role in supporting the academic programmes of the university. It identifies, evaluates, procures, processes, and then makes those learning resources available to the teachers, researchers and students.



The KRC maintains a pleasant environment for reading and academic pursuit. It ensures:

- All the books removed from the stacks are placed back in their shelves at least once in a week.
- Naphthalene balls are kept in book stacks.
- Bibliographic information is provided to find the required document.
- The stacks are properly labelled with subject heading guides and Class Number Guides.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

**5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).**

**Response:** 51.22

**5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
370	2024	1706	1304	1415

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 68.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
3936	1615	2021	1004	704

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.1.3 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. Awareness of trends in technology**

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees**

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

**5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 6.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
32	44	44	70	30

**5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
660	580	837	618	714

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.2.2 Average percentage of placement of outgoing students during the last five years**

**Response:** 9.26

**5.2.2.1 Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
52	183	85	56	66

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.2.3 Percentage of student progression to higher education (previous graduating batch).****Response:** 5.16**5.2.3.1 Number of outgoing student progressing to higher education.**

Response: 54

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.3 Student Participation and Activities**

**5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.**

**Response:** 50

**5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
03	07	23	12	05

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.3.2 Presence of Student Council and its activities for institutional development and student welfare.**

**Response:****Student Council:**

The University has separate Students' Council for campus schools and University Students' Council as specified under section 40 of Maharashtra Universities Act, 1994. The constitutions of these councils are as below:

**a) Students' Council for University Departments:**

There is University Departments Students' Council constituted as per clause 40 (2) (a) of Maharashtra University Act, 1994, consisting of following student members, along with other members-

One academically meritorious student engaged in full time studies from each University Department (merit based on preceding degree examination) and Two lady students nominated by the Vice-Chancellor, and

**b) Students' Council for affiliated colleges/institutes:**

There is Students' Council for each Institution or affiliated colleges as per clause 40 (2) (b) of Maharashtra Universities Act, 1994, consisting of members as follows:

- i) One academically meritorious student engaged in full time studies from college (merit based on preceding degree examination), nominated by the Principal
- ii) One student having outstanding performance from each of the activities like Sports, National Service Scheme and Adult Education, National Cadet Corps and Cultural Activities, nominated by the Principal,
- iii) Two lady students nominated by the Principal.

**c) University Students' Council:**

There is University Students' Council for the University as per clause 40 (4)(a) of Maharashtra University Act, 1994, consisting of not more than fifteen persons, nominated through selection, from amongst Secretaries/University Representatives of respective councils under sub-section (3) as prescribed by the Statute -

The University Students' Council elects its own President and Secretary.

The functions of University Students' Councils are to look after welfare of students and to promote and co-ordinate extra-curricular activities of different students' associations for better corporate life. Students and office bearer of Students Council are given representation on various statutory and other bodies/committees.

- The President and Secretary of the University Students Council are members of the Senate, as per Section 25(2) (n) of the Maharashtra Universities Act, 1994.
- Two representatives from students (boys and girl students each) staying in hostels are also members of Anti-Ragging Committee.
- The president of University Student Council (Ex-officio Member), one registered graduate and a lady representative are nominated as members of Students Grievances Redressal Committee.

Two representatives from students (one male & one female) nominated by Director of the School/Institute are members of Students' Grievance Committee of respective School on Campus. The committee is

responsible for solving problems of students and issues are discussed and resolved in front of student/s who files the complaint/s.

- The Secretary of University Departments Students' Council is given representation on Publication Committee of the 'Girnangan', a Campus Magazine.
- Two or three students nominated by Director of the School/Institute are members of Training and Placement and
- Two final year graduate and post graduate students at the university in each subject are invited members of Board of Studies (BOS).

The constitution and functions of Students' Council has been prescribed in Maharashtra Public Universities Act, 2016 under section 99. However, its implementation has been put under suspension vide Maharashtra Govt. Orders dated August 14, 2019.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 2.8

#### 5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
00	04	05	03	02

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

**Response:**

The 'Alumni Association of Kavayitri Bahinabai Chaudhari North Maharashtra University (NM-UPSA) (Registration No: MAH/17480/J1 of 2014).' closely works with KBCNMU and provides dedicated support in all activities of KBCNMU.

The University Institute of Chemical Technology has registered its Alumni Association with title - UICT Past Students Association (UPSA) vide registration No. F/6815 in the Office of Charitable Commissioner, Jalgaon in the year 2004.

Similarly, the School of Management Studies has also registered its Alumni Association vide registration No. MAH/100082 in the year 2008 and since then, the School organizes alumni meets on regular basis.

In addition, every School/Institute has its own Alumni Association to maintain a close liaison with alumni on regular basis. The Alumni meets are regularly organized in consensus with Central Alumni Association every year to increase interactions between the past and present students and offer guidance to present students on regular basis.

The NM-UPSA has contributed meaningfully, primarily non-financially, in providing support in training, placements, and soft skills development of the students.

- The students of our university have reached top notch positions in various industries and academia through hard work and dedication. The Central Training and Placement Cell (CTPC) receives the information at periodic interval and seeks the supports from alumni in facilitating placement of present students.
- Placement assistance is provided by the alumni of the University through the CTPC for maintaining a strong bond of affection between the University and alumni.
- Short Courses on Soft Skills, Spoken English, Personality Development, and skills to face Interviews, Resume Writing, Advanced Computing Skills are organized on the campus with the help and support of alumni.
- Alumni Association facilitates summer training and Internship of students in different organization.
- Alumni are active members of various academic and administrative bodies as well as IQAC of the University.
- They are also invited to deliver talks, guest lectures and seminars on the campus.
- They Provide counseling to students for employment and serve as role models for students through distinguished services in different fields of service.

Moreover, Alumni Association is in the process of preparation of alumni database and plan to explore enrolment drive from affiliated colleges too. In this process, plans are afoot for arranging alumni visits to the University, motivational talks by them to students based on their experiences and seeking their contributions for strengthening teaching-learning/for infrastructure development.

Alumni of the University also help the needy students by providing 'means-cum-merit' scholarships.



File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 5.4.2 Alumni contribution during the last five years (INR in Lakhs)

**Response:** E. <5 Lakhs

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.**

**Response:**

The Vision of Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon is as under:

**a) Vision Statement:**

“The University strives to seek a balance between access, equity and academic excellence through educational leadership to promote innovation, research, dynamic transformation of community to keep pace with the global scenario.”

**b) Mission Statement:**

To impart relevant quality higher education to the students, to groom them to be conscious researchers, technologists, professionals, and citizens, bearing the torch for disseminating knowledge in masses for suitable socio-economic development of the society.

The vision and mission of the University reflects the ethos of shared governance in its functioning as per Maharashtra Public Universities Act, 2016. The 17 statutory authorities (Section 26), 10 committees/councils (Section 92), relevant statutes and ordinances delineate the framework for upholding accountability and facilitating active participation of all stakeholders in the decision-making process of the institution. The University promotes interactions with internal and external stakeholders ensuring their representation for the excellence in higher education as well as sharpen their leadership skills. All statutory bodies of the University include representative from faculty members in the range of 30-90%. The academic flexibility to each school/institute on the campus is the unique keystone of the University.

The Management Council, Senate, Academic Council, and Board of Examinations and Evaluation constituted as per the Maharashtra Public Universities Act, 2016 are policy making bodies. The University confers requisite powers to each academic and administrative body. The Vice-Chancellor conducts regular meetings to discuss the academic, administrative, and developmental matters. Besides, there are other statutory bodies like BoS, Faculty, Academic Committees etc. which are vested with powers and responsibilities for effective governance. The University regularly organizes meetings with Principals of the affiliated colleges to discuss regarding academic plans, reforms in examination system, preparation of accreditation by NAAC, developmental schemes etc. This ensures involvement of each stakeholder in decision making process.

The University accords priority for participation of all staff members in developing the organization system. The faculty members are nominated on various statutory bodies and committees for policy related decision making of the University. The inputs from faculty and staff through monthly meetings/periodic brain storming sessions help to continuously improve the system. An online system has been developed to foster transparency in various functions such as Admission, Academics, Examination, etc.

The Vice-Chancellor ensures fulfillment of vision and mission of university through the development of five years Strategic Perspective Plan and review mechanism which allows to set up goals and responsibilities to achieve required targets. The introduction of School Concept from the beginning facilitated sharing of resources and created ecosystem for inter-disciplinary research and innovations. The University has shown potential and proved itself in a short span since its establishment on various fronts, be it publications, R & D projects, patents, consultancy services, technology transfer, sports, cultural activities etc.

The rotation of Directors of Schools/Institute and Heads of Departments has been introduced as per the Ordinance No. NMU/3/Ordinance/505/2013; dated April 16, 2013 to groom second line of leadership on the campus.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.**

#### **Response:**

Decentralization and participative management are the credo of the University governance which reinforce the idea of autonomy and accountability through various statutory bodies in accordance with the Maharashtra Public Universities Act, 2016. The University practices the said approach in all activities, initiatives and decision making by involving Deans, Directors, faculty members at all levels. It ensures that every member is a part of the decisions making process regarding academic, administrative, examinations, finance, and student's related matters. Provision of 'Academic Flexibility' allows each School to prepare syllabus of respective programme later approved by Academic Council.

The Vice-Chancellor of University monitors the general administration along with academic programmes of the university to ensure efficiency and performance as per section 14 of Maharashtra Public Universities Act, 2016 duly supported by various statutory bodies and ensures proper implementation of policies of State, Central Government and apex regulatory bodies of higher education and research.

The University interacts periodically with stakeholders through mechanisms like University-Industry Interaction Cell, Lab to Land Programme, Teaching and Non-teaching Staff Union/Alumni Association, Students' Council, etc.

The University authorities prepare short and long-term plans to upgrade existing infrastructure, construct new buildings, enhance the facilities in the laboratories, strengthen computer and Internet connectivity, purchase of books/e-books/periodicals/Journals/e-journals/ health/sports equipment, etc. The University leadership is committed to decentralization of powers and participative management. Following two case studies are illustrative examples.

**A) Academic Flexibility**

As per the guidelines of National Knowledge Commission and University Grants Commission all Schools/Institute of the university have adopted Credit-Grade based Performance and Assessment (CGPA) system from academic year 2009-2010 for all programmes offered on the campus. It results into more effective and meaningful teaching process.

The Choice Based Credit System (CBCS) incorporated in year 2012-13 and revised in year 2019-20 proved to facilitate overall personality development amongst students. This caters to the growing needs, aspirations of the student population for broader and flexible learning options as per interest.

A significant advantage of these initiatives is the shift of focus in education from being teacher-centric to learner-centric. It provides for self-paced learning, according to the learners' capacity. Learners can choose interdisciplinary courses with flexibility in choice of majors and even programmes. It allows 'learner autonomy' in choosing as per needs, interests, and attitudes. Overall, introduction of Academic Flexibility to the school made them more responsive to the reforms needed for curriculum development and evaluation.

**B) Rotation of Heads and Directors**

As per UGC regulation, the university has adopted idea of "Rotation" of Directors/Heads of the Schools/Departments to make balanced growth in the subject area and the necessary breadth of vision to develop departments in totality. The purpose of rotation of headship is to remove the hierarchy, bring equality and shared responsibility and cooperative culture. Further, everyone would have the same opportunity and possibility of progress and a greater measure of academic participation and freedom.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.2 Strategy Development and Deployment****6.2.1 The institutional Strategic plan is effectively deployed.****Response:**

Yes, the University has prepared **Perspective Plan–2018, Perspective Plan–2019-2024, Campus Perspective Plan 2017-2022, VISION-2020 and VISION-2040 documents** based on its geographic location, local resources, needs, feedback of the stakeholders and set objectives as well as broad-based goals aligned with the Vision and Mission Statements of the University.

The perspective plan is prepared through wide consultations and series of meetings with all stakeholders,

which include networking, teacher training, applied courses, placements, and examination reforms. A series of public opinion regarding university and suggestions for improvement were sought voluntarily through local newspapers. All stakeholders comprising of faculty members, non-teaching staff, students, Members of Legislative Assembly, Member of Parliament, Social Workers, renowned Academicians, and Industrialists were invited for brainstorming sessions. Based upon the suggestions provided by the public representatives, core ideas were derived, and accordingly perspective plans have been prepared.

Whereas the annual and five-year Perspective Plans take into consideration the place, number, and type of college in this University jurisdiction to fulfill the aspirations of stakeholders and meet the target of GER. They also account for introduction of skill development courses/programmes and student support services like placement, incubation centres etc. In addition, the University prepared a campus Perspective Plan (2016-2021) to provide focus and direction for its growth.

#### CASE STUDY: Question Bank based question paper setting and Open Day

For promotion of quality and excellence in higher education, as per the guidelines of the University Grant Commission (UGC) and the report of the examination reforms committee set up by the Maharashtra Government headed by State IT secretary, Shri Rajesh Aggarwal, the university has been working on examination reforms and is at the forefront of their implementation in the state of Maharashtra.

Traditionally, composing examination papers is done manually by using the paper setter's knowledge, experience, and style. Despite the high credit of the questions, there are still some shortcomings. The main problem is a low quality of papers caused by some human factors such as instability and relatively narrow range of topics. Teachers need to spend a lot of time and energy in composing examination papers. This does nothing for the separation of teaching and testing.

Therefore, university is implementing automatic paper generation system with "Question Bank" mechanism on the campus. This system uses computer software for automatic generation of test papers of pre-decided format from an elaborate question bank comprising questions of specified types.

The answer sheet evaluation in examination process is one of the key areas for any educational institution or university which demands transparency. Thus, "Open days" are organized by the schools on the university campus immediately after the examinations to show the evaluated answer sheets to the students. This is helping students to clear their doubts and teachers to make corrections if required. This has saved lot of time and money needed for re-evaluation process and made the evaluation system more objective and transparent.

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**

**Response:**

The organizational structure of the University is made as per the provisions of Maharashtra Public Universities Act, 2016, Statutes and Ordinances promulgated by the Govt. of Maharashtra. In pursuance of the act, the University formulates statutes, ordinances, and regulations to monitor its functions for achieving its stated vision and mission. The University has 17 Statutory authorities governed by Section 26 of Maharashtra Public Universities Act, 2016, 10 Committees, Councils as per Section 92 of Act and provision for the decision making, administrative set up. The powers and functions of the University authorities as well as internal organizational structure for both, administration and academics are given in separate annexure (link : ...):

To make the University a robust policy driven institution, policy documents on various aspects have been prepared and implemented. For example –

1. Policy on Research Promotion
2. IT Policy
3. IPR Policy
4. Anti-ragging Policy
5. Policy on Prevention of Sexual Harassment of Women at Workplace
6. Code of Conduct for Students
7. Code of Conduct for Teachers and Staff
8. Resource Mobilization and Utilization Policy
9. University Infrastructure Maintenance Manual
10. Examination Manual

- The University being autonomous body, adopts and adheres to the Service Rules and Regulations, Seniority Rules, Selection List, Promotions, Departmental Inquiry, writing of Confidential Reports. (Class-I and II Officers), Pay fixation, Joining period, General Rules and Regulations for personal and suspension services (Class-III) etc. as per the Maharashtra Public Universities Act, 2016, UGC and Maharashtra Civil Services Act 1984.
- The University strictly implements the provisions mentioned in the Right to Information Act-2005, Prevention of Sexual Harassment at Workplace, Anti-ragging Policy of UGC, New Delhi and Swacchata Abhiyan Mission of MHRD to name a few.
- The University follows the policy of Government of Maharashtra for the reservation of SC/ST/DT/NT/OBC/SBC and women during the process of admission of students, recruitment, and

promotion of staff.

- Grievances Redressal Mechanism for staff and students is as per the stipulations of Act. The Grievances Committee of the university is constituted under section 79 (3) of Maharashtra Public Universities Act, 2016 to deal with all types of grievances; except grievances against the State Government including its officials, teachers, and other employees of the university, affiliated and autonomous colleges and recognized institutions, other than those managed and maintained by the State Government, Central Government, or a local authority. Besides, each academic department has committees such as academic, admission, examination, etc. under academic flexibility for decentralized management of activities and towards effective academic administration.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the University webpage	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.2.3 Institution Implements e-governance covering following areas of operation

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

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

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

**6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .**

**Response:**

- The University has designed self-appraisal system to evaluate the performance of teaching staff.



Each faculty member must annually submit a self-appraisal report in prescribed proforma entailing parameters like - teaching hours, subjects taught, research activities/publications, curricula designed, participation in extra-curricular /co-curricular activities, extra responsibilities assigned, and other contributions made towards the society. These reports are duly verified by the Directors/ Heads of respective Schools/Institute and evaluated by the Hon'ble Vice-Chancellor.

- As per Sixth Pay Commission, for all the appointments of Teachers/Librarian/ Directors of Physical Education and Career Advancement Promotions, the Academic Performance Indicators (API) are made mandatory. In this regard, API committee is constituted which verify documents as per UGC guidelines, amendments and issue the certificate stating the score as well as eligibility.
- Outstanding performer as best teacher, researcher, principal, non-teaching staff of university/affiliated colleges and best college is felicitated every year on Foundation Day of the University. The selections are made by committee constituted for this purpose.
- The University has developed a system to evaluate the performance of non-teaching staff. Their Confidential Reports are reviewed and evaluated each year by the Head and forwarded to the Registrar and evaluations are considered at the time of promotion. A reward of two annual salary increments is given by the government to the employee having 03 consecutive outstanding remarks. The benefit of promotions to both teaching and non-teaching staff is given as per UGC / State Govt. rules in force from time to time.

Various welfare measures are available to the teaching and non-teaching staffs of the University. Few welfare measures are listed below:

- Provision of Rs. 500 Lakhs and Rs. 50 Lakhs for Housing and Vehicle loans respectively is made in every year's budget of university. This amount is made available to all staff members as per the government approved interest rates.
- Loan for the purchase of computer/laptop at 0% interest (Provision of Rs. 50 Lakhs in every year's budget) is provided to staff.
- University maintains Health Centre on the campus providing medical facilities at minimal rates and yearly conduct medical examination of staff for BP, ECG, pathological tests, eyesight, dental hygiene etc.
- Provides yearly festival advance of Rs. 10,000/- to Class-III and Class-IV employees.
- Total exemption in tuition fees is given to the wards of the employees for pursuing education to UG/PG courses in the University Schools/Institute.
- Accommodation (Quarters), Day Care Centre and Central School facilities on the campus are provided for both teaching and non-teaching staff.
- The University extends other facilities including, access to Gymnasium, Yoga Center, seed money to undertake research projects etc. to staff.
- The University provides sports infrastructures encouraging staff to participate in various sports, events/competition organized by state Universities.
- Faculty members are encouraged to apply for the various international fellowships (Fulbright Fellowship, USA; JSPS, Japan; DAAD, Germany etc.) The necessary leave and support are extended to undertake Post-Doctoral Studies in the Universities/Institutes abroad and premier institutions within the country.



File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

**Response:** 23.74

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
08	44	27	16	20

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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### 6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

**Response:** 5.4

#### 6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
03	07	13	01	03

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).

Response: 33.52

##### 6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
79	26	24	15	14

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development Programmes during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

#### 1. Strategies for mobilization of funds:

The University adopts a four-prong strategy for mobilizing funds.

- Mobilize maximum financial resources by submission of proposals to various institutions

established by government for educational, social, cultural, scientific, rural, development to serve mission of the University.

- Mobilize funds from private institutions and public at large in the form of money, knowledge, skills, and other tangible and intangible resources.
- Mobilize funds by offering consultancy services to industries, which includes conducting surveys, feedbacks, campaigns and statistical data analysis for business or socially useful NGOs. Consultancy and analytical services provided by the faculty have been duly incentivized as per standards followed in some premier educational institutions in the country.
- Prudent management of funds received from stakeholders and beneficiaries like affiliated Colleges, recognized institutes, students etc. As per the needs of the university the funds are channelized by the Finance Committee.

## **2. Strategies for the optimal utilization of resources:**

The University has adopted the following mechanism for effective and efficient use of financial resources:

- The Maharashtra Universities Act, 1994 and Maharashtra Public Universities Act, 2016, Common Account Code, Ordinance and Statutes for monitoring the financial resources is scrupulously followed.
- The University has been using SAP-ERP and BI software to bring in efficiency, transparency, and credibility by undertaking massive computerization in the Finance Section.
- The University has been collecting fees and other receipts from students through online payment gateway system. Business Intelligence (BI) software is used to control financial and administrative aspects maintaining different dash boards at each controlling point.
- All financial transactions are duly routed through proper approving hierarchy including, internal audit within the limits of approved rules and regulations.
- Considering the facts and figures in final Trial balance, Audit Report on Financial statements is prepared by the statutory auditor appointed by the University authorities.
- Various budget-proposals received from Schools/Institute/Administrative Sections are evaluated and discussed in the budget sub-committee before making recommendations to the Finance and Accounts Committee as per Common Account Code. After approval from Management Council, draft budget is placed before the Senate for final approval as per the provision of Maharashtra Universities Act, 1994 and Maharashtra Public Universities Act, 2016. The finally approved budget and financial statements with Audit Report are sent to the Hon'ble Governor of the Maharashtra State, Accountant General, Secretary of Department of Higher Education and Hon'ble Members of Vidhan Sabha.
- University checks legitimacy of proposed items to be purchased. The purchase of instruments costing Rs. 1.0 lakhs and above are routed through Tendering/e-Tendering system. To ensure proper quality of items at right time and at lowest price, the purchases are routed through respective committees.
- The Instruments/equipment are usually purchased on maximum possible warranty. Some sophisticated instruments are purchased with Annual Maintenance Contracts (AMC) along with the support of technical staff from the supplier for regular operation and maintenance.
- If the budget for some head appears to be inadequate, then reallocation of funds is made by revising the budget with hierarchy of approvals.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V ) (INR in Lakhs).**

**Response:** 2716.57

**6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
530.70	685.87	00	1000	500

<b>File Description</b>	<b>Document</b>
Details of Funds / Grants received from government bodies during the last five years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**

**Response:** 52.76

**6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	52.76

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 6.4.4 Institution conducts internal and external financial audits regularly

##### Response:

All financial transactions are regulated in the light of provisions made in the budget through proper approving hierarchy and after complying with required resolutions made in the Purchase Committees, Finance & Accounts Committee, Management Council, Senate, and its Sub-Committees established from time to time.

The Budget & Financial statements are prepared as per the recommendations of Sub-committee as framed in accordance with the Common Accounts Code, then after primary approval of authorities, these reports are kept before Finance & Accounts Committee (F&AC) for further suggestions & recommendation before Management Council (MC) followed by Senate for final approval. The final approved Budget & Financial statements with Audit Report are circulated to office of the Hon. Chancellor & Governor, Hon Accountant General, Secretary of Department of Higher Education & Hon Members of Vidhan Sabha, Government of Maharashtra as per the provisions of Act.

The copies of budget & audit reports are made available on the website of University [<https://nmu.ac.in>].

##### The details of Internal Audit and External Audit System are as under:

The primary control of the audit of each transaction is rested in the hands of Section Officers of each unit, whereas audit of specified major transactions like constructions bills, major events, salary bills, security, gardening, sanitation bills etc. are routed through specified internal audit wing headed by Assistant Registrar-Audit. In addition to this, University has continued the practice of appointing qualified Internal Auditor (outsourced) for concurrent and continuous audit of the university accounts and review of all financial records. Reports of Internal Auditor are reviewed by the Statutory Auditors and the authorities of university (Finance & Accounts Committee and Management Council) in their meetings from time to time.

The statutory auditors of the University are appointed as per the Maharashtra Public Universities Act 2016, Section 135(2). The Audit of University Accounts is completed up to FY 2019-20 and the same is approved by University Authorities (the FAC/MC/Senate) as per the provisions of the Act.

Further, as per the Maharashtra Public Universities Act 2016, Section 8, for control of State Government over Universities, Clause 8 empowers State Government to have test or full audit of affairs of university by Indian Audit & Accounts Department, office of the Accountant General. Our university accounts are audited up to FY 2008-09 by this office.

Suggestions given in reports by Statutory Auditor are compiled by the 'Compliance Committee' of the University to the satisfaction of the Auditor as suggested in the Maharashtra Universities Account Code, 2012. The compliance report is tabled in front of appropriate committee and approved in the Senate.

The University is using high-end computer software "ERP-SAP ECC6" for recording & reporting of all financial transactions since financial year 2009-10. This software is used specifically for Financial Accounting Control (FICO), Material Management (MM) & Human Resource (HR) modules to the extent possible. Further, the University employs "Online Payment Gateway" system of IndiaIdea.com "BillDesk" to collect fees & other receipts from the students and other stakeholders.

## 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 by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.**

### **Response:**

As per guidelines of the UGC and NAAC, the Internal Quality Assurance Cell has been established by Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon on 09.05.2006. IQAC of the University has built the mechanism to ensure quality culture at the institutional level. It aims at continuous improvement of quality to achieve academic excellence. Two notable practices institutionalized because of IQAC initiatives are as follows:

### **1) Feedback System:**

- The IQAC of the University developed a proforma for the collection of feedback of various stakeholders of the University. The feedback includes information on support system, implementation of various financial schemes, structure and composition of syllabi, quality of teaching, library resources, innovative practices, and job opportunities etc. The various schools/institute on the campus collect the feedback, conduct the analysis and the report is submitted to IQAC for necessary action. The IQAC of the University prepares a consolidated report on student feedback for submission to Hon'ble Vice Chancellor. The schools are asked to comply with the recommendations/suggestions of the feedback analysis. Some of the important initiatives taken by the various schools/institute because of feedback analysis include:
- Introduction of career-oriented certificate courses supportive to their post-graduate degree.
- Establishment of "Shuddha Jal" project for safe drinking water supply on the campus.
- Inclusion of skill-based courses in the syllabi of post-graduate degree under CBCS pattern.
- Limited facility for internal transport for differently abled and female students.

### **2) Academic and Administrative Audit:**

Academic audit of the schools/institute on the campus is carried out on regular basis. The IQAC has developed proforma of Academic Audit. The academic information of schools on the campus is collected by IQAC and a committee comprising external experts, approved by the Hon'ble Vice Chancellor, conducts the Academic Audit of the schools/institute. The committee conducts review of the schools

considering the following heads:

- **Teaching and Learning:** Improvement in teaching and research, observation of academic calendar, availability of course options, completion of syllabus, feedback of students/teachers, review of Career Oriented Certificate Courses and Vocational Courses, if any, regular meetings of various committees, Parent-Teacher Association and Alumni meets, etc.
- **Evaluation:** Review regarding organization of various examinations, internal examinations, tutorials, project reports, seminars, home assignments, etc.
- **Student Support:** The committee reviews the implementation of various student/financial support schemes of the University. Participation of faculty and students in various co-curricular and extra-curricular activities are also reviewed.

The reports based on the above points prepared by the Academic Audit Committees are placed before the Academic Council for the discussions and recommendations/ observations are forwarded to the concerned school/department. The school is required to submit a compliance/action taken report. The IQAC prepares a consolidated action taken report which is then put up on the University website.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).**

**Response:** A. Any 5 or more of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Paste web link of Annual reports of University	<a href="#">View Document</a>

**6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).**

**Response:**



The Internal Quality Assurance Cell of the University was established in pursuance of Action Plan for performance, evaluation, assessment, and accreditation as well as quality upgradation in academic, administration and financial tasks. The IQAC of University has created a learner-centric environment conducive to quality education and faculty maturation for participatory teaching-learning process.

The major post-accreditation initiatives of IQAC to promote quality education, research and student support are as follows:

- **Mentor-Mentee System:** Under this initiative, every school on the campus has been asked to assign mentorship of students to the regular faculty members. Regular meetings of this system are conducted to resolve the academic/personal issues of the mentee. The consolidated annual reports of activities under this programme are submitted to IQAC by the schools/institute.
- **Assessment of learning levels and special programmes for Advanced and Slow Learners:** The IQAC has developed a programme for overall development of the students. The learning levels of the students are identified, and activities are conducted for academic growth of Advanced and Slow learners by every schools/institute on the campus. The annual report of the activities is submitted to IQAC by the various schools/institute.
- **Academic Collaborations/MoU's:** IQAC has stressed the need for academic collaborations and linkages with the national/international institutions and industries. The University has signed 28 MoU's, 09 Academic Collaborations with some of the institutes, industries for promoting training, research, and extension activities.
- **Research Promotion:** Vice-Chancellor's Research Motion Scheme (VCRMS) and Vice-Chancellor Patent Motivation Scheme (VCPMS) are started for faculty of the University to develop and enhance the quality of research. Research Awards for the faculty conducting quality research are given in the annual function by the University. Teaching Associateship Programme was started for research scholars on campus with on objective to provide financial assistance.
- **Updation of Academic Programme:** The University has adopted Choice Based Credit System (CBCS) prescribed by UGC. To maintain the quality in the academic programmes, the University has (a) prepared Question Bank's for the courses of all programmes of the University, (b) recruited the qualified contract/visiting faculty to fill the gap as per the workload in all the schools/institute and (c) conducted regular academic audit.
- **Workshops:** The IQAC has organized workshops on the Accreditation and Assessment Awareness with financial assistance from NAAC, Bangalore. Every school on the campus has organized national/international workshops/conferences in the last five years. It has created research ambience on the University campus as well as affiliated colleges.
- **Learning Management System:** The "Learning Management System" was established by the University. The IQAC is emphasizing the faculty to develop video lectures which will be available for students through LMS.
- **Feedback Mechanism:** All the schools/institute obtain feedback from students in the proforma developed by the IQAC. The suggestions made by students are considered by the Academic Committee of the schools/institute as well as Board of Studies to improve the syllabi.



- **Central Training Placement Cell:** The University has established CTPC to assist students for training and placement.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

The gender equity and sensitization work at the University is conducted throughout the year by the Women's Studies Centre, which was established in August 2010 under the XI Plan of the UGC. The programs conducted by this centre includes self-employment of women students, particularly belonging to SC/ST/OBC categories so that they may play a more constructive role in the social and national development.

At present, women representation in the teaching and non-teaching staff is 17% and 10%, respectively and average 40% girl students have been enrolled in the Schools/Institute on the campus. The University provides the following facilities/schemes to female students and employees.

- The University has established Women's Studies Centre for imparting gender sensitive trainings/counseling to the students and faculty members.
- Under the UGC's Basic Facilities for Women Scheme, a recreation room for female administrative staff, a reading room, a gymnasium, and a computer centre in the girl's hostel have been established. It has been made mandatory to establish **Yuvati Sabhas** in all affiliated colleges with grants for the activities from the Students Welfare Department.
- The University conducts gender-sensitization programs through the Women's Studies Centre and Department of Students' Welfare. The Centre offers two years post-graduate program, Masters of Arts (M.A.) and three months Certificate Course on 'Gender Sensitization for graduate and post-graduate students and staff of University. The center also provides counseling to the students.
- The N.S.S. unit of university conducts gender sensitization programs for various stakeholders in the Society.
- The University follows the policy of Government of Maharashtra for the reservation of women in the process of recruitment.
- The University ensures that all desirous girl students gets accommodated in the hostels on the University campus considering the distance from city. At present, there are 5 hostels for girls with total capacity of 600 girls. Construction of another girls hostel with capacity of 250 beds is underway. Adequate security arrangements, time discipline regular attendance etc. are followed.
- The University has also established a Sexual Harassment Prevention and Redressal Cell for both female students/women employees. The University Health Centre organizes regular health check-up programs /counseling sessions for female students and provides necessary medication as and when required. Residing lady medical officer provides medical assistance to students after office hours. An ambulance is kept ready for the emergencies and adequate rapid response.

- On University campus, each School /Institute conducts a special session for newly admitted students towards the code of conduct, gender equity, anti-ragging and they are sensitized towards these issues for their well-being on University campus. Special lectures focusing on various issues related to women such as health, sex education, social aspects and many other are conducted at ladies' hostels.
- The Ladies Common Rooms are available at every School / Institute on the campus. The responsibility of maintaining the cleanliness and good ambience at Common rooms is assigned to lady teacher at the respective School.
- Day Care Centre is established at University campus to take care the wards of female employees.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

#### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

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

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

The University has a sprawling lush green campus spread over 700 acres of land. The waste generated because of anthropogenic and routine office activities is handled suitably to avoid impact to the environment.

**Solid waste management:**

The solid waste generated at University includes mainly paper, plastic, glass, foods, etc. The waste generated at source is first segregated and lifted routinely in person with utility vehicle.

The glass and plastic bottles of chemicals, fused tube lights, batteries etc. are gathered separately and periodically sold to the scrap collecting agencies for recycling. 'Plastic free' awareness campaign requests stakeholders to curtail use of plastic in day-to-day affairs, in canteens, in meetings, symposia/conferences etc.

The organic waste mainly comprises food and agro-residues. The food waste at hostel mess is lifted by a local agency for processing or used as feed stock for biogas generation. The degradable wastes collected at various locations are subjected to peat composting and an automated Organic Waste Composting Machine installed in one of the Ladies Hostels.

Another bulk solid waste generated on campus comprises papers. The confidential papers after use are shredded and sold for recycling. The old answer books as per the preservation policy of University are sold to the vendors by inviting tenders for safe and secured recycling. In the year 2018-19, 71.20 tons of old answer sheets have been sold generating revenue of Rs. 12 lacs for the University.

**Liquid waste management:**

The liquid waste generated on the University campus comprises sewage and laboratory waste. The toilet blocks at all buildings are connected to self-sustained septic tanks built for processing of sewage.

**E-waste management:**

Large number of computers not in use due to upgradation in technology are periodically written-off and transferred to hostels on the University campus and primary/secondary schools in the jurisdiction. E-waste (damaged computers, CPUs, printers, toner cartridges, UPS, batteries, network cables, damaged instruments, etc.) is collected centrally given for recycling and processing for eco-friendly disposal to 'Green It Recycling Centre'.

**Biomedical waste management:**

The biomedical waste, principally generated at the health centre of the University, is either incinerated or disposed off as per the standard guidelines, or given to the agency appointed by local municipal corporation.

**Water recycling system:**

Total 4 wells on the campus are utilized to supply water for drinking, laboratory usages and gardening.

Rainwater from the roof of the building is collected and siphoned for re-charging water reservoirs and bore wells on the campus. Around 69 Bunds (*Bhandharas*) are constructed on the campus through N.S.S. volunteers to develop watershed and 2 Check-Dams have been constructed through special budgetary allocation.

#### **Hazardous chemicals and radioactive waste management:**

University does not generate any radioactive waste on the campus. The hazardous chemical waste mainly from science and technology schools is disposed in the basin only after its neutralization. The laboratories handling microbial cultures are following the procedure of autoclaving the active or stock microbial cultures after use and then disposing in the composting pit.

<b>File Description</b>	<b>Document</b>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>

#### **7.1.4 Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

**Response:** A. Any 4 or all of the above

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **7.1.5 Green campus initiatives include:**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

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

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>

**7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

**Response:** A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.7 The Institution has disabled-friendly, barrier free environment**

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

The University is located in the North Maharashtra region also called as 'Khandesh' which has given freedom fighters, social reformers, educationists, literary person and artists to the Nation. The milestone in the history of poetry of Khandesh is the poetry of Bahinabai Chaudhari. In the honor of this great poetess, the University has been renamed as Kavayitri Bahinabai Chaudhari North Maharashtra University.

The University has initiated the journey with a motto 'Antari Petavu Dyanjyot' (Enlighten the Torch of Wisdom in our Soul). Since inception, the University has given major emphasis on providing inclusive environments for all strata of the society.

The University has established the following Schools/Centers for ensuring social justice and empowering the underprivileged and vulnerable sections of the society:

- RUSA resource centre for 'Inclusive Education'
- School of Thoughts
- Lab to Land Program
- Eklavya Tribal Academy Centre, Nandurbar
- Health Center

To cater to the academic and allied requirements of differently abled persons of all age groups, the University has established 'RUSA Resource Centre for Inclusive Education' with financial aid from RUSA (Rashtriya Uchattar Siksha Abhiyaan), Maharashtra. The Center has developed state of art digital facility for the Divyang people to learn. Efforts are also being made to make them acquainted with the advance tools and techniques of learning. Beside these, the centre provides guidance and training to the teachers on 'how to teach Divyangjan'.

India is the land of the epoch-makings thinkers, freedom fighters, warriors, saints and social reformers. The study and research work of these intellectuals and their ideologies, the 'School of Thoughts' was established.

The University has become a medium to different stakeholders to get aligned with the mainstream of social development. The 'Khandesh' region is known for Banana and Cotton cultivation. In order to reach the farmers of the region and make them aware of the new advances in agricultural practices, a 'Lab to land' program was started at its satellite campus at 'Amalner'.

The Health Center of the University provides health care facilities to the families of the labors on campus, adjoining villages and police outpost at concessional rates. Yearly free medical check-up is done for university employees, students as well as students of Kendriya Vidyalaya on campus. On world TB day, awareness campaign was initiated by the centre in collaboration with USAID and Challenge TB – The

Union.

An exclusive education program under 'Right to Education' has been implemented by the University for the children of labors on Campus at Day Care Centre and Kendriya Vidyalaya. This activity reflects upon the sensitivity of university towards the children of labors working on campus. They are provided with an opportunity to learn but are also provided with the study material (books, bags, dress etc.).

The cleanliness drives are undertaken to signify their importance and our alignment with the national mission at Jalgaon city, University campus as well as villages near the University. The Vice-Chancellor, Pro-Vice Chancellor, teaching staff, non-teaching staff, and students contribute to the drive and generated impact on Society.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

#### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

##### **Response:**

Constitution of India defines the rights for every citizen in India. The development of these rights and their inclusion in Indian constitution has been based on many historical moments. Maharashtra is one of states of our country, which has many historical events that inspires us in today's world to extend the rights given to each citizen. Area under our University has many events as well as legends, which continuously inspire us and give push to every action. With time the necessity to make aware the grass-root strata about their constitutional rights have become a need of hour. Our university has taken this as a part of major tasks. 'Antari Petvu Dnyanjyot' and 'Teach One Each One and Tree one' are our motto, which are indicative of the direction of university towards developing prosperous society of responsible citizens. Efforts have been made towards inculcating responsiveness towards our Nation, our Environment, our Society, Sharing the resources, etc.

##### **1) Constitution day of India:**

University is actively celebrating 'Constitution Day of India' on 26th November, where in programmes are organized on the theme 'know our constitution'. The special features of Indian constitution have been brought into notice of youngsters and citizens through arranging lectures of renowned personalities. With time everyone may get awareness about the fundamental rights, however, lack of practicing 'Fundamental Duties' has been identified as the area, where we have to do much. Lectures on 'fundamental duties of each Indian' have laid a major impact on students' community.

##### **2) Voter Awareness Forum:**

As a proud Indian citizen, one is expected to actively participate in various democratic processes.



Increasing awareness about voting and strengthening the democracy at various levels has been taken as a major task. Numerous activities and campaigns have been organized at University jurisdiction to see that each and every one participates in 'electoral process'. In the period under review, elections for State assembly and parliamentary constituency were held. Students were guided for enrolling their names in voters' list and made them aware about their right as a voter. Workshops have been conducted to give hands on practice for new digital voting machines like EVM and VVPAT. A formal 'Voter awareness forum' was founded on campus for students and staff. The participants have extended these views to their villagers and society. National conference on 'Election and Changing Streams in Local Self Government' was organized by School of Social Sciences, where in various issues of major concerns were discussed.

### 3) National problems:

It has been seen that with time the problems before society and nation keep on changing. 'National security', 'Terrorism', 'Natural disasters', 'Women harassment', 'Corruption' and 'Deteriorating environment' are some of them. Academic Schools and NSS unit on campus are active towards these national and societal issues. Deliberate efforts have been made to understand severity of problem and suggesting solutions through own participation. Guest lectures and workshops on these issues organized by University for creating awareness among the students have helped them sensitize towards these issues through their involvement.

Additional Information:<http://apps.nmu.ac.in/naac/Default.aspx?P=7/7.1/7.1.9>

#### 7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

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

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

#### 7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

**Response:**

University celebrates the days associated with 'legendary personalities' and Freedom fighters of our country. Similarly, in line with Global Developments, University do celebrate special 'World Days'. University has taken these celebrations as a mean to extend our obligations and responsibility to develop patriotic and responsible citizens for the country.

### **1) Celebrations on National festivals:**

Indian Independence Day (15th August), Republic Day (26th January), Constitution Day (26th November) and Maharashtra day (1st May) are celebrated with lot of enthusiasm. Diverse activities, Cultural programs with involvement of children of Kendriya Vidyalaya located on the campus, performances of stage talented students are the features of such celebrations. The 15th August is also the University's inception day. Various awards including 'Best teacher', 'Best Principal', 'Best College', and 'Best Class I/II/III/and IV Employee' form University campus as well as Colleges under jurisdiction are conferred on this day.

### **2) Celebrations of birth and death anniversaries:**

Celebrations of anniversary of birth and death of freedom fighters, national leaders, social reformers, and literature legends are the ways not only to remember their contributions but also to inspire our new generations. Celebration of Birth Anniversaries of Mahatma Gandhi (2, October), Bal Gangadhar Tilak (1 August), Swami Vivekanand (12 January), Pandit Jawaharlal Nehru (14th November), Mrs. Indira Gandhi, Sardar Vallabhbhai Patel (31st October), first Chief Minister of Maharashtra Yashwantrao Chavan (12th March) and Mahatma Jyotiba Phule (11th April), 'Kavayitri Bahinabai Chaudhari' (5th August), Chattrapati Shivaji Maharaj (19th February), Dr. Babasaheb Ambedkar (14 April) , APJ Abdul Kalam (15-17 October) etc. to name a few re-energize the stakeholders. Arranging rallies, inspiring lectures, blood donation camp, shramadan camp, swatchata abhiyan, tree plantation, cultural activities, street plays, various competitions for students have been the means to celebrate these days.

### **3) Celebrations of National and international commemorative days:**

'Matrubhasha Diwas' (27th February) and 'National Hindi Day' (14th September) are the occasions dedicated to know and flourish our mother tongue and National language, respectively. Students participate in various competitions to express their feelings and thoughts.

Sadbhavana Din (20th August), Teacher's day (5th September), NSS day (24th September), Rashtriya Ekatmata Divas (19th November), Sanvidhan Diwas (26th November), International Day of Disabled Persons (3rd December), Yuvak Din (12th January), National Voter's Day (25th January), National Science Day (28th February), World T.B. Day and World Environment Day (5th June) are some of the special occasions students and staff on the University campus come under a common roof and exchanges ideas and views.

### **4) Lecture series, the initiative of University:**

The University has received donations towards organization of different lecture series in the memory of renowned people in different fields like - (i) Dr. Babasaheb Ambedkar, (ii) Dr. Keshav Baliram Hedgewar and (iii) Sane Guruji etc. Under each series a renowned speaker is invited for guest lectures. Specialty of this lecture series is that every year it is organized at different affiliated colleges. Topics covered under these lectures are related all walks of human life.

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

### Best Practice I

#### 1. Title of the Practice: **Blood Donation**

#### 2. Objectives of the Practice:

In our Country, there exists a considerable gap between availability and demand for blood. In most of situations, valuable human lives cannot be saved due to unavailability of blood or blood donors. The initiative of our University to incentivize blood donor students mainly focused on this urgent need of the society as well as to inculcate the values, which will make them responsible citizens. The major objectives of the practice are –

- i) To inculcate the value of helping others through involving self in life saving contribution of blood donation.
- ii) To develop a pool of youngsters which can be available at the time of medical emergency.
- iii) To increase the awareness on blood donation by providing scientific knowledge as well as removing myths and wrong concepts about it.

#### 3. The Context:

An average sized healthy human has about 5 liters of blood in the body. The external blood supply is urgently needed in major medical surgeries as well as accidents and other trauma conditions. ‘There is no alternative to the natural blood’ is the universal truth that we experience every day. Always, there is a deficit between blood collection and demand, irrespective of geography, prosperity and population size.

There are many challenges in increasing the blood donors:

- i) Lack of awareness about the need of blood donation and its importance.
- ii) Apathy exists among majority of population till the person meets a medical emergency.

- iii) Myths and wrong perceptions about the blood donations.
- iv) Fear about the post blood donation effects.
- v) 'Matching the blood properties' becomes an issue with rare blood groups.

To deal with the above listed challenges our University has initiated this practice, which is called as "**Blood donation**" as a positive step.

#### 4. **The Practice:**

Blood donation has been considered as the most auspicious of donations, which not only inculcates the values towards caring others but also provides substantial support to human kind otherwise not possible with any wealthy contributions. Keeping in mind the central idea of inculcating service to nation, "**Blood donation**" activity was initiated in the year 2014 with a formal resolution passed by Management Council of the University. The activity was gracefully conducted with voluntary participation of student-teacher community. Blood donation at a govt. recognized blood bank is also considered for the award of additional marks. University incentivised the initiative by providing benefit of 02 additional marks for the purpose of passing, getting exemption or adding to the total marks secured by the candidates donating blood.

This activity has given motivation to various stake holders to organize 'blood donation' camps.

The accrued benefits of the activity include:

- i) It becomes an effective input source of blood for blood banks.
- ii) Students get more awareness and understand the significance of 'blood donation'
- iii) The group activity removes fear and motivates new students to become a proud blood donor.
- iv) Student phase is the correct age to practice blood donation. It is more difficult to force/motivate elder ones into the act. The elder ones have many reasons to avoid blood donation.

The initiative of the University is thus unique and novel, where the environment inspires the students to become 'voluntary blood donors'. These students get personal satisfaction, self-esteem as well as pride by altruism. In addition to these they get reward of 02 marks.

The most intangible benefit of this practice is that as per the medical criteria for donating blood suggest that the donor should be a healthy person. Popularization of the practice indirectly takes the young community into a safer and healthy life style in their sensitive stage of life.

This novel practice has been institutionalized with the passing of a special ordinance by the University for the purpose. The 'Student's Welfare' section of University serves as nodal agency. It prepares a faculty-wise list of beneficiary students (donor who got reward of w additional marks) and gives to 'Examination section' for implementation.

#### 5. **Evidence of Success:**

'Sharing of life through blood donation' is mostly get motivated by altruism. The blood donation activity aimed at saving an anonymous person's life requires a 'will' that drives the donor to this act of generosity.

The university has promoted the Colleges and Campus Schools to organize 'blood donation camps'. On most of the occasions, these blood donation camps were connected with celebrations of birth/death anniversaries of our role models e.g. Chatrapati Shivaji Maharaj, Dr. Babasaheb Ambedkar, Swami Vivekanand, etc and with NSS camps. This has been found as the most effective way in motivating the students to go for 'blood donation' as this act gets connected to the 'philosophy' of a legend.

Good participation of students can be considered as the 'evidence of successes' of this practice. The activity not only gives 02 marks but also, most importantly; gives proud tag of 'blood donor', 'healthy person', 'patriotic individual' and 'person with sharing attitude', which makes takes them a responsible citizen.

#### Faculty-wise beneficiaries of the practice:

Year	Faculty-wise beneficiaries							Total
	Engg.	Arts, Edu & Fine Arts	Comm. and Mgmt	Science	Pharm.	Law	Mental and Moral Sciences	
2019	18	04	08	35	03	30	01	99
2018	44	36	12	30	--	09	--	131
2017	102	21	05	32	--	05	33	202
2016	65	06	30	31	21	10	04	187
2015	76	14	47	65	03	21	07	233
<b>Grand Total</b>								<b>852</b>

#### 6. Problems Encountered and Resources Required:

i) The main hurdle in preparing a 'will' of a person to donate his/her blood has been the myths and fear about it. As every year we have to deal with new batch of students and it is experienced that the problems remains same every year. Arranging annual seminars, health talks, poster presentation, group activities, culture binding activities to sensitize students/staff about advantages and health benefits of blood donation and social responsibility.

ii) Preparing a pool of 'blood donors' through this initiative has not taken the expected shape and remained in preliminary phase. The blood donors listed in such a pool could be requested for blood donation as per the need, was the idea.

#### 7. Notes:

Organization of blood donation camps is a kind of routine activity observed in many institutes. We wish that such practice can be undertaken at all the institutes and Universities otherwise the expected outcome and benefits will not be seen. Creating 'blood donors' and 'rewarding blood donors' through such practice should not remain a localized activity. There is an urgent need to take this issue at a broader level.

#### Best Practice II

1. **Title of the Practice: Lab to Land Programme**

2. **Objectives of the Practice :**

University is engaged in various research activities and taken lead in developing technologies related to agricultural needs of the region. However, the gap remains between the end users and researchers. In order to reach the end user and dissipate the knowledge gained out of research, a program called 'Lab to Land' has been started by the University. The broad objectives of the programme are :

1. To introduce the application of biofertilizer, biopesticide technology in rural parts of region under University jurisdiction.
2. Demonstration-cum-hands on training on technology of biofertilizers/biopesticides production to farmers.
3. To prepare literature in local language on the benefits of biofertilizers for the farmers.
4. To demonstrate the effectiveness of biofertilizer for enhanced and sustainable crop productivity.
5. To create self employment opportunities for weaker underprivileged SC and ST and marginal farmers.

3. **The Context:**

The area under University jurisdiction is characterised by:

- i) Tribal domination with low income source,
- ii) cultivators from tribal village live below the poverty line.
- iii) no employment due to meager industrial growth.
- iv) migration to urban areas for livelihood.
- v) declining crop productivity due to poor or no application of science base agri-practices.

Moreover, the Khandesh region belongs to low rainfall area with records of famine and drought in several parts.

Demonstration of ways for sustainable agriculture and new means of earning at their native place have been the ultimate goals of the activity. Farmers, including women are given hands on training and demonstration of biofertilizer production in local language in 2-3 days free of cost workshops.

4. **The Practice:**

With time the definitions of agriculture changed as well as the associated problems also. Deterioration of soil conditions due to massive use of chemical fertilizers has been one of the major problems, which leads to disturbed economics, especially for small land holders.

Three districts under our University face similar problems as any other rural parts of India. It was realized

that poverty, remote locations, language barriers and no reach of scientific practices are some of the problems of the region. The 'lab to land' program gives a platform to bring the scientists and grass root villagers together. The University not only provides free lodging and boarding to the participating farmers women but also compensate in cash for the lost wages of the duration of workshops.

The program operates in following ways:

#### **1) Workshops and training programs:**

The activity has mainly targeted to bring the villagers in the laboratory. They feel the presence of living microbes under microscope. Soil science and microbial practices are not only demonstrated to them but they are also allowed to handle / practice them. A dedicated facility with classroom, lab, residential blocks for farmers was established at Pratap Philosophy Centre, Amalner – a satellite campus of the University. The lab facilities include - Microscopes, Autoclave, Laminar Air Flow Benches, Shakers, Fermenter, Demonstration plot, etc. Theory and practical sessions are arranged with hands on practice on basic microbiological practices and applications.

#### **2) Popular lectures at villages:**

Eminent speakers are taken to different villages to address the villagers on agronomic practices. In question-answer sessions farmers pose their problems and receive solutions. For Scientists these are the occasions to learn the need of farmers that narrows the gap between 'line of research' and 'actual problems of end users'.

#### **3) Demonstration of biofertilizer/biopesticide technology and hands on training:**

At the centre, a live demonstration about the biofertilizer and biopesticide technology is made available to any visitor. The centre motivates the farmers to start preparing 'biofertilizers' of their own with low cost inputs. The effects of biofertilizers are shown in the demonstration plot in the premises of centre. In these workshops farmers learn what is wrong and correct in agriculture, this is beyond the bookish/printed information. The participants leave the centre with a satisfaction of seeing microbes, enriched knowledge of biofertilizers, and adverse effects of chemical fertilizers.

#### **4) Mobile Science Exhibition:**

The mobile van carrying exhibition of simple scientific experiments is deliberately taken to village site whenever camp, lecture or workshops are organized. This science exhibition has been the attraction for the children, who learns many concepts of basic sciences. Through this the 'lab to land' program reaches different strata in rural areas and helped in popularization of science.

The uniqueness of 'lab to land' activity is to extend the reach of formal University set-up to the end users in their familiar mode.

#### **5. Evidence of Success:**

There has been an overall increase in the awareness among the villagers about the use of low cost

biofertilizers/biopesticides for sustainable crop productivity.

Followings shall be considered as the indicator of overall impact and success of 'lab to land' program:

- i) The activity remains an attraction for the curious marginal farmers.
- ii) The enthusiasm/thrill among the farmers of getting hands on training on a simple technology.
- iii) Increase in the number of visitors to the 'lab to land' facility located at Amalner centre.
- iv) Receiving request from villagers to organize popular lectures and demonstration at their native place.
- v) Availability of literature on the 'lab to land' activity in local language, Marathi.
- vi) A few farmers started cultivating and propagating microbial biofertilizers at their farm.
- vii) Science popularization among the curious students of farmers through the 'lab to land' centre and Mobile Science Exhibition Van.
- vii) The centre of 'lab to land' has become a place for conducting some mini-field trials of various research activities, especially, School of Life Sciences of our University.

Based on extension activities like this one, the University has received financial assistance for an ambitious programme – Cillege (City like village) based Area Development Project (CADP) from RGSTC, Govt. of Maharashtra. The programme envisages socio-economic development of villages with meaningful scientific input and appropriate technologies.

#### **6. Problems Encountered and Resources Required:**

- i) The reluctance on the part of farmers to adopt new technologies.
- ii) Lack of interest in the society, among farmers and mass leaders.

#### **7. Notes:**

It is taken for granted that doing something for farmers and in agriculture shall be the prime objective of only agriculture Universities and Agriculture Departments. 'Lab to land' practice of our University has shown that the formal non-agricultural Universities also have a role to play in this regards. Each research in Life Sciences related to agriculture based on the native problems needs a field and set-up to conduct field trials. The centre established under this practice and its working has set an example to solve such difficulties of faculty and researchers. The main philosophy behind this practice was not to compete or develop parallel system to any activity of Agriculture departments or University, rather it was to add the efforts taken by these organizations. The future plan of this activity is to make this self financing as there can be ways to generate revenue through sale of biofertilizers with rational margin and soil testing consultancies.



File Description	Document
Best practices in the Institutional web site	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:

##### School Concept : An Innovative Approach

##### 1) Genesis of the concept:

Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon (formerly known as North Maharashtra University, Jalgaon) was carved out from the existing Savitribai Phule Pune University, Pune (the then University of Pune, Pune) in the year 1990 to fulfill the long standing demand of people of the region and to promote higher education in the underprivileged northern region of State of Maharashtra. Initially, Government of Maharashtra had sanctioned only 05 departments, each with 07 faculty members as per UGC staffing pattern thereby limiting options of higher education to the aspiring students of this region. Introduction of school (rather than department) concept was a novel idea which converted this challenging situation into an opportunity. Programme with common interfaces were clubbed and offered from one school (for example, Biochemistry, Microbiology and later, Biotechnology were clubbed and offered from the School of Life Sciences). This arrangement not only ensured sharing of resources and expertise but also allowed the University to offer many more options/choices of programmes to the students even with the limited Government support (faculty).

##### 2) Structure of Schools and Departments on the campus:

As of today, the University has 13 Schools and one Institute (School of Chemical Technology upgraded to Institute) on the campus offering 54 academic programmes. For smooth administrative operations, every school has a Director and programme-wise departments and HoDs. However, for finance, examination and administration purpose, the school remains a single academic unit. The directorship of the School is given on rotation as per the seniority.

The academic Schools on the campus with programmes offered in brackets includes: i) School of Chemical Sciences (6), ii) School of Life Sciences (03), iii) School of Physical Sciences (03), iv) School of Environmental and Earth Sciences (04), v) School Mathematical Sciences (03), vi) School of Computer Sciences (03), vii) School of Management Studies (02), viii) School of Languages Studies and Research Centre (03), ix) School of Social Sciences (07), x) School of Education (01), xi) School of Arts and Humanity(05), xii) School of thoughts and xiii) University Institute of Chemical Technology (10).

##### 3) Benefits of the concept at students of KBCNMU:

##### i) Students:

With the time we are witnessing the need of auxiliary knowledge to the core subject of learning. The School concept has given an opportunity to the students to learn these from other academic programs run in a School under the choice based credit system of the University. Each School has single 'student club' and numerous co-curricular activities are organized under that. In practice, this has helped in exchange of curricular as well as co-curricular ideas among the students. Students follow departments only during active theory and practical sessions, other time they remain together. These activities impart stage courage, leadership qualities and expression abilities, which otherwise are not a part of their curriculum. Importantly they learn how to respect other disciplines and benefit from them.

**ii) *Optimal sharing of available infrastructure and human resources:***

This concept not only ensured optimal use of meagre resource, but also allowed the University to offer many more options it has at its disposal. Development and up gradation in the instrumental facility is a continuous process. Having a sophisticated advanced instrumental facility has become the reality at our University mainly due to the School concept. All such facilities are shared among the researchers and faculty members under one roof of 'School'.

Each School has only one '**administrative office**' which ensured rational use of human resources (than having it for each department). Schools are able to delegate academic and co-curricular responsibilities to an individual faculty, which adds to the overall diverse activities e.g. student counselling, admissions, examinations, co-curricular activities, sports, etc.

Teaching interdisciplinary subjects has become the strength of our University owing to the School concept. For example, the 'School of Life Sciences' has faculty with specialization in Botany, Zoology, Biochemistry, Microbiology and Biotechnology. Their expertise is commonly shared in teaching in all departments in the school, This is in contrast where individual department rarely have faculty with diverse expertise of related subjects.

**iii) *Increased interactions among the teachers:***

Generally, in the State Universities, teachers from related disciplines hardly have any interactions because of organizational set-up. There was a strong belief in working alone. The School concept has provided the conditions for more interactions among the teachers on campus. Each teacher has his own expertise area. The School concept has helped in erasing the boundaries between disciplines as well as individuality of teachers. There is a cohesive interactions and relation developed among teachers, which can be revealed from many University activities such as 'Avishkar', 'Yuvarang', 'Kridamahostav', international/national level conferences, joint projects etc.

**iv) *Grants received:***

Receiving financial support is one of the many intangible benefits of the 'School Concept', e.g. every school being the single academic unit, it became eligible for recognition under UGC-SAP and DIST-FIST as per the faculty requirement norms. As a result, as many as 05 schools and 01 institution on the campus have got these recognitions as early as in 2003-04 (at a young institutional age of 13 years only). These grants helped the schools to augment the academic, and research infrastructure and human resource (BSR Fellowship) which in turn, helped the faculty and Ph.D. students to pursue quality research.

**v) Strengthening the research activities:**

Another intangible benefit of this concept has been sharing of expertise and quality interdisciplinary research. The School concept has enabled us to enrich each School with necessary diverse facilities required for research, e.g. School of Chemical Sciences has all analytical instruments, which are required for research in diverse fields of Chemistry e.g. Polymer, Analytical, Organic, Physical and Agro-Pesticide chemistry. The concept has helped to give completeness to the research, which has reflected upon the research publications, patents, consultancy etc.

**Epilogue:**

‘Working together with diversity’ became practical and realistic approach of School concept especially in a ‘State University’. Thirteen schools running 54 academic programs with limited number of teaching staff shall be considered as a noticeable outcome of the approach. Looking at the success of this model, couple of other Universities in the state have also emulated this concept.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

- The university has implemented 'School Concept' at a young institutional age facilitating optimal utilization of its meagre human and material resources. Programs with common interfaces were clubbed and offered for one school (e.g. Biochemistry, Microbiology and, later Biotechnology were clubbed and offered from the School of Life Sciences). This arrangement not only ensures sharing the resources and expertise but also allowed the university to offer many more options/choices of programs to the students even with the limited government support. This strategy fetched further dividends on the schools on campus soon became eligible for applying to Central Government schemes for funding like – SAP – UGC and FIST-DST at a relatively young institutional age. As many as 06 schools (of the twelve offering academic programs obtained grants for research infrastructure, facilities and human resource (BSR fellowships under these schemes). Promotion of interdisciplinary research was another intangible benefit accrued of this model. Subsequent adoption of this concept by a couple of other state universities reflected its usefulness in the given circumstances.
- It is one of the few state Universities which incentivized 'Blood Donation' by students. The procedure and flowchart have been institutionalized and separate ordinance was promulgated for this purpose. It is hoped that with due awareness, this activity will become popular in course of time.
- The university is successfully operating a unique community outreach program- 'Lab to Land' for marginal farmers/unemployed youths/village women who are given training and hands on working experience on the preparation of bio-based agree inputs in small batches. The fully funded residential workshops are organized at Pratap Regional Philosophy Center, Amalner where a dedicated facility has been established for this purpose. Those attending are even compensated for the lost wages for the duration of workshops.

### Concluding Remarks :

Established in a rural and tribal backdrop, this young university has made a mark in teaching, learning, research and extension activities not in the state but nationally as well. It has shown remarkable dynamism in its approach to remain aligned with the fast-changing scenario in the higher education system. In spite of limitations of resources and government support, sincere students, committed faculty, visionary leadership, state of the art physical infrastructure, research facilities and support mechanisms and a conducive environment cumulatively have resulted in significant and measurable academic output. Establishment of Incubation Centre, Research Motivation Schemes, Teaching Associateship Programme (TAP) for catalysing and promoting research, innovation and entrepreneurship on campus, Question Bank based Question Paper Setting, Open Day, implementation of revised CBCS with emphasis on skill enhancing courses, etc. are some of the bold and positive steps of the University in the period under review.

Implementation of revised CBCS which has been aligned with the guidelines of UGC, New Delhi, Maharashtra Public Universities Act, 2016 and National Skills Qualification Framework for UG as well as PG programs. Well defined learning, program objectives, program specific outcome, graduate aptitude attainment levels and identification and inclusion of skill enhancing courses in each program shall help students to acquire necessary skills with positive impact on their employability potential. Establishment of Conducted College, Tribal

Academy and implementation of RGS&TC, Mumbai funded Cillage Area Development Project in tribal dominated district under its jurisdiction reflect the desire of the university for inclusive education and reaching to the unreached. The recently established Incubation Centre, KCIIL has incubated 05 start-ups and another 10+ in pipeline will surely catalyse the growth of innovation driven entrepreneurial eco-system in the region.

Thus, the young University is steadily, silently and resiliently making its contribution in the socio-economic development of the society in this under privileged part of the state.

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p><b>Percentage of Programmes where syllabus revision was carried out during the last five years.</b></p> <p>1.1.2.1. <b>How many Programmes were revised out of total number of Programmes offered during the last five years</b>            Answer before DVV Verification : 46            Answer after DVV Verification: 39</p> <p>1.1.2.2. <b>Number of all Programmes offered by the institution during the last five years.</b>            Answer before DVV Verification : 52</p>																				
1.2.1	<p><b>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p>1.2.1.1. <b>How many new courses were introduced within the last five years.</b>            Answer before DVV Verification : 300            Answer after DVV Verification: 283</p> <p>1.2.1.2. <b>Number of courses offered by the institution across all programmes during the last five years.</b>            Answer before DVV Verification : 1919</p>																				
3.1.6	<p><b>Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)</b></p> <p>3.1.6.1. <b>The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.</b>            Answer before DVV Verification : 06            Answer after DVV Verification: 04</p> <p>Remark : Value as per clarification data provided by HEI</p>																				
3.6.4	<p><b>Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years</b></p> <p>3.6.4.1. <b>Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>16208</td> <td>3127</td> <td>1803</td> <td>527</td> <td>1015</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2785</td> <td>2538</td> <td>1803</td> <td>729</td> <td>813</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	16208	3127	1803	527	1015	2020-21	2019-20	2018-19	2017-18	2016-17	2785	2538	1803	729	813
2020-21	2019-20	2018-19	2017-18	2016-17																	
16208	3127	1803	527	1015																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
2785	2538	1803	729	813																	

Remark : Number of students attending extension activities cannot be more than total strength of students in annual year.( one student attending multiple activities to be counted as one)

4.2.3 **Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

4.2.3.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
44	71.84	94.91	53.74	135.08

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
44	71.84	94.91	53.74	135.08

5.1.2 **Average percentage of students benefitted by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

5.1.2.1. **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:

2020-21	2019-20	2018-19	2017-18	2016-17
3936	2439	1532	867	505

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3936	1615	2021	1004	704

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>48</td> <td>51</td> <td>52</td> <td>53</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>49</td> <td>52</td> <td>53</td> <td>54</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	48	48	51	52	53	2020-21	2019-20	2018-19	2017-18	2016-17	49	49	52	53	54
2020-21	2019-20	2018-19	2017-18	2016-17																	
48	48	51	52	53																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
49	49	52	53	54																	

NAAC