SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

RFNS, SENIOR SCIENCE COLLEGE, AKKALKUWA

TAL-AKKALKUWA, DIST- NANDURBAR (MS)

425415

www.rfnscience.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rural Foundation Nandurbar (RFN), a Non-Government Organization founded in 1994 by Hon. Shri. Prakash B. Patil with a mission to uplift the tribal and rural communities and bring them in main stream. RFN has implemented various development projects since 1995 which benefited the tribal and rural communities.

The Senior Science College, Akkalkuwa is located in Akkalkuwa. Akkalkuwa is one of the tribal tahsil of Nandurbar district, which shows poverty, illiteracy, ignorance, superstitions, blind and outdated health practices. This proved to be the major hindrances on keeping tribal and rural communities away from the main stream of life. After taking all these ill circumstances into considerations many social workers and institutions realized that illiteracy is root cause of the socio-economical and educational problems of the Akkalkuwa.

RFN identified the basic need of higher education so it started its first Savitribai Phule High School with only 21 tribal students in the year 1999 and in year 2003, higher secondary school in same school. Subsequently it started Senior Science College in Akkalkuwa in 2003. The college is affiliated with KBCNMU, Jalgaon. The college is recognized by the UGC under 2(f) in 2021 and 12(B) in 2023. The college is first assessed and accredited with a "C" grade in September 2018.

The college has sufficient classrooms, well-equipped laboratories, a central library and a computer laboratory with Wi-Fi facilities. The college has 12 permanent teaching faculties, out of which 8 are Ph.D. holders and 4 faculties are NET/SLET. The faculty is actively engaged in research. The 7 faculty members are recognized as research guide. They published 24 research papers in National and International, UGC care listed journals. 9 patents are granted and 6 are published. The college also offers short-term certificate courses and students have excelled in academics, sports and NSS activities.

IQAC ensures quality assurance and various student development initiatives, including industrial visits, career guidance and remedial coaching are provided to enhance the learning experience. The institute has very strong feedback and grievance mechanism. The college is committed to the overall development of the students, providing infrastructure, financial assistance and opportunities for extracurricular activities.

Vision

- To provide affordable, inclusive and distinctive higher education to the rural and tribal region students
- To inculcate moral values and qualities of competence, confidence and social responsibilities among the youth.

Mission

- To impart the higher education to the students of tribal, rural and hilly area and bring them in main stream of life.
- To impart value based education through socio-cultural activities.
- To create competence and self confidence among the tribal student.

- To make all round development of tribal and rural students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A committed management team dedicated principal and experienced qualified teaching and non teaching staff.
- A supportive and friendly atmosphere between teachers and students.
- Achieved prestigious gold medals in consecutive year 2020-21 and 2021-22 in the subject of Chemistry.
- Student Adaptation Scheme.
- Contribution to social causes like financial assistance to weaker section students.
- A very good Teacher Student ratio (15.4)
- The college has Memorandum of Understanding (MoU) with various organizations.
- Various quality audits such as green, energy, environmental and academic audits are carried out regularly.
- Nine patents are granted and six are published.

Institutional Weakness

- A lack of hostel/residential facility**.**
- Insufficient placement opportunities to students due to its location in rural area**.**
- Most of the students from tribal areas with local tribal language background are facing learning in English medium.
- Poor financial conditions of parents prevent the students from joining vocational & certificate courses.
- Lack of fund contributions from alumni, philanthropists and little participation of alumnae hinder the overall development of the college.
- Inadequate funds for implementation of programs and activities.

Institutional Opportunity

Opportunities

- College may be recognized as a research center to serve the tribal area students**.**
- Scope for Inter-institutional student exchange programs and industry linkages.
- To start more Add on / Career Oriented Courses to provide job opportunities.
- Development of college infrastructure by UGC assistance facilities.
- Arranging more professional training programmes for teaching and non-teaching staff.

Institutional Challenge

- Literacy is one of the great challenges in the tribal society.

- Poor schooling of the students and lack of basic knowledge on some subjects create a problem in the progress of the curriculum.
- Enhancing the communication and employability skills of the students has become a major challenge in the present day industry requirements.
- To strengthen the institution's effort in career counseling and placement of students.
- To start professional skill development courses on non-grant basis.
- Being located in tribal area, there are difficulties in collaborating with industrial and other institutions of repute.
- To increasing the employability of the student.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college is affiliated to KBC NMU, Jalgaon. The University desings curriculum and college implements as per the guidelines of University. For the effective implementation for the curriculum college under takes measures for planning and implement of it such as at the begnning of every academic year the institute prefer academic calender activity of University and prepare action plan for various department. In the staff meeting everything is discussed. In such action plan the outline of curricular, co-curicullar and ecxtra curricular and other activites is given and action plan is executed as per instruction given. The teachers prepare annual teaching plan at the beginning of the academic year. The monthly syllabus completion report submitted to the head of department. The periods of teacher are engaged by other members of staff in the department in the absence of other members. If the college remains closed because of some unexpected circumtances, the work for that day is placed on the next holiday.

Central to its educational ethos is meticulous curriculum planning and delivery, synchronized with the university's academic calendar. This includes detailed subject scheduling, comprehensive teaching plans and robust internal assessment practices. The institution maintains thorough records of academic schedules, student attendance and performance evaluations ensuring consistent academic excellence.

Beyond academics, RFNS fosters holistic development through a myriad of extracurricular activities and support systems. These efforts encompass mentorship programs, guest lectures by industry experts and cultural events that enrich student life. The college also emphasizes integrating cross-cutting issues such as gender sensitivity, environmental sustainability and professional ethics into its educational framework, promoting a well-rounded educational experience.

RFNS Senior Science College is dedicated to fostering technically proficient, socially conscious and ethically principled individuals, aiming to equip students with a broad spectrum of values and skills. The institution's commitment extends to education and community involvement, aiming to mold students into responsible citizens capable of making significant societal contributions. To continuously improve the learning environment the college actively solicits and evaluates feedback from students.

Teaching-learning and Evaluation

The admission process is online and strictly adheres to the eligibility criteria and reservation policy of the affiliating university and the state government.

The college organizes activities and competitions like seminars/quizzes/ competitions, case studies, Geographical Survey/Educational Tour,science exhibitions.recognizing the varying academic capacities of students, the college conducts remedial classes and bridge courses, ensuring that each learner is equipped to navigate their studies successfully. The integration of Information and Communication Technology (ICT) plays a pivotal role in sustaining a dynamic and continuous learning environment.

During the COVID Pandemic, students availed the facilities of Virtual Classeson ZOOM application online experiments. The e-content is developed by the college teachers which include video lectures, PPTs and reading materials which are made available on the college website.

The experiential, participative and problem-solving learning is promoted through laboratory courses, hands-on training, field projects,visits to industry and, NSS and SDD activity etc. This has proved very interesting and helpful for students to perceive the fundamentals of science subjects and also to develop their communication skills.

Amongst the well qualified and experienced faculty, 70% possesses a Ph.D. degree and NET/SLET teachers.

A transparent evaluation process, encompassing written examinations, class seminars, and assignments, underscores the commitment to fair and comprehensive assessment.

The introduction of a robust feedback mechanism further exemplifies its dedication to continuous improvement. This mechanism involves reciprocal feedback loops, with inputs from students to teachers, subsequent actions taken by the principal and management. The institution having well-established grievance redressal mechanism, ensuring a proactive approach to addressing concerns promptly. Reflecting its academic prowess, the college has achieved an impressive 70% average pass rate over the past five years.

The college adopted Bloom's Taxonomy to systematically calculate Course Outcomes (CO) and Program Outcomes (PO) attainment for all its courses over five years. The effective integration of ICT in teaching and learning enhances the overall educational experience.

Research, Innovations and Extension

From the academic year 2018-19 to 2022-23, RFNS Senior Science College, Akkalkuwa, has cultivated a dynamic ecosystem that promotes innovation and integrates the Indian Knowledge System (IKS). Key initiatives include establishing an Intellectual Property Rights (IPR) cell and an incubation center, significantly advancing research at the institution. The Research Advisory Committee plays a pivotal role in fostering a strong research culture, overseeing the work of six research guides and five scholars. The success of the IPR cell is evident in the achievements of our faculty members. As of the academic year 2023-24, 06 faculty members have published 15 patents of which 9 have been granted. The college's collaborative efforts with academic institutions and industries, such as the Chemistry department's partnership with CMET, have been instrumental in enhancing skills and employability.

The integration of Indian knowledge into the curriculum is evident through the offering of university-prescribed courses and the celebration of cultural events. The college has also enriched the academic environment by

organizing numerous workshops, seminars, and conferences on IPR and entrepreneurship. Faculty have made significant contributions to academic literature, publishing 24 research papers in prestigious journals and contributing to 12 books and conference proceedings.

Extension activities have been a cornerstone of the college's outreach efforts, focusing on community empowerment and social issues. These initiatives include campaigns on social harmony, environmental conservation, women's rights and organ donation. The college actively engages students in these efforts, celebrating significant days such as Independence Day and National Voters Day. During the pandemic, students contributed to distributing sanitizers and face masks and participated in drives related to organic farming and water conservation, fostering a sense of responsibility and commitment.

The institution has received accolades from government and non-governmental organizations for its impactful extension activities. Notable recognitions include the Vaccination Campaign Appreciation Award for Principal Dr. C. P. Sawant, Dr. Vijay Patil, Mr. Rajeshwarsing Padavi, Mr. Vinish Chandran and Dr. Vinod Jogdand awards for their contributions to public health and disaster preparedness. Additionally, the college has established multiple Memorandums of Understanding (MOUs) with domestic and international institutions, enhancing its outreach and impact through internships, training, projects, exchanges and research.

Infrastructure and Learning Resources

The Senior Science College, Akkalkuwa, established in 2003 by the Rural Foundation Nandurbar Sanchalit (RFNS), has developed a comprehensive infrastructure to support its educational mission, particularly in a challenging area. Despite the absence of external financial support, the management actively invests in enhancing these facilities, providing a robust environment for first-generation learners. The campus includes well-ventilated classrooms, dedicated departmental laboratories and a computer lab, all equipped with ICT tools to facilitate modern teaching and learning methods.

Key facilities on campus include three classrooms, a seminar hall, five laboratories, a central library and a computer lab, alongside additional amenities such as a reading room, sports room and an RO drinking water system. The library is a central learning resource, holding 4,022 books and utilizing the E-Library Manager 2019 Web Application for secure and efficient book management. The library supports coursework, research and faculty development aligning with the college's mission of fostering critical thinking and lifelong learning.

Over the past five years, 10.19% of the college's expenditure has been allocated to infrastructure development and augmentation with 1.26% dedicated to maintenance. The campus is also equipped with modern IT infrastructure including a Wi-Fi-enabled Local Area Network (LAN), with a student-to-computer ratio of 15.7 and 10 computers available for student use. The college office is equipped with up-to-date IT equipment and internet bandwidth ranges from 50 Mbps to 100 Mbps. For online learning, Google Workspace for Education, Google Meet and Zoom are utilized with the college website regularly updated to reflect current activities and resources.

Student Support and Progression

Students are the primary stakeholders of the institution and the institution has been evolving measures like student empowerment, inclusive practices and skill development which are **student-supportive** and

student-centric. The practice of social inclusion, financial incentives and welfare measures has been internalized in the institutional processes.

The college ensures prompt application and disbursement of **SC/ST/OBC/Minority scholarship** provided by the State Government and the Government of India. Financial assistance is also given by college Staff members to the needy students under Student Adopatation Scheme.

Institute make arrangement of various capacity building programmes such as **Swayamsiddha Abhiyaan, workshops for language communication, Blood donation camp, Health check up camp, Preparation and distribution of sanitizer during COVID-19, Yoga day, ICT computing skills, Earn and learn scheme and annual sports day.**

Several co–curricular, extra–curricular activities are organized every year like annual social gathering, NSS and sports at university level, student development department are facilitate holistic development of the students and emerge as socially matured individuals. Several students have excelled in sports at national level and having **won prizes**, representing national**, state and university** in various competitions.

The consistent academic and other support to students in competitive exams and NET/SET/GATE exams have also increased resulting in admissions into higher educational institutions. The institution has career guidance cell to guide and motivate students for various competitive examination preparation. In last five years **16 students were qualified prestigious NET/SET/GATE examinations**. The college magazine have encouraged students to show their creative skills by writing articles on contemporary developments catering to social, educational, economical and other areas.

The institution has a transparent and strong mechanism for timely **redressal of student grievances**. Students are represented in several academic and administrative bodies/committees of the institution. The committees are **Discipline Committee, Anti ragging committee, IQAC, Sexual Harassment committee** etc.

Alumni Association is functional which contributes in the development of the institution through non-financial initiatives.

Governance, Leadership and Management

The Rural Foundation Nandurbar Sanchlit, Senior Science College, Akkalkuwa aligns with government and university policies through a decentralized and participative management system. This approach involves various committees and the Internal Quality Assurance Cell (IQAC) which oversees quality assurance. The Principal in consultation with heads of departments and committees manages administration, policy decisions, and resource procurement, ensuring transparency and discipline in the academic process.

The college's strategic plan developed collaboratively by the Principal, IQAC, College Development Committee (CDC) and stakeholders, emphasizes participatory leadership. The institution utilizes structured administration and e-governance for efficiency. A five-year perspective plan (2018-2023) focuses on faculty development, ICT integration in teaching and infrastructure enhancement. The implementation of this plan ensures efficient operations through clear policies, an organized administrative structure and adherence to service rules.

Welfare measures for both teaching and non-teaching staff include insurance coverage, provident funds,

medical claims and retirement benefits. Staff achievements are recognized and the Performance-Based Appraisal System (PBAS) is used for promotions. Additionally, the institution supports career development by offering opportunities for higher education and professional development programs.

Over the past five years, 31% of teachers received financial support for conferences, workshops and memberships, while 54% of staff participated in professional development and training programs. The institution employs strategies to mobilize and optimize resources from government and non-government sources. It maintains financial transparency through regular internal and external audits ensuring effective management of funds and resources.

The IQAC plays a crucial role in institutionalizing quality assurance strategies. It reviews teaching, learning processes and operational structures periodically and documenting incremental improvements. This ongoing assessment supports continuous enhancement of educational quality and institutional effectiveness. The college's quality assurance initiatives include regular IQAC meetings, Academic and Administrative Audits (AAA) with follow-up actions and collaborative quality initiatives with other institutions, ensuring the enhancement of both academic and administrative standards.

Institutional Values and Best Practices

Over the past five years, our institution has made significant strides in promoting institutional values and social responsibilities. Key initiatives include:

1. **Gender Equity and Sensitization**: The institution has implemented a comprehensive gender audit and actively promotes gender equity through curricular and co-curricular activities. Facilities on campus support women's needs and initiatives such as the "Yuvatisabha" program and self-defense training under "Swayamsiddha" enhance safety and empowerment for female students. Specialized committees, including the Sexual Harassment Prevention Cell, address grievances and uphold gender equality.

2. **Sustainability and Environmental Responsibility**: The institution prioritizes environmental stewardship with robust initiatives across several domains. These include alternate energy sources, waste management, water conservation and green campus practices. Regular audits including green and energy audits confirm the effectiveness of these measures. Efforts extend beyond the campus through educational programs, rallies and tree planting activities that promote broader community involvement.

3. **Inclusivity and Social Harmony**: The institution fosters an inclusive environment by addressing cultural, regional, linguistic and socio-economic diversity. Activities like Constitution Day observance and diverse cultural celebrations promote tolerance and awareness of constitutional rights and responsibilities. Support programs such as financial aid for underprivileged students and inclusive admission policies enhance accessibility and participation.

4. **Best Practices**: Two notable best practices include Health Awareness Programme initiatives and a Student Adaptation Scheme. Health-related activities include Blood Donation Camps, Sanitizer Making and Distribution,COVID-19 Vaccination Surveys and Red Ribbon Club. The student adaptation involves personalized mentorship, academic and emotional support and active engagement in co-curricular activities, ensuring holistic development and addressing individual student needs.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RFNS, SENIOR SCIENCE COLLEGE, AKKALKUWA
Address	Tal-Akkalkuwa, Dist- Nandurbar (MS)
City	Akkalkuwa
State	Maharashtra
Pin	425415
Website	www.rfnscience.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	C. P. Sawant	02567-295569	9420533719	-	drcpsawant@rediffmail.com
IQAC / CIQA coordinator	Y. A. Dushing	02564-295569	9226795253	-	yogeshdushing@gmail.com

Status of the Institution	
Institution Status	Private and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	05-09-2020	[View Document](#)
12B of UGC	12-09-2023	[View Document](#)

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

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Tal-Akkalkuwa, Dist-Nandurbar (MS)	Tribal	0.5	856.66

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Chemistry,	36	HSC	English	360	131
UG	BSc,Geography,	36	HSC	English	360	100

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				12			
Recruited	1	0	0	1	0	0	0	0	11	0	0	11
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				11
Recruited	11	0	0	11
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	7	0	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	0	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	64	0	0	0	64
	Female	67	0	0	0	67
	Others	0	0	0	0	0
Certificate / Awareness	Male	26	0	0	0	26
	Female	46	0	0	0	46
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	2	6	2
	Female	2	5	4	3
	Others	0	0	0	0
ST	Male	61	44	42	38
	Female	41	44	36	33
	Others	0	0	0	0
OBC	Male	4	7	15	10
	Female	9	30	27	21
	Others	0	0	0	0
General	Male	20	20	14	16
	Female	16	15	20	23
	Others	0	0	0	0
Others	Male	1	1	2	0
	Female	3	4	2	2
	Others	0	0	0	0
Total		157	172	168	148

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our institution, located in a tribal and naxalite area of Maharashtra faces unique challenges and opportunities in serving a predominantly first-generation learner population with a low literacy rate. As per the guideline of affiliation Kavayitri Bahinabai Chaudhari North Maharashtra University (KBCNMU), Jalgaon, we are prepared for implementing the National Education Policy (NEP) 2020. Our focus is on fostering a multidisciplinary and interdisciplinary approach in our curriculum to provide a comprehensive and flexible education that meets the needs of the 21st century. Curriculum Design and Development: We have integrated multidisciplinary courses into our curriculum with

faculty actively participating in university-organized syllabus reconstruction workshops. This holistic education model helps students develop diverse skill sets. The adoption of a flexible curricular structure allows students to choose electives across disciplines, enabling them to explore their interests and prepare for a dynamic job market. Awareness and Training Workshops: To ensure a smooth transition to the NEP-2020 framework we have organized several workshops and training sessions for our faculty. These sessions cover key aspects of NEP-2020, emphasizing a multidisciplinary and interdisciplinary approach. Our workshops on Intellectual Property Rights (IPR) encourage innovative thinking and protect intellectual contributions. Faculty members' participation in external workshops enhances their understanding and readiness to implement the new policy directives. Collaborative Learning and Research: We promote collaborative learning and research among students and faculty through interdepartmental projects and seminars. This initiative broadens students' academic perspectives and prepares them for an interconnected job market. Resource and Infrastructure Development: To support the multidisciplinary approach we are investing in resource and infrastructure development. Our library is expanding to include diverse academic materials and we are upgrading our laboratory facilities to support research and practical learning in multiple fields. Faculty Development Programs: Recognizing the critical role of faculty, we encourage participation in development programs designed to equip educators with the necessary skills to teach interdisciplinary courses effectively. Student-Centric Initiatives: We are introducing a range of co-curricular and extracurricular activities that emphasize interdisciplinary learning. Workshops and guest lectures expose students to diverse perspectives, while counseling and career guidance services help them navigate the new academic framework and explore diverse career pathways. Mentorship programs guide students in selecting interdisciplinary courses and planning their academic and career paths. Community Engagement and Outreach: We have strengthened our counseling and support services to help first-generation learners adapt to the multidisciplinary learning environment. These services provide academic and emotional

	support, fostering students' holistic development. Commitment to Continuous Improvement: Despite the challenges posed by our unique setting, our institution is dedicated to implementing the NEP-2020's multidisciplinary approach. By embracing these changes, we aim to contribute to the overall development of our students, faculty and the community at large. We remain committed to continuous improvement, adapting and innovating to meet the evolving educational needs of our students. Through these efforts, we are confident in our ability to prepare our students for the challenges of the 21st century.
2. Academic bank of credits (ABC):	Our institution, affiliated with KBCNMU, Jalgaon, has established an ABCID cell and appointed a dedicated coordinator Dr. M. D. Mudholkar to oversee its operations. Since the academic year 2022-23, we have made it compulsory for all students to obtain ABC IDs for admission. This initiative ensures that our students can seamlessly engage with the ABC system, which allows for academic mobility and the flexibility to pursue studies in areas of their interest. We strictly adhere to all the rules and regulations laid down by the UGC regarding the ABC. Our institution is fully committed to providing our students with opportunities to explore diverse academic fields and transfer credits appropriately once the detailed implementation guidelines from KBCNMU are received. This system will greatly benefit our student body, primarily composed of first-generation learners, by offering them greater academic flexibility and enhancing their learning experience.
3. Skill development:	Our institution is actively preparing for the implementation of NEP-2020 with a strong focus on skill development, especially considering the unique socio-economic challenges faced by our student body. Located in a tribal and Naxalite area of Maharashtra, where most students are first-generation learners, we aim to provide them with practical skills that can directly enhance their employability and socio-economic status. To achieve this, we have introduced five new operational skills-based courses: Tour and Tourism Management, Conservation of Medicinal Plants, Share Market, Analytical Chemistry and Computer Literacy. These courses are designed to bridge the gap between the theoretical

	knowledge provided by the traditional curriculum and the practical skills demanded by the market. The institution follows the Choice-Based Credit System (CBCS) offered by KBCNMU, Jalgaon, which provides flexibility and autonomy to students in choosing courses that align with their career aspirations and interests. This system not only caters to the academic and professional development of students but also ensures that they receive a well-rounded education. In addition to these skill-based courses, we emphasize the importance of socio-ethical values. Through departments like NSS and SDD, students engage in a wide range of topics, including democracy, the constitution, generic electives, personality development, consumer affairs and cyber security. These courses aim at ethical values, civic responsibility and a holistic understanding of society. Our preparedness for NEP-2020 is thus characterized by a comprehensive approach that integrates skill development with ethical education, preparing students not just for the job market but also to be responsible and informed citizens.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our institution is dedicated to the effective implementation of the National Education Policy (NEP-2020), with a particular focus on integrating the Indian Knowledge System and promoting Indian languages and culture. We have undertaken several initiatives to align with NEP-2020, ensuring that our educational framework not only respects but also celebrates India's rich heritage. Integration of the Indian Knowledge System: 1. Teaching in Indian Languages: We prioritize teaching in Marathi and Hindi making education accessible and comprehensible for our students. The syllabus content is carefully prepared, translated and taught in these languages to enhance learning outcomes. 2.Cultural Promotion: Our cultural committee actively promotes regional languages and cultures by celebrating various cultural days such as International Indigenous Day, Marathi Bhasha Divas and Hindi Bhasha Divas. These events foster an appreciation for India's diverse linguistic and cultural heritage. 3.Student Expression: Our annual magazine encourages students to write in Hindi, Marathi and English, providing them a platform to express themselves in their preferred languages. This nurtures

creativity and strengthens linguistic skills. 4. Events and Celebrations: Our annual social gathering features events showcasing traditional music, dance and art forms, allowing students to connect with their cultural roots and appreciate regional languages and cultures. 5. Modern Indian Languages (MIL): In collaboration with our affiliating university, KBCNMU, Jalgaon, we offer courses in Modern Indian Languages. These courses support the integration of Indian languages into the curriculum and promote multilingualism among students. 6. NSS and SDD Programs: Through our NSS (National Service Scheme) and SDD (Social Development Department) programs, students gain a comprehensive understanding of democratic values, governance and constitutional principles. By incorporating these elements into our curriculum and extracurricular activities, we aim to provide a holistic education that respects and celebrates Indian heritage while preparing students for responsible citizenship. Our commitment to NEP-2020 ensures that our students receive a well-rounded education that honors India's rich cultural legacy.

5. Focus on Outcome based education (OBE):	RFNS Senior Science College Akkalkuwa's commitment to Outcome-Based Education (OBE) under the New Education Policy (NEP) marks a significant advancement in its educational approach. By focusing on clear Program Specific Outcomes (PSOs), Program Outcomes (POs) and Course Outcomes (COs), the institution ensures that all stakeholders—students, teachers and the institution itself—reap substantial benefits. For students, understanding these outcomes from the induction program provides direction and motivation, enhancing their performance in examinations and encouraging participation in add-on and value-added courses. This approach also fosters greater engagement in co-curricular activities, contributing to their holistic development. Teachers benefit from structured teaching goals and focused assessment methods, which allow for more effective curriculum delivery and meaningful evaluations. Continuous feedback and refinement of teaching strategies further enhance the educational experience. Institutionally, the adoption of OBE aligns the college with national standards, boosting its reputation and aiding in the accreditation process. The regular assessment of

	outcomes ensures the maintenance of high educational standards and drives continuous improvement. Through a comprehensive implementation strategy—including an induction program, curriculum design, innovative teaching methodologies, and robust assessment frameworks—the college equips both students and faculty with the tools needed for academic and professional success. Regular faculty development initiatives ensure that educators are well-prepared to deliver on the OBE promise. So, RFNS Senior Science College Akkalkuwa's readiness for NEP's focus on OBE not only elevates the quality of education but also sets a benchmark for educational excellence, positioning the institution as a leader in higher education reform.
6. Distance education/online education:	By consistently adhering to the affiliating university's curriculum, the college ensures the highest standards in both traditional and online education formats. The COVID-19 phase significantly enhanced teacher competence in digital education and ongoing professional development programs have further equipped faculty with the necessary skills for effective online course delivery. The implementation of the Choice-Based Credit System (CBCS) and enrollment in the Academic Bank of Credits (ABCID) provide students with flexible learning opportunities, enabling them to tailor their education to their interests and career goals. The college's investment in robust digital infrastructure and comprehensive student support systems ensures a seamless and engaging online learning experience. RFNS Senior Science College Akkalkuwa's strategic approach to distance and online education not only meets the current educational demands but also lays a strong foundation for future advancements. This commitment to continuous improvement and quality assurance positions the college as a leader in embracing the New Education Policy ensuring accessible, high-quality education for all students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	An Electoral Literacy Club has been established RFNS, Senior Science College, Akkalkuwa. The

	members of the club constituted in current year include Principal Prof C. P. Sawant (Chairperson) Dr. B. N. Patil (Nodal officer) and from student Mr. Hasnain Mansuri as Campus Ambassador and other student representatives from different UG programs. Under the guidance of the Hon. Chairman of the Club, year-round activities were planned. The Nodal Officer executes the activities whereas program and class representatives volunteer to spread the information about the activities.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Electoral Literacy Club (ELC) at RFNS Senior Science College, Akkalkuwa has appointed both students' coordinators and coordinating faculty members. The Principal, Prof. C. P. Sawant serves as the chairperson, and Dr. B. N. Patil is the nodal officer. Mr. Hasnain Mansuri, a student, acts as the Campus Ambassador along with other student representatives from various undergraduate programs. This structure ensures that the ELC is functional and representative in character, incorporating diverse voices from across the college.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC has undertaken several innovative programs and initiatives, such as: • Voluntary contributions by students in the electoral process, including participation in voter registration drives for both students. • Issuing the electoral identity card on 4th Decembers 2023 (6 voters benefitted), • Assisting the tehesil election administration in conducting polls, thereby gaining practical experience in the electoral process. • Launching voter awareness campaigns that promote ethical voting and informed participation.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	In coordination with the tehesil election officer, the ELC of our college has undertaken several socially relevant initiatives related to electoral issues. These include: (i) informing about the electoral process; (ii) motivation for electoral participation; (iii) promoting information and ethical voting; (iv) introducing the Electoral Literacy Club College; (v) Every year, the institute celebrates Voter Awareness Day. This activities include rally, door to door campaign, street play, guiding new voters for registration. (vi) Every year, the institute observes the oath-taking activities. The activities this week include an essay competition. These initiatives underscore the college's commitment to fostering a culture of active

	citizenship and democratic engagement among its students.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The ELC at RFNS Senior Science College, Akkalkuwa actively works to identify and register students above 18 years who are not yet enrolled as voters. Efforts include: • Voter Registration Drives: Organizing regular drives to assist students in completing voter registration forms. • Information Sessions: Conducting workshops and information sessions to educate students about the voter registration process and its importance. • Collaboration with Authorities: Partnering with The Tehesil Election Officer to facilitate on-campus voter registration camps. The college is committed to institutionalizing these mechanisms, ensuring that all eligible students are enrolled in the electoral roll and can participate in the democratic process. These efforts reflect the institution's dedication to empowering students as informed and active citizens.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
157	172	168	148	135

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

2 Teachers

2.1

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

Response: 14

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

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.56	8.18	7.76	5.55	12.38

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

RFNS, Senior Science College in Akkalkuwa, Nandurbar (M.S.), is associated with Kavayitri Bahinabai Chaudhari North Maharashtra University (KBCNMU) in Jalgaon, Maharashtra. The institution is situated in the tribal and hilly area of Nandurbar district which has limited transportation and connectivity to major cities. Our institution adheres to the courses, academic rules, syllabi and certification guidelines set by the affiliated university. We establish and adhere to an academic calendar aligned with the university's annual schedule. The programs offered by the institution include B.Sc in Chemistry and Geography. The institution operates through various departments such as Chemistry, Botany, Geography, and Zoology with all programs following a semester-based structure. The institution has implemented the following measures for the effective delivery of academic content.

1. Pre-Planning:

The institution aligns its academic calendar with the university's schedule. It organizes subjects and timetables for each class, ensuring that faculty members receive the appropriate number of classes. Teaching plans and periods are outlined for each course and a list of reference books is compiled at the start of the academic year. Syllabi and question banks for sessional, semester-end and annual exams are kept in the college library. Institutional Committees oversee activities like academic planning, monitoring, exams, cultural events and more.

2. Implementation:

The institution displays program-specific academic calendars and class schedules, ensuring consistent, timely and effective delivery of courses. Modern tools and instructional methods are emphasized for academic content delivery. Records of academic schedules, student attendance and class details are maintained and submitted to the principal as required. A mentor-mentee program is in place with regular reports generated. Student performance in theory and practical assessments is evaluated through continuous assessment, sessional exams and end-of-semester exams. Syllabus completion, alignment between course outcomes and program outcomes and syllabus revisions are carefully managed. The institution offers Add-on Certificate programs to enhance academic offerings. Guest lectures and seminars by experts from various fields are organized to enhance student quality. Students are supported in their studies through guidance and facilities. They are encouraged to participate in co-curricular, extracurricular and social activities, including Independence Day, Republic Day, sports events, cultural celebrations, annual gatherings and more. The institution also arranges alumni meetings to provide guidance on career opportunities.

3. Regular Review and Action:

The Academic Planning and Implementation Committee holds departmental meetings with the staff and the discussions are recorded in meeting minutes. The principal reviews student attendance and performance, taking corrective measures and devising improvement strategies if necessary. Feedback from students is gathered and assessed to enhance the learning experience. The institution strives for academic excellence and professional competence through meticulous curriculum planning and implementation in accordance with KBCNMU, Jalgaon guidelines.

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

1.2 Academic Flexibility

1.2.1

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

Response: 0

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

1.2.2

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

Response: 0

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

years

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

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

RFNS, Senior Science College in Akkalkuwa, Nandurbar District is a place of learning that embraces co-education and emphasizes the importance of integrating various cross-cutting issues such as gender sensitivity, professional ethics, human values, environmental sustainability, safety, rural development, health, hygiene, nutrition and overall sustainability. The institution is dedicated to nurturing students technically, professionally, socially, and ethically to cultivate responsible citizens for the country. Through collaboration with the affiliated university the college incorporates these cross-cutting issues into the curriculum and provides financial support for related activities. Each year the college utilizes grants to organize events. The department of NSS and student development departments are dedicated to promoting environmental awareness through various activities focusing on Gender, Human values and professional Ethics. During NSS camp, students raise awareness about the importance of the environment and sustainability. The institute has established forums likeyuvati sabha to address the challenges faced by female students. Additionally, awareness programs on gender equity, such as the Beti Bachao-Beti Padhao initiative, development workshops, yoga, meditation and more are organized by the committee. Counseling sessions are occasionally held for female students to address their concerns. Teachers also impart moral and ethical values to the students. The institution's efforts focus on instilling values such as gender equality, environmental sustainability, human values, professional ethics, rural development, cultural diversity, religion, health, hygiene and nutrition in students to shape them into well-mannered citizens.

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

1.3.2

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

Response: 59.24

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

Response: 93

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
93	75	56	70	65

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	120	60	72	66

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

2.1.2

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

Response: 39.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	20	20	17	16

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	62	31	31	31

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.7

2.3 Teaching- Learning Process

2.3.1

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

Response:

We facilitate direct experiences and structured reflections to enhance students' knowledge, skills and values through experiential learning modalities such as:

- Hands-on laboratory demonstrations.
- Fieldwork.
- Study tours, training sessions and industrial visits.
- Surveys.
- Online and offline guest lectures featuring distinguished experts from administrative, industrial and academic backgrounds.
- Creation of posters and ppts for workshops, conferences and competitions at the college/intercollegiate/university/state/national and international levels.

Participative learning empowers students to achieve specific objectives and desired outcomes through active involvement in activities such as:

- Students participate incollege magazines (Anubandh).
- Quizzes, debates and group discussions.
- Initiatives like Swachh Bharat Abhiyaan.
- Role-playing and street performances.
- Teamwork and rallies are organized through the national service scheme (NSS) and the student development department (SDD).
- Institutional social responsibility initiatives including collaborations with the Red Ribbon Club, village adoption programs and tree plantation drives.
- Certificate courses for developing employability skills.

Problem-solving methods equip students with the skills to address real-world challenges and complex issues through activities such as:

- Environmental projects.
- Participation in different state/national and international level conferences/seminar/webinar
- These multifaceted methods provide a dynamic and engaging educational environment fostering holistic student development and empowering them with a broad range of skills and knowledge.
- The institution is equipped ICT-enabled classrooms, seminar halls and laboratories equipped with internet access. Teachers utilize ICT tools, including Google classroom, YouTube and Whatsapp for effective communication and sharing of study materials. During the COVID-19 pandemic period the institution seamlessly transitioned to online learning using the Zoom application for lectures and practical. Google forms were employed for tests and feedback.
- To ensure effective communication every student and teacher is provided with an institutional email address. Teacher have embraced technology by creating electronic resources such as video lectures, ppts, electronic notes, question banks, subject-related e-notes and study materials. The educational content is diversified with the incorporation of subject-related video clips and relevant YouTube content.
- The effective use of ICT in the learning process includes methods like online internal marks displayed for students, online assignments and seminars, online practice tests and online practical video demonstrations on Google classroom.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 87.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

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

2.4.2

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

Response: 100

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

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

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Mechanisms of Internal and External Assessment:

Internal assessment includes the following:

- Class tests
- Seminars
- Assignments
- Project
- Practical

External assessment includes:

- University Theory Examinations
- University Practical Examinations

MECHANISM FOR GRIEVANCE REDRESSAL:

Our institution places a strong emphasis on addressing the grievances of students related to both the University Assessment (UA) and College Assessment (CA) to uphold a fair and transparent assessment system. To facilitate the resolution of student concerns, the college has adopted a multi-faceted approach to grievance redressal. Students can communicate directly with key stakeholders, including course teachers, HoD, COE and Principal. Alongside personal communication channels we have introduced a user-friendly web portal offering students an accessible online platform to register grievances at any time from any location. College-level issues are resolved internally while university-level concerns are

directed to the university for resolution. This systematic approach ensures that each grievance is addressed in the most relevant and efficient manner.

COLLEGE -LEVEL:

Modern communication channels including a web portal QR codes and suggestion boxes enhance accessibility for expressing grievances. Key figures such as the Principal Internal Quality Assurance Cell (IQAC) and COE maintain vigilant oversight to promptly identify and address discrepancies. The institution is committed to efficiently resolving grievances within a defined timeframe reflecting a dedication to transparency and fairness in the assessment process and fostering a supportive learning environment for students.

Link:

https://docs.google.com/forms/d/e/1FAIpQLSee69SIRdi7I7K9BMPrN81YqkQhg3iCIkolQPHRTmcxsozuag/viewform

UNIVERSITY-LEVEL:

To ensure an effective resolution process for such grievances a structured approach is in place. The initial step involves the collection of grievances by Principal who collaborates with HoD and the COE to gather and compile the concerns raised by students. This collaborative effort ensures that grievances are accurately documented and that the appropriate authorities are informed.

Once these grievances are collected and verified they are promptly communicated to the exam section of the University which is responsible for overseeing the university-level examination processes. To provide students with a deeper understanding of their performance in these university-level examinations. They are given the option to obtain photocopies of their answer sheets directly from the University. This additional transparency empowers students to review their assessments and provides them with the necessary information to make informed decisions regarding any further actions.

Link of Verification/Photo Copy/Redressal : https://kbcnmu-exams.com/studentlogin/#/examseries

Link of Results of Verification| Redressal : https://nmu.ac.in/en-us/Student-Corner/Examination/Verification-Redressal-Result

Measures for Achieving Transparency in Internal Assessment:

Our institution has implemented a series of measures to ensure transparency at every stage of the internal assessment process:

- Planned Exam Schedule in the College Calendar
- Consolidation and Calculation of the CA Explained to Students
- Circulation of the CA Schedule and Question Paper Patterns
- Distribution of Evaluated Answer Scripts (Internal Papers)
- Verification and Display of 'Internal Mark'

This approach not only fosters trust between students and the institution but also contributes to a more

equitable and accountable educational environment.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Outcome-based education has now become the standard for quality education in higher education institutions. The college clearly pre-states the well-defined Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) for every programme. The department responsible for the program conducts extensive consultations with faculty members and stakeholders to formulate the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs). Once a consensus is reached, these outcomes are widely disseminated through various channels including:

- The college website
- Individual departmental web portals are provided with separate tabs for displaying CO POs and attainments.
- University syllabi which include CO PO and PSO are shared with students in regular classrooms.
- During the COVID pandemic, CO, PO and syllabi were shared via Google classrooms.
- Student Induction Programs.

POs are the statements which describe what knowledge, qualities and skills the students are expected to acquire after the completion of the programme. Pre-stated POs are defined in such a way that after the attainment of POs the graduated students get equipped with the knowledge and skills like- Scientific Knowledge and Experimental Skills, Communication skills, Critical Thinking & Problem-Solving Ability, Patience, Persistence and Digital Proficiency to use Modern Digital Tools, Environmental and Societal Consciousness, Ethics, Human values and an urge for Lifelong Learning.

PSOs in the college are defined by the respective departments as PSOs describe the specific subject knowledge and skills the students are expected to acquire after the completion of the respective programme. COs are the theoretical and experimental skills the students are expected to acquire after the completion of each course of the programme. COs for the courses run by the college are defined by the faculty of the respective department. As faculty members are involved in framing the COs, they are well aware of the pre-stated COs.

Pre-stated COs, for all the courses and PSOs for all the programmes run by the departments, are

communicated to students through the departmental notice boards and the college website. COs for the curricula of the given programmes are stated in such a way that they should co-relate with the PSOs and ultimately the expected POs of the said programme.

POs, PSOs and COs are also communicated to students through the Principal's Address to the first-year students held every year in the beginning of the academic session. Also the guardian teachers (mentors) in their regular meetings and interactions with their mentees make them aware about the COs

The POs and PSOs of the program are made accessible to students through electronic media on the respective department sites on the college website the COs for individual courses are also available on the department's site on the college websiteThrough interactions with students, there is a deliberate effort to raise awareness of POs, PSOs and COs.

CO   PO   weblink   of   the   college website: https://rfnscience.org/rfnsadmin/Docs/1723303989_Docs_Programme%20Outcomes.pdf

CO PO weblinks on the departmental web portal:

Chemistry: https://drive.google.com/file/d/16cbP2T6uLdOhy-3VRCrkuxKTnIzt3fxM/view?usp=sharing

Geography:https://drive.google.com/file/d/15fw0oBAL_YcuOpgIRMh3vQZaPGdZrFC6/view?usp=sharing

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

At RFNS Senior Science College Akkalkuwa, we implement a thorough and systematic approach to evaluating the attainment of Programme Outcomes (POs) and Course Outcomes (COs) for our undergraduate B.Sc. programs. This comprehensive assessment ensures that our educational objectives are met and that our students are well-prepared for future careers.

Methods of Evaluation:

1. **Direct Assessment Methods:**
   - **Internal Examinations:** We conduct regular internal tests and semester-end examinations

to assess students' comprehension and application of course material. These exams feature a mix of objective questions, short answers, and long-form descriptive questions to gauge different levels of understanding.

- ○ **Laboratory Work and Practical Exams:** Continuous assessment of laboratory work alongside hands-on practical exams, allows us to evaluate students' practical skills.
- ○ **Assignments and Projects:** Students undertake assignments and projects that require extensive research, critical thinking, and application of knowledge. These tasks are assessed using predefined rubrics to ensure consistent and fair evaluation.
- ○ **Field Work and Surveys:** For subjects like Geography, Botany and Zoology, fieldwork and surveys are integral components. Students are evaluated based on their ability to conduct field studies, collect data and analyze results.

2. **Indirect Assessment Methods:**
    - ○ **Student Feedback:** Regular feedback is collected from students regarding the relevance and clarity of course content, teaching methodologies and the effectiveness of practical sessions. This feedback is crucial for refining and improving course delivery.
    - ○ **Alumni Surveys:** We conduct surveys with alumni to gather data on how well the POs and COs have prepared them for further studies or professional careers. This feedback provides insights into the long-term impact of our educational programs.
    - ○ **Employer Feedback:** Input from employers of our graduates offers valuable insights into the practical and professional skills of our alumni helping us assess the real-world applicability of our educational outcomes.

3. **Continuous Internal Evaluation (CIE):**
    - ○ **Formative Assessments:** Continuous formative assessments, including quizzes, class tests and interactive sessions, help track students' progress and understanding throughout the semester.
    - ○ **Mentorship and Counselling:** Regular mentorship sessions allow faculty to discuss students' performance, address concerns and guide them toward achieving their academic goals.

4. **End-Semester Examinations (ESE):** Comprehensive end-semester examinations evaluate the overall understanding and retention of course material, covering both theoretical and practical aspects of the curriculum.

Analysis and Action Plans

- **Data Collection and Analysis:** We systematically collect and analyze performance metrics, including pass rates, grade distributions and average scores. Outcome mapping is employed to evaluate how well each CO contributes to achieving the relevant POs.
- **Review and Feedback:** Regular faculty meetings and periodic academic audits help identify gaps in the attainment of POs and COs, leading to the development of action plans for improvement.
- **Improvement Strategies:** Based on attainment data, curriculum revisions are made, enhanced teaching methods are implemented and supplementary programs like workshops and seminars are organized to help students better achieve the desired outcomes.

By systematically evaluating the attainment of Programme Outcomes and Course Outcomes, RFNS Senior Science College ensures that our B.Sc. graduates are well-equipped with the knowledge, skills, and competencies necessary for success in their academic and professional endeavors.

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

2.6.3

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

Response: 74.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	51	56	31	8

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	56	56	31	37

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.96

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1.5	0	0	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Our institute is deeply committed to fostering an environment that encourages innovation, integrates the IKS and promotes awareness and protection of IPR. Our initiatives are strategically support the creation and transfer of knowledge ensuring that our students and faculty contribute meaningfully to society.

Research Advisory Committee: The college has a dedicated Research Advisory Committee aimed at cultivating a research culture among both students and faculty. This committee plays a critical role in guiding and supporting research activities, fostering an environment where academic inquiry and innovation thrive. The outcomes are noteworthy, with six research guides and five research scholars actively engaged in various projects. Additionally, two faculty members are pursuing their Ph.D. at other research centers, further contributing to the institution's growing research culture. The faculty's research output is impressive, including 24 research articles published in reputed journals, 11 book chapters authored, and three articles presented at conferences. The college actively encourages interdisciplinary

and multidisciplinary research by promoting faculty participation in workshops, conferences, seminars and competitions such as Avishkar. These initiatives not only enhance faculty research capabilities but also contribute to the institution's overall academic reputation.

Intellectual Property Rights (IPR) Cell: The college's IPR cell plays a crucial role in supporting innovators in identifying and protecting their intellectual property. The cell provides comprehensive guidance on patent filing, copyright registration and other IPR-related processes. To further enhance awareness and understanding of IPR, the institute regularly organizes workshops, seminars and conferences on the subject. Faculty members are encouraged to attend these events to stay updated on the latest developments in intellectual property.

The success of the IPR cell is evident in the achievements of our faculty members. As of the academic year 2023-24, six faculty members have published 15 patents of which 9 have been granted. This accomplishment underscores the college's dedication to fostering innovation and protecting intellectual property rights.

Collaboration: The college places a strong emphasis on collaboration with most departments partnering with academic institutions. Notably, the chemistry department collaborates with the Central Government Research Institute (CMET). Through this, students participate in workshops, seminars and practical sessions, gaining hands-on experience with new equipment. This collaboration has significantly contributed to skill development for our students. Furthermore, partnerships with other research centers enable faculty and students to pursue Ph.D. degrees, publish research articles and file patents, enriching the academic and research environment of the college.

Indian Knowledge System/Transfer of Knowledge: In line with the university syllabus, the college imparts Indian knowledge to students, particularly first-year undergraduates, through extra co-curricular activities through NSS and other departments such as

- Physical Education.
- Democracy.
- Elections Governance.
- Introduction to the Constitution.

Regular lectures are conducted in English, with supplementary use of Marathi and Hindi for better understanding.

The college also celebrates cultural and national events, including yoga day, tribal day, language day, constitution day, voters' day and cultural and world indigenous day. These programs serve as platforms for disseminating Indian knowledge, helping students connect with their cultural roots and appreciate the nation's diverse heritage.

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

3.2.2

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

Response: 7

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	1	2	3

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

3.3.2

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

Response: 0.86

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

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

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

3.4 Extension Activities

3.4.1

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

Response:

Over the past five years, the college has conducted a wide range of extension activities that have significantly impacted the neighborhood community and sensitized students to various social issues contributing to their holistic development. Under the guidance of faculty members these activities have aimed at fostering cultural creativity, emotional resilience and physical strength among students. Several departments have taken initiatives that have empowered and benefited both the community and the students.

Impact on the Neighborhood Community:

1. **Empowerment and Awareness:** Through various campaigns and drives the college has addressed critical social issues such as the importance of laws for women, social harmony and environmental conservation. These efforts have educated the community about their rights and responsibilities, fostering a more informed and harmonious society.

2. **Health and Hygiene:** The college has organized activities related to health, hygiene and sanitation, which have raised awareness about these crucial aspects in the neighborhood community. This has led to improved public health practices and greater attention to hygiene standards.

3. **Environmental Conservation:** The institution has actively promoted environmental awareness through activities like plantation drives, waste management campaigns and observance of significant days related to the environment. These initiatives have encouraged sustainable practices within the community and contributing to a healthier environment.

4. **Disaster Management and Social Welfare:** The college has been proactive in organizing disaster management workshops, distributing sanitizers and face masks during the pandemic and raising awareness about vaccination and sickle cell anemia. Such activities have enhanced the community's preparedness for emergencies and promoted health and well-being.

5. **Community Engagement:** The college's collaborative extension activities, including fund collection and donations during natural calamities have strengthened the bond between students and the community.

Impact on Students:

1. **Social Responsibility:** Participation in these extension activities has sensitized students to various social issues, instilling in them a sense of responsibility towards their community. They have learned the importance of contributing to society and have become more aware of the challenges faced by marginalized groups.

2. **Holistic Development:** By engaging in activities related to social, environmental and health issues, students have developed a more rounded perspective. They have become culturally creative, emotionally resilient and physically strong, equipped to handle real-world challenges with empathy and responsibility.

3.   **Scientific Solutions:** The exposure to rural problems through these activities has encouraged students to find scientific solutions to issues faced by the community. This has not only enhanced their problem-solving skills but also motivated them to apply their academic knowledge for the betterment of society.

4.   **Responsible Citizenship:** The initiatives undertaken by the college have helped students realize their potential to make a significant difference in their community. They have developed into socially committed, responsible citizens who are aware of their role in promoting sustainability and community well-being.

By fostering a sense of responsibility, promoting environmental and social awareness and encouraging active community engagement, the college has contributed to the holistic development of its students and the betterment of the society at large.

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

3.4.2

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

Response:

The RFNS, Senior Science College Akkalkuwa's commitment to community service and social responsibility has been affirmed through various prestigious awards and recognitions received from government bodies, non-profit organizations and community groups. These accolades underscore the college's dedication to making a meaningful difference beyond the classroom, contributing to societal betterment in significant ways. The outcomes of these awards and recognitions are multifaceted, positively impacting the institution, its community and its stakeholders.

Strengthened Institutional Reputation:
Receiving awards like the Best Vaccination Campaign Appreciation Award and Corona Warrior awards has greatly enhanced the college's reputation. These recognitions highlight the institution's proactive approach in addressing critical public health issues and its ability to mobilize resources effectively in times of crisis. For example, the Vaccination Campaign Appreciation Award awarded to Principal Dr. C.P. Sawant by the Revenue Department of Maharashtra acknowledges the college's pivotal role in organizing vaccination drives across 23 villages in the Akkalkuwa Tehasil. Such efforts not only bring prestige to the institution but also position it as a leader in community engagement and public service.

Enhanced Community Trust:
The trust and confidence of the local community in RFNS Senior Science College have been bolstered by these awards. When the college and its faculty are recognized for their contributions during challenging

times, such as the COVID-19 pandemic, it reinforces the community's belief in the college's commitment to their well-being. Awards received by faculty members like Dr. Vijay Shivaji Patil and Dr. Vinod Raghoji Jogdand for their exceptional work during the pandemic further strengthen this bond. These recognitions affirm that the college is not just an educational institution but a vital part of the community's social fabric.

Increased Student Engagement and Motivation:
The recognition of both faculty and students inspires and motivates the entire college community. Students who see their peers such as Ashish Sudhakar Padvi and Pardeshi Shalini Chandrashekhar receiving national and state-level awards are more likely to participate in extension activities and strive for excellence. This culture of recognition fosters a competitive spirit and a desire to contribute meaningfully to society among the student body.

Catalyst for Continuous Improvement:
These accolades serve as a catalyst for continuous improvement in the college's extension activities. They provide validation for past efforts and encourage the institution to expand its outreach initiatives. The recognition also opens doors for future collaborations and projects, providing the college with a platform to undertake more ambitious and impactful community development efforts.

The awards and recognitions received by RFNS Senior Science College, Akkalkuwa not only bring honor and prestige to the institution but also play a crucial role in strengthening its relationship with the community motivating students and faculty fostering a culture of continuous improvement in social responsibility efforts. These outcomes underscore the college's unwavering commitment to making a positive impact on society.

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

3.4.3

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

Response: 47

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	07	13	14	06

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

3.5 Collaboration

3.5.1

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

Response: 6

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Our Rural Foundation Nandurbar Sanchalit (RFNS), Senior Science College, Akkalkuwa established in 2003 is in the tribal and naxalite-affected area of Akkalkuwa, Nandurbar district with a significant portion of the population being first-generation learners, our institution provides a robust and supportive educational environment.

1. Classroom and Seminar Facilities:

- The Institute has three well-ventilated classrooms and one seminar hall, collectively accommodating 130 students at a time.
- Each classroom and the seminar hall are equipped with Information and Communication Technology (ICT) facilities, enhancing the teaching and learning experience. It guarantees effective use of the resources by promoting creative approaches to learning and teaching such as LCD projectors,PPT and sound systems etc. The PPT presentation provides thorough information about the curriculum.

2. Departmental Laboratories:

- The college houses dedicated laboratories for the Chemistry, Botany, Zoology and Geography departments. These laboratories are equipped with the necessary apparatus and equipment to support practical learning and research.

3. Library Resources:

- Our Library building boasts a collection of 4022 books, journals and reference materials.
- The library is automated with E-library Manager Software (web-based version 2019) and includes two computers for online accession, facilitating efficient management and access to resources.

4. Campus Facilities:

- All buildings, classrooms and laboratories are well-ventilated and equipped with aqua guard drinking water facilities.
- The botanical garden serves as a vital resource for the study of plant species and their

characteristics, supporting both teaching and research activities.

5. Safety and Security:

- The campus is equipped with CCTV-enabled security systems, ensuring a safe and secure environment for all students, faculty and staff.

6. Administrative and Support Units:

- The institute has separate administrative offices and storerooms for NCC, NSS, Student Development and the Sports Unit.
- The IQAC office is fully equipped for conducting internal quality audits and maintaining documentation for NAAC accreditation.

7. Faculty and Student Amenities:

- A staff room is available providing a conducive environment for faculty members to engage in academic activities.
- A centralized canteen offers a variety of food options for students and staff.
- A separate ladies' room is available for female students which ensurs their comfort and privacy.

8 Sports and Recreational Facilities:

- The institute provides outdoor facilities for sports such as volleyball, kho-kho, throw ball and shot put.
- Indoor games such as chess are also available promoting a balanced and healthy lifestyle for students.
- College has students from Gujrat state. This gives students the opportunity to be exposed to different cultures. To cultivate the cultural skills of the students. The college hosts a cultural presentation each year. The performances are arranged in centralized places in the college.
- The hall is available for multipurpose use such as cultural events, competitions, exhibitions, prize distribution days, discussions, debates, quiz contests and more.
- Playground and open space at the college are utilized for celebrating Independence Day, Republic Day, International Women's Day and Yoga Day etc.

Our Institute is committed to providing adequate infrastructure and facilities to support the teaching-learning process. The integration of ICT in classrooms and seminar halls, well-equipped laboratories, a resourceful library and comprehensive campus amenities collectively contribute to an enriching educational experience for our students.

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

4.1.2

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

Response: 15.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.1	1.0	1.22	0.04	1.96

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

Our college library is equipped with the e-Library Manager 2019 Web Application Version 1.0, a comprehensive ILMS that streamlines library operations and enhances user experience. Key features include:

1. **User Authentication:**
   - Secure login for administrators.
   - Role-based access control ensures appropriate access levels.
   - Password management with change and recovery options.
2. **Book Management:**

- **Catalog Management:** Administrators can manage book entries by title, author, genre and publication year.
- **Search Functionality:** Users can search by various filters like title, author, ISBN and keywords.
- **Inventory Management:** Tracks available, borrowed and reserved copies.

3. **Book Transactions:**
   - **Borrowing and Returning:** Tracks due dates and overdue books.
   - **Transaction History:** Detailed records of all borrowing and returning transactions.

4. **Reporting Section:**
   - **Transaction Reports:** Generate reports on borrowing and returning activities, overdue books and user transactions.
   - **Inventory Reports:** Insights into the current status of the library inventory.
   - **User Activity Reports:** Detailed reports on user activities, popular books and frequent borrowers.

5. **Barcode Generation:**
   - **Student and Book Barcodes:** Facilitates quick check-in and check-out processes.

6. **Staff Books and Periodicals:**
   - Separate section for managing staff books with extended borrowing periods.
   - Manage subscriptions and issues of periodicals like magazines and journals.

7. **User Management:**
   - Detailed user profiles with personal information and borrowing history.
   - **Role Assignment:** Grant different levels of access and permissions.
   - **Activity Logs:** Maintains logs of user activities for security and monitoring.

Access to Relevant Resources: Our library provides access to a wide range of resources to support coursework and research:

- **Textbooks, Journals and other materials:** These resources are essential for supporting coursework and facilitating in-depth study.
- **E-resources and Journals:** Subscriptions to various e-resources and journals provide up-to-date information and research material.

Supporting Research and Inquiry: The library offers tools and guidance to help students and faculty find, evaluate and use information effectively, thereby supporting academic research and inquiry.

Fostering Critical Thinking and Literacy: Librarian teach information literacy skills, promoting critical thinking and effective information use among students. This ensures that students can critically assess and utilize information in their academic and personal lives.

Supporting Faculty Development: Our library provides resources and services to support faculty research, teaching and professional development.

Continuous Assessment and Improvement: We continuously assess and improve our services to meet the evolving needs of students and faculty. This ensures that our

library remains a vital resource for academic success, student achievement and lifelong learning.

Functions of the Library:

- **Providing Books and Resources:** Ensuring that relevant reading materials are available for students and faculty.
- **Promoting Proper Use of Resources:** Encouraging the effective use of library materials.
- **Training Students:** Educating students on how to utilize the library effectively.
- **Supporting the Teaching Program:** Aligning library resources with the college's teaching objectives.
- **Encouraging Lifelong Learning:** Fostering a culture of continuous learning among students.
- **Supporting the College's Mission and Vision:** Aligning library functions with the college's broader objectives.

By fulfilling these roles, our college library contributes significantly to academic success, student achievement and lifelong learning making it an indispensable learning resource.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Our institution is committed to providing cutting-edge IT facilities to support the teaching and learning process. We have established a robust mechanism for upgrading and deploying ICT infrastructure, ensuring that our teachers, students, office staff and all stakeholders have access to modern teaching and learning aids. Here are the details of our current IT facilities, recent updates and internet bandwidth availability:

- **Computer-Student Ratio:**
  - The current computer-student ratio is 15:1. Our institution planinng to increase this ratio by providing personal desktops to each department to enhance accessibility and learning opportunities.

- **Desktop Computers:**
  - The college provides desktop computers for students to learn basic operating systems and other essential software.
  - Faculty members use their personal laptops to stay updated and perform academic activities efficiently.
- **LAN and Wi-Fi Facilities:**
  - Our campus is equipped with a Local Area Network (LAN) that ensures seamless connectivity for all computer systems.
  - The entire college campus is Wi-Fi enabled, providing students and staff with easy access to internet services.
- **College Office IT Infrastructure:**
  - The college office is well-equipped with three desktop computers, LCD projectors, printers, fax machines, scanners, a BSNL broadband connection and routers.
  - These facilities support efficient clerical work and administrative tasks.
- **Antivirus Software:**
  - We prioritize cybersecurity by regularly updating our antivirus software.
  - The antivirus is renewed every three years to protect our systems from malware and other security threats.
- **Internet Bandwidth:**
  - The institution offers an internet facility with multiple connections across the campus to ensure uninterrupted service.
  - Internet speed ranges from a minimum of 50 Mbps to a maximum of 100 Mbps meeting the diverse needs of various departments and offices.
  - High-configuration Wi-Fi servers with multiple plug-ins are strategically placed to provide robust internet access at different locations.
- **Website Management:**
  - Our college website is regularly updated, incorporating suggestions from the Internal Quality Assurance Cell (IQAC).
  - The website serves as a platform for uploading faculty accomplishments, department events and important notices for students.
- **Online Learning and Virtual Events:**
  - During the lockdown period in 2020, the institute invested in Google Workspace for education to facilitate virtual learning.
  - Teaching staff use Google Meet and Zoom to interact with students, conduct seminars and organize videographic lectures.
  - All records and archives of these virtual meetings are preserved in Google Drive for future reference and sharing as needed.
- **LCD Projectors and Internet Facilities:**
  - The college management has provided LCD projectors and internet facilities to enhance the teaching-learning experience.
  - Faculty members utilize these tools for seminars and videographic lectures, making learning more interactive and engaging.

Continuous upgrades to our IT infrastructure will ensure that we remain at the forefront of technological advancements in education. Our commitment to regularly updating and enhancing our IT facilities reflects our dedication to providing a conducive learning environment that leverages modern technology for academic excellence.

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

4.3.2

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

Response: 15.7

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

Response: 10

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 6.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.49	0.83	0.83	0.15	0.59

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 58.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
83	101	97	79	93

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

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 54.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
139	67	0	79	140

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

5.1.4

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

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

Response: C. 2 of the above

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

5.2 Student Progression

5.2.1

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

Response: 34

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	14	17	9	9

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	51	56	31	08

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

5.2.2

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

Response: 100

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	01	0	0	03

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

5.3.2

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

Response: 3.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	05	02	02	04

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

5.4 Alumni Engagement

5.4.1

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

Response:

RFNS Senior Science College, Akkalkuwa located in the Nandurbar district, boasts a diverse and accomplished alumni base. Our alumni have achieved remarkable success at both state and national levels in various fields. The alumni association actively encourages former students to participate in activities that contribute to the college's progress and development. By organizing alumni meets and gatherings. The association facilitates meaningful interactions between alumni and current students. These events allow alumni to share their experiences, deliver guest lectures and provide valuable career guidance and job opportunities.

The connection between RFNS alumni and the college extends beyond career guidance, reflecting a deep emotional attachment. Alumni often express gratitude and nostalgia for the institution's pivotal role in shaping their lives. Each year, an alumni meet is arranged on campus, bringing together former students to share their experiences with faculty and current students. The alumni association consisting of a committee of five members and a general body of all registered members organizes these events. Students who have completed UG, PG and Ph.D. programs at the college are eligible to register as members.

The alumni association maintains and updates an alumni database, promoting a friendly association between alumni and their juniors. This network helps former students stay connected with their peers and the institution. Alumni meets serve as a platform where the college proudly recognizes its successful alumni. During these gatherings, alumni share their real-world experiences and offer insights into the challenges and opportunities they encountered after graduation.

The association plans, coordinates and attends various events meetings and activities as requested by academic units. Committee meetings are held as needed and an annual general meeting takes place once a year. While the association primarily contributes non-financially, its efforts significantly boost student morale. Enrolled students often inspired by the alumni play important roles in society.

During the annual social gathering, the college felicitates its alumni under the association's umbrella. Alumni members contribute and support many curricular, co-curricular, and extra-curricular activities. They are frequently invited to deliver lectures on selected topics or career opportunities without accepting any remuneration or travel expenses. Many alumni, especially from the Chemistry department, guide current students for exams like NET/SLET/GATE and other competitive tests. During NSS camps in adopted village alumni from those villages fully support the camp's success.

Contributions and Activities by the Alumni Association

1. **Organization of Alumni Meets:** Regular alumni gatherings are held every academic year.
2. **Student-Alumni Interaction Programs:** These programs foster connections and provide guidance.
3. **Guest Lectures:** Alumni deliver lectures on various topics and career opportunities.
4. **Facility Upgrades:** Efforts are made to upgrade and improve the college's facilities.
5. **Fostering Lifelong Relationships:** The association encourages alumni, faculty and students to maintain a lifelong connection with the college.

Through these activities and contributions, the alumni association significantly enhances the educational experience at RFNS Senior Science College, Akkalkuwa supporting both the institution's mission and the personal and professional growth of its students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Taking in to account the demand made by students, teachers, departmental heads, support unit in charge office and the Principal seeks the requirement from concerned heads by giving them notice for remaining stock verification and submission of report to office. After evaluating the necessity of requirements, the list of requirement is finalized. The consolidated requirement of all departments is placed before the purchase committee consisting of the representative of Management, Principal, Office Superintendent and Senior teachers for the approval.

College Policies and Management Structure

The college's policies align well with both government and university standards. All faculty members work collaboratively to achieve these policies. For smooth functioning and clear division of responsibilities central committees are formed. Transparency is maintained by sharing relevant information on the college website for easy access by all stakeholders. Discipline a vital virtue for the teaching-learning process is maintained by faculty members and students' performance is closely monitored through batch counseling. The college practices decentralization and participative management on a day-to-day basis following the sequence of operations outlined below:

1. Governing Bodies and Committees

- The **governing body**, **advisory committee**, **finance committee**, **examination committee and local management committee/CDC** are constituted as per UGC norms and are fully functional.

2. Principal's Role

- The **Principal** makes policy decisions in consultation with the College Development Council/Local Management Committee and oversees overall administration.

3. Heads of Committees

- **Heads of various committees** are responsible for managing the admission process, student issues, the teaching-learning process, maintenance of amenities, discipline and campus cleanliness. They assist the principal in administrative matters.

4. Heads of Departments (HoDs)

- The **HoDs** are entrusted with responsibilities such as workload allocation, timetable preparation, monitoring faculty and student attendance, executing teaching and practical work and evaluating faculty academic contributions and student progress. Procurement of departmental requirements is done through the HoDs in accordance with the norms of the purchase committee. They also assist the principal in administrative duties.

5. Faculty Involvement in Committees

- There are various committees, such as the **Grievance Redressal Committee**, **Anti-Ragging Committee**, **Research Committee**, **NSS** and **IQAC** where faculty members are involved in the planning and execution of co-curricular and extracurricular activities.

6. Internal Quality Assurance Cell (IQAC)

- The **IQAC** arranges meetings, monitors quality assurance issues and ensures the sustenance of academic quality.
- The IQAC also promotes quality enhancement measures within the college.

7. Procurement and Resource Management

- In response to demands from students, teachers, departmental heads, support units and the office, the Principal requests concerned heads to verify and report their remaining stock. After evaluating the necessity of these requirements a consolidated list is finalized. This list is then placed before the **purchase committee**, which includes representatives from Management, the Principal, the Office Superintendent and Senior teachers for approval.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institutional Perspective Plan at RFNS, Senior Science College, Akkalkuwa is a meticulously designed and effectively executed strategy that aligns the institution's goals with its mission of providing quality education in a challenging tribal and naxalite-affected region. This plan is a collaborative effort involving the Principal, IQAC, CDC and various stakeholders.

Administrative Setup:

The administrative structure is designed to support efficient decision-making and smooth operations. The Principal in collaboration with the faculty and management oversees the preparation of the annual budget and the implementation of institutional policies. Under the Principal's guidance, IQAC ensures ongoing improvements in academic and administrative quality. Departmental affairs are managed by the Heads of Departments while various committees work to facilitate a seamless teaching-learning process, contributing to the overall governance of the institution. The college operates under the governance of the Rural Foundation Nandurbar Sanstha and is affiliated with Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon.

Policy and Policy Documents:

The institution has established a robust and well-documented policy framework that governs all academic, administrative and operational activities. These policies are regularly reviewed and updated The clear documentation of these policies ensures transparency and consistency across the institution.

Committees:

Committees play a vital role in the decentralized governance of the college. They oversee various aspects of the institution's operations, including academic, financial and quality assurance activities. Each committee operates within well-defined guidelines, ensuring that their activities are in line with the strategic goals of the institution. Regular meetings, meticulous record-keeping and systematic follow-up actions underscore their commitment to the college's vision and mission.

The College Development Committee (CDC) is the apex body at the college level serving as a crucial link between the Management and the College. Comprising representatives from Management, Faculty,Non-teaching staff and students. The CDC along with the IQAC plays a key role in finalizing the college's academic, administrative and infrastructural development plans. Administrative staff, including senior and junior clerks, accountants and other support staff, work under the Principal's guidance to ensure smooth daily operations. The institution is gradually embracing e-governance across various functions, such as administration, accounts, examinations and library services to enhance operational efficiency.

Appointment and Service Rules:

The college strictly adheres to appointment and service rules as outlined by the Maharashtra Public Universities Act 2016, Kavayitri Bahinabai Chaudhari North Maharashtra University, State Government of Maharashtra and the UGC. Promotional policies for non-teaching staff are based on Maharashtra Civil Service rules and regulations, ensuring fairness and transparency in recruitment and promotions.

Perspective Plan :

Following its first cycle of accreditation in September 2018, the college developed a five-year perspective plan (2018-19 to 2022-23) aimed at expanding academic offerings and enhancing its educational impact. This plan promotes faculty involvement in curriculum design and review, the organization of national and international seminars and workshops, the adoption of ICT-enabled teaching-

learning processes and infrastructure improvements and including the construction of a well-furnished reading hall and the enhancement of library facilities.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has implemented several welfare measures for the benefit of both teaching and non-teaching staff, reflecting its commitment to their well-being and professional development. One of the key initiatives is the group accidental insurance scheme, which offers coverage of up to Rs. 10,00,000 with an affordable premium of Rs. 354 per annum. This scheme provides financial security and peace of mind to staff members ensuring that they are protected in case of unforeseen accidents.

The institution also acknowledges and rewards the academic and non-academic achievements of its staff. Additionally, the General Provident Fund is available to grantable staff, allowing them to invest 10% of their basic pay with returns as per government rules. For staff that joined after November 1, 2005, the National Pension Scheme (NPS) is in place, ensuring that all employees have access to retirement benefits.

Medical claims are facilitated through the Joint Director, Higher Education to the Government of Maharashtra providing staff members with access to necessary healthcare services. The institution also supports professional development by covering registration fees and providing TA/DA for attending various workshops at the college and university levels.

In addition to these benefits, the management takes great pride in recognizing the sincere efforts and achievements of its staff. Staff members are felicitated in special functions for their dedication, clearing qualifying examinations like SLET/NET and presenting papers at international conferences, publishing books, and obtaining advanced degrees like M.Phil. or Ph.D. The institution's emphasis on welfare measures and recognition of academic achievements fosters a culture of continuous learning and growth.

Appraisal System: The institution also follows a Performance-Based Appraisal System (PBAS) developed by the University Grants Commission (UGC) and the affiliated university, KBCNMU Jalgaon, for the promotion of teachers. A dedicated API/CAS committee verifies the PBAS forms, which are then reviewed by the Principal before being forwarded to the university for final approval. This system ensures a fair and transparent assessment of teachers' performance contributing to their career advancement.

A separate committee is responsible for analyzing feedback on teaching faculty. Online feedback is collected from students across various classes, allowing them to provide input on the quality of education they receive. The feedback is then reviewed by the Principal who takes appropriate action based on the students' remarks. The non-teaching staff's performance is similarly evaluated through a government-provided format ensuring that all employees are assessed fairly.

The welfare measures: The institution places a strong emphasis on motivation and encouragement, offering duty leave for teaching staff to engage in orientation, refresher and short-term Faculty Development Programs (FDPs). Additional benefits include staff rooms, casual leave, medical leave, sports events, library facilities and internet access. The institution also supports career development by encouraging staff to enroll in higher education programs. As a result, two teaching staff members have completed Ph.D. degrees and two non-teaching staff members have completed graduate programs during the assessment period. These welfare measures reflect the institution's dedication to fostering a supportive and growth-oriented environment for all its employees.

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

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 54.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	17	7	14	07

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	11

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college is fully aided by the Govt. of Maharashtra and included under section 2(f) section 12B of the UGC Act, 1956. It is fully eligible to receive the grants under various schemes of UGC. The college mobilizes funds for its regular activities from various agencies. The IQAC and UGC committee always search the new reassures for mobilizing funds and it has developed a systematic procedure for the

optimal utilization at these resources. College receives grants from the UGC under General Development Assistance and under various schemes which are utilized for development of infrastructure and educational equipment's as per the guidelines of the UGC.

The college receives tuition fee, library fee and gymkhana fee which are utilized by the college as per need. The college receives grants for organizing seminar, workshop and conference from the KBCNMU Jalaon and Govt. of Maharashtra etc. The college maintains its infrastructure updated from time to time. It has prepared its policies for effective implementation and optimal utilization of its resources. Officially appointed peons maintain the cleanness of the classrooms and campus of the college. Few contractual support staff is appointed through proper channel. The received funds are collected and used through the Cheque, RTGS or NEFT mode. As per the priority and advised of CDC the funds are utilized for infrastructural development and beautification, ICT device and up gradation, student development and necessary equipment for the skill-based courses. Each and every single rupee received is spent utilized proper channel.

Financial Audits:

The college has internal and external audit system. The internal audit is done by Head Clerk and Account Clerk while external audit is carried out by Chartered Accountant appointed by the institution for each financial year. The audited report by the external auditor is placed before the Management in the meeting for vetting and rectification, if any. The remarks given by the auditor are taken into consideration in the next year. In the second stage representative of Joint Director of higher education, Jalgaon region which go through the audited statements in detail in order to examine the legality of receipt and payments. The government assessment is carried out by the Joint-Director of Higher Education, the Senior Auditor and audited by the Auditor General of the State periodically. The Annual Audit Statement is regularly submitted to AO/Joint Director, Jalgaon Region and Government of Maharashtra. The last audit done recently by the senior auditor and Joint Director of Higher Education, Jalgaon and there were no major objections.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) plays a crucial role in embedding quality assurance strategies and processes within our institution, ensuring continuous improvement in all aspects of academic and administrative operations. The IQAC's primary focus is on enhancing the teaching-learning process and overall educational experience, aligning with the institution's vision of excellence.

Institutionalizing Quality Assurance Strategies and Processes:

The IQAC is essential in establishing and implementing quality assurance strategies that resonate with the institution's goals. By fostering a culture of quality the IQAC engages faculty, students and staff in continuous self-assessment and improvement. This collaborative approach ensures that high standards are maintained across all departments contributing to a unified commitment to academic excellence.

Regular Review of the Teaching and Learning Process:

A key function of the IQAC is the regular review of teaching and learning methodologies. This involves assessing curriculum delivery, teaching practices and student engagement to ensure the adoption of innovative, student-centered approaches. Through academic audits, peer reviews and the integration of technology in teaching the IQAC works to continuously enhance learning outcomes and the overall effectiveness of the educational process.

Feedback-Based Outcome:

Feedback from stakeholders including students, faculty and alumni is central to the IQAC's approach. This feedback is analyzed to identify strengths and areas for improvement, leading to actionable outcomes that enhance the quality of education. The IQAC ensures that the feedback mechanism is robust and transparent allowing for genuine insights that inform decision-making and policy adjustments.

Incremental Improvements:

The IQAC emphasizes continuous, incremental improvements across all institutional activities. By systematically documenting and analyzing the outcomes of various initiatives the IQAC tracks progress in academic programs, research, faculty development and infrastructure. These incremental changes contribute to the institution's steady advancement toward its quality objectives.

Improvements in Library Facilities and Admission Processes:

Significant improvements have been made in library facilities transforming it into a modern learning resource center with enhanced digital resources and an Integrated Library Management System (ILMS). Similarly, the IQAC has streamlined the admission process, ensuring transparency, efficiency and inclusivity.

Extension Activities and Grievance Redressal:

The IQAC oversees extension activities like the National Service Scheme (NSS) ensuring they are impactful and aligned with the institution's educational goals. Additionally, the implementation of a QR code-based grievance redressal system has made it easier for students and staff to report issues enhancing responsiveness and support within the institution.

In summary, the IQAC's efforts have significantly contributed to institutionalizing quality assurance strategies, ensuring continuous improvement and fostering a culture of excellence across all facets of the institution.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

In line with the institute's vision across various academic and administrative domains our institution has diligently prioritized the safety and security of female students. We are committed to fostering a secure and supportive academic environment with women's safety being a top priority. Our proactive measures and programs are designed to promote gender equity and ensure a safe learning experience for all.

Over the past three to four years, our focus on gender parity has yielded significant success as evidenced by the increasing enrollment ratio of female students. This positive trend reflects the confidence parents have in the safety and security measures provided by our institution. To maintain and enhance this environment. Key among these is the installation of CCTV cameras at strategic locations throughout the campus. These cameras play a crucial role in monitoring activities, deterring potential issues and ensuring a secure environment for female students. Additionally, students must present valid ID cards to enter the campus and faculty members participate in rotational supervision to uphold discipline and security. The "Yuvatisabha" program is another cornerstone of our efforts. It addresses women's health, hygiene, security and gender equality through various activities, including lectures and seminars on women's laws and rights. The program also features workshops, expert talks and competitions.

To bolster personal safety, the college organizes annual self-defense training camps 'Swayamsiddha' through the "YuvatiSabha," which are aimed at improving self-confidence and equipping female students with essential self-defense skills. The institution has established several specialized committees to support gender equity and address student concerns. These include the Student Grievance Redressal Cell, Anti-Ragging Committee and Discipline Committee. Additionally, the Sexual Harassment Prevention Cell plays a vital role by conducting orientation programs for female students at the start of each academic year. This cell handles any reported cases of harassment and ensures that the campus remains a conducive place for academic focus. The college conducts guidance programs on constitutional law tailored to women's needs, organizes lectures on workplace harassment and celebrates International Women's Day. We also offer self-help group guidance, personality development camps and events that recognize and celebrate women's achievements in various fields. Our commitment to inclusivity extends to co-curricular and extracurricular activities. The college provides equal opportunities for female students to participate in sports, cultural activities and various programs; SDD and NSS play a significant role in that. We celebrate national events like Independence Day and Maharashtra Day with favor, teaching students about India's political history and freedom struggle.

Furthermore, we organize events to commemorate the birth and death anniversaries of notable Indian figures, which instill respect for India's rich heritage and national pride. To support personal needs, the

college offers a dedicated common room for female students, equipped with essential amenities. We also provide grievance and suggestion platforms through the suggestion box, promoting transparency and accountability.

In summary, our institution is dedicated to educating, empowering, and celebrating women, creating an environment that supports their personal and professional growth in a secure and inclusive setting.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

1. **Green audit / Environment audit**
2. **Energy audit**

3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

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

7.1.4

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

Response:

Our institution is dedicated to fostering educational values that promote harmonious relationships between the college and society. We actively engage students in events such as Constitution Day, Republic Day, World Non-Violence Day and various rallies to address issues like addiction, gender equality and environmental conservation. Initiatives such as Yuvatisabha for girls and self-defense training by experts aim to enhance students and staff awareness of their rights, duties and promote a healthy lifestyle.

To ensure an inclusive environment, our institution has undertaken several initiatives. We have planted numerous trees to promote a green and healthy campus and we actively admit students from diverse backgrounds to enrich the college experience. Faculty members are committed to incorporating diversity into teaching practices to address various learning needs effectively.

Every year, staff members adopt underprivileged students providing financial support to help cover academic expenses and other needs. We prioritize character building and overall development through activities that focus on national integrity, social equality and cultural harmony.

Our institution addresses pressing social issues to create awareness among students and the community.

We strive to create a peaceful and harmonious society by promoting tolerance and inclusivity in relation to cultural, regional, linguistic and socioeconomic diversity. We uphold democratic values by emphasizing liberty, equality, and fraternity.

To support an inclusive environment, we have implemented various initiatives:

1. **Admission Policies**: All students are treated equally during admission with special reservations for ST, SC and other backward communities. Equal opportunities are provided through classroom interactions, college functions and activities. Economically disadvantaged students receive scholarships to aid their inclusion in the mainstream.
2. **National and Cultural Observances**: We celebrate important national and regional days such as Independence Day, Republic Day and Maharashtra Day as well as the birth anniversaries of key figures like Shivaji Maharaj, Savitribai Phule, Mahatma Gandhi, Sahahu Maharaj, Sardar Vallbhbhai Patel and Dr. Babasaheb Ambedkar. These events promote national unity and remembrance of contributions made towards social upliftment.
3. **Special Programs**: Events like Constitution Day and International Women's Day are organized to honor soldiers, promote democracy and encourage gender equality. Programs such as Yuvatisabha and Personality Development Workshop aim to sensitize students about gender issues and health.
4. **Cultural and Regional Celebrations**: The college frequently hosts cultural festivals, regional events and linguistic celebrations to foster appreciation and respect for diverse traditions. Multilingual communication in Marathi and English facilitates inclusivity and breaks language barriers.
5. **Socioeconomic Inclusivity**: Scholarships and financial aid programs ensure students from various socioeconomic backgrounds have equal access to education, promoting social harmony and equal opportunity. Aarthik Durbal Ghatak Yojna and Scholarship.
6. **Regular Sensitization**: We commemorate significant days and anniversaries, including National Voters Day, Shahid Day and various historical figures' birthdays to build awareness about constitutional obligations, fundamental rights and civic responsibilities.
7. **Institutional Initiatives for Electroliteracy:** Rallies and Day Celebration for Awareness.

These efforts are supported by NSS units and other programs that foster tolerance, inclusivity and responsible citizenship. The institution remains committed to creating a respectful and supportive environment for all students and staff.

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

7.2 Best Practices

7.2.1

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

provided in the Manual

Response:

Best Practice:1

1. Title of the Practice: -Health Awareness Program

2. Objective of the Practice:

The primary objective of the Health Awareness Program is to enhance health outcomes and promote well-being among students and villagers in tribal and backward regions through a multifaceted approach.

3. The context:

The Health Awareness Program has been conceptualized to address significant health challenges faced by students and villagers in tribal and backward regions of Akkalkuwa. The program recognizes that these areas often experience unique social and environmental challenges that impact health and well-being.In the Akkalkuwa region, challenging terrain and poor infrastructure limit healthcare access and health awareness. A shortage of facilities and professionals, along with under-resourced services, exacerbates the issue. Limited education and high poverty further restrict access to care, while cultural stigma and poor sanitation add to the health problems. Recent crises, like COVID-19, highlight the critical need for better healthcare access and education.

4. The practice:-

Major Health Awareness Activity by College

Sr, No,	Academic Year	Activity Name	Date	Activity as Best Practice
1.	2018-19	Yoga Day	21/06/2018	**Blood Donation Camp**
		Medical Checkup Camp	28/11/2018	
		Blood Donation Camp	30/01/2019	
2.	2019-20	Sanitizer Making and Distribution	19/04/2020 to 05/06/2020	**Sanitizer Making**
		Mask Making	08/04/2020 to 30/06/2020	
		Red Ribbon Club	07/09/2019	
3.	2020-21	Covid-19 Survey by Pulse Oximetry	29/10/2020	**Blood Donate Camp**
		Pulse Polio Campaign	31/01/2021	
		Blood Donate Camp	22/12/2020	
		Covid-19	25/10/2021	**Covid-19**

4	2021-22	Vaccination Survey		**Vaccination Survey**
		Covid-19 Vaccination camp	25/10/2021	
		Blood Group Checkup Camp	30/12/2021	
5.	2022-23	Medical Checkup Camp	20/10/2022	**Red Ribbon Club**
		Eye Checkup Camp	29/01/2023	
		Red Ribbon Club	21/09/2022	

The college organized a health program in the Akkalkuwa region to address key health needs through four main initiatives:

1. **Blood Donation Camp:** A blood donation camp is organized by the college to alleviate local shortages and raise awareness about the importance of regular donations.
2. **Sanitizer Making and Distribution:**. The NSS Department runs this activity for improving hygiene and disease prevention during the COVID-19 pandemic.
3. **COVID-19 Vaccination Survey:**. NSS Department conducts a survey and reports it to the government.
4. **Red Ribbon Club:** Raised awareness in students about HIV/AIDS prevention and reduced stigma

5. Evidence of Success:

The recent activities have a significant impact: the Blood Donation Camp addressed local shortages and increased awareness about the importance of regular donations; the sanitizer production and distribution improved hygiene and helped prevent Covid-19 spread; the COVID-19 vaccination survey offered data to refine health strategies and enhance outreach; the Red Ribbon Club sessions educated students on HIV/AIDS prevention, fostering a better understanding and reducing stigma.

6.Problems encountered and resources required:

The Blood Donation Camp faced challenges in coordinating donors. The sanitizer production needed raw materials and equipment, The COVID-19 vaccination survey required extensive data collection tools. The Red Ribbon Club sessions demanded educational materials and expert facilitators to effectively raise awareness and reduce stigma

Report Link:

* Blood Donation Camp 2018-19

https://drive.google.com/file/d/1qOy1_qO5DQNcb7QTRgkjGtsyCKmy-ti3/view?usp=sharing

* Sanitizer Making 2019-20:

1.https://drive.google.com/file/d/1jXkK5iShogHXTVkK3_VkUOHYNivrAqHL/view?usp=sharing

2. https://www.youtube.com/watch?v=kJwnwphvKl4

* Blood Donate Camp 2020-21:

https://drive.google.com/file/d/1OqdLnbYVEP9U3BITHpGFkD5K0wyxawuw/view?usp=sharing

* Covid-19 Vaccination Survey2021-22

https://drive.google.com/file/d/1ArTSRdPUlz1TW2coQHkpI20wiXrH59lV/view?usp=sharing

*Red Ribbon Club2022-23:

https://drive.google.com/file/d/1nW9YloeS3QK0eDxwXYq52EIyR4A4bVz_/view?usp=sharing

Best Practice:2

1. **Title of the Practice**: **Student Adaptation Programme (Vidhyarthi Dattak Yojna)**
2. **Objectives of the Practice:**

To minimize dropouts, improve performance and reduce stress of the students through personal counseling and help promote them in higher education

1. **The Context:**

Most of our admitted students are tribal. They came from a hilly and remote area with a weaker educationally disadvantaged and socio-economic background. They have various problems, like personal, academic, physical and mental and it creates stress. Therefore, they feel complex and have hesitations in class and often face gaps in foundational knowledge and academic skills, unable to perform well. All this results in dropouts. One solution, therefore, is a student adaptation program. A Student Adaptation Programme (Vidhyarthi Dattak Yojna) is designed to address these specific challenges by providing tailored support to tribal students. This program aims to bridge the gap between the students' previous educational experiences and the demands of higher education. A student adaptation program forms the bond with students in the true sense. Mentoring is required for students to achieve emotional stability and to promote clarity in thinking and decision-making for overall progress.

1. **The Practice**:

- Each teacher is assigned one student for the complete academic year.
- Whenever help requires students to meet to discuss, clarify and share various problems, which may be personal, academic, etc.
- The mentors encourage the students to participate in co-curricular and extracurricular activities and sports.
- Their academic performance and other activities are all recorded.
- The mentors also keep in touch with the parents on their attendance, test performance, fee payment, examinations, etc.
- The mentors also counsel the students in need of emotional problems.
- When the students have any problem from other students, either with the staff or with work completion, the mentors speak with the other students and respective staff and sort out the

- problem.
- Mentors take special care of weak students, who are given advice on how to study.Prepare a timetable for study, clarify the doubts and also give notes to study.
- The chief mentor of the college takes the progress of counseling students by mentors.
- Student's problems are discussed with the principle and other faculties and necessary action is taken to solve them.

1. **Evidence of Success:**

Evidence of the success of the practice includes university ranks, better results in the examinations, improved attendance, fewer dropouts, increased participation in co-curricular and extracurricular activities, better discipline on campus and respectful relationships between teachers and students. The students are more relaxed and have a healthy relationship with the staff.

1. **Problems encountered and resources required:**

The effectiveness of the program can be limited by a limited staff. Hostel facilities for tribal students provided by the government are one of the major issues in the admissions process and student adaptation. Moreover, there may be challenges in communication if students are not fluent in the primary language used in the institution. There are no limitations or constraints faced during implementing the program.

Link: https://drive.google.com/file/d/1buDcv0dbyTccX5aEIPi1_1L5KN0hZO8o/view?usp=sharing

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Akkalkuwa tehsil, nestled within the Nandurbar district of Maharashtra has long been marked by challenges such as poverty, illiteracy, ignorance, superstition and outdated beliefs. These issues have collectively hindered the tribal and rural communities from integrating into the broader socio-economic mainstream. Recognizing these pressing issues, several social workers and institutions have identified illiteracy as the root cause of the tehsil's social, educational, and economic challenges. Education was

seen as the fundamental tool needed to uplift these marginalized communities.

One such institution that took up the cause is the Rural Foundation Nandurbar, a Non-Governmental Organization (NGO) founded by the visionary Hon. Shri. Appasaheb Prakash B. Patil in 1994. This organization has been actively working within the Nandurbar district to address various socio-economic issues. Between 1995 and 2024, the NGO implemented numerous projects such as Watershed Development Programs, DPAP, CAPART, Water-SDC, IGWDP, WDF, and IWMP. These initiatives were designed to foster community participation and sustainable development directly benefiting around 3,000 tribal families through the watershed development programs. Additionally, 1,260 women and girls received training in tailoring through the Women and Child Development Project, empowering them with skills for economic independence. The founder's dream was to see the tribal and rural people educated and fully integrated into the mainstream of life.

In alignment with this vision, the Rural Foundation Nandurbar established the Senior Science College in Akkalkuwa in 2003. The college is strategically located in a region that is socio-economically and educationally backward, primarily inhabited by tribal communities. Akkalkuwa lies within the Satpuda range of hills, with the Narmada River forming its northern boundary. The region shares borders with Akrani (Dhadgaon) and Taloda talukas to the east, while the southern and western boundaries adjoin the state of Gujarat.

Senior Science College offers a diverse array of academic programs designed to meet the educational needs of its students. The college currently provides five certificate programs and two undergraduate programs in Chemistry and Geography. However, the institution's commitment extends beyond academics. It emphasizes holistic student development, encouraging participation in a wide range of activities, including sports, social service, leadership training and cultural endeavours. During the academic year 2023-2024, the college enrolled a total of 131 students, with a balanced gender representation of 67 female and 64 male students.

The college has distinguished itself in the field of research, making significant contributions that reflect its commitment to academic excellence. This focus on research has been a core part of the institution's ethos since its inception. The college's academic staff comprises 12 permanent teaching faculty members, including four who are NET/SET qualified. The institution has also secured research funding from KBCNMU Jalgaon, further underscoring its research capabilities. At present, the college boasts an impressive eight Ph.D. holders, six Ph.D. guides and five registered Ph.D. students. Active research is ongoing in the departments of Chemistry, Botany, Zoology and Geography with about 40% of the faculty presenting papers at seminars and workshops over the past five academic years. Three faculty members have completed or are currently engaged in VCRMS projects showcasing the college's ongoing commitment to research.

This research dynamism is further evidenced by the publication of high-impact, Scopus-indexed and peer-reviewed journal articles many of which have garnered substantial citations. During its recent tenure, the college secured six patents with five of them granted under Intellectual Property Rights (IPR) and reflecting the institution's innovative spirit.

The college has also taken proactive steps to nurture research among its faculty through an institutional-level research funding scheme. This scheme provides seed funding to aspiring teachers enabling them to pursue larger grants from external funding agencies. Operating as a mentorship program it offers both financial support and guidance identifying promising researchers and helping them transform their

innovative ideas into impactful research outcomes. Faculty members actively participate in both national and international seminars and conferences, further contributing to the body of knowledge through their research publications. During the evaluation period, the college's faculty collectively authored 24 research papers published in UGC Listed, peer-reviewed, or Scopus-indexed journals along with 12 books and three conference proceeding articles. These publications are the result of individual faculty-led research projects, which have significantly bolstered the college's research initiatives.

The college's commitment to academic growth is also evident in its organization of seminars and workshops on campus including a national seminar that fosters a dynamic intellectual environment. To further enhance its research capabilities the college has established approximately three collaborative partnerships with other institutions and signed two Memoranda of Understanding (MOUs), under which two activities have been initiated. These collaborations allow for the sharing of research facilities and resources, thereby facilitating robust research endeavours.

Senior Science College, Akkalkuwa, stands as a beacon of higher education and research in the Akkalkuwa tehsil. With its profound commitment to academic excellence, research prowess and diverse educational offerings the institution has carved out a distinctive niche for itself. The college's dedication to fostering a vibrant research culture, incentivizing faculty engagement and encouraging innovative initiatives underscores its uniqueness as an educational powerhouse. Its legacy of academic excellence, commitment to research and holistic educational philosophy continue to make it a cherished institution for students and faculty alike. This institution not only educates but also empowers its students and the wider community, playing a pivotal role in transforming Akkalkuwa socio-economic landscape.

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

5. CONCLUSION

Additional Information :

- Rural Foundation Nandurbar Sanchalit, Senior Science College, Akkalkuwa, has emerged as the youngest and one of the top-performing colleges in the tribal and naxalite area under Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon.

- **Vision and Mission Alignment**: The institution is steadfast in its efforts to achieve its Vision and Mission by providing quality education to first-generation learners in the tribal zone, thus contributing to the upliftment of the community through education.
- **Innovative Teaching Practices**: Our dedicated faculty members utilize a range of ICT tools such as PowerPoint, Moodles, Google Classroom, social media, YouTube, to enhance the teaching and learning experience, ensuring that students are well-equipped with modern educational techniques.
- **A very good teacher student ratio (15.4)**
- **Qualified and Committed Faculty**: The college boasts a team of 12 highly qualified faculty members, including 8 Ph.D. holders and 4 NET/SET qualified teachers. Supported by 10 non-teaching staff, the faculty brings a sense of dedication and integrity to their roles, ensuring that students receive the best possible education.
- **Student Achievements**: Despite being a young institution, our students have excelled academically, with 03 students securing university Gold Medals and another receiving a National award in sports and National Integration Camp, reflecting the college's commitment to excellence.
- **Research and Innovation**: The institution fosters a robust research culture, with 07 faculty members recognized as research guides. Our faculty's contributions to research are noteworthy, with numerous research papers and books published, along with 09 patents granted and 06 patents published.
- **Library and Digital Infrastructure**: The college boasts a fully automated library, further supported by high-speed internet connectivity of 100mbps, ensuring that both students and faculty have access to the best resources for their academic pursuits.

- This collective effort and progress demonstrate the institution's commitment to providing quality education, fostering research, and contributing to the overall development of the region.

Concluding Remarks :

RFNS Senior Science College, Akkalkuwa, established by the Rural Foundation Nandurbar in 2003, has significantly contributed to the educational and socio-economic upliftment of the tribal and rural communities in the region. With its focus on quality education, infrastructure development, and comprehensive student support services, the college continues to fulfill the aspirations of first-generation learners and plays a vital role in integrating them into the mainstream of life. The institution's commitment to academic excellence, research, and community engagement is evident through its achievements, faculty contributions, and the active participation of students in various extracurricular activities, ensuring a holistic development of its student body. We belive education plays pivotal role in the process of social economic development of any nation. It aids of promotes and developing human resources of nation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Remark : DVV has considered the supporting document and made changes accordingly
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19	 |---|---|---|---|---| 	62	62	31	38	34	 Answer After DVV Verification : 	2022-23	2021-22	2020-21	2019-20	2018-19	 |---|---|---|---|---| 	13	20	20	17	16	 2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19	 |---|---|---|---|---| 	62	62	31	38	34	 Answer After DVV Verification : 	2022-23	2021-22	2020-21	2019-20	2018-19	 |---|---|---|---|---| 	62	62	31	31	31	 Remark : DVV has considered the supporting document and made changes accordingly
3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.* 3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with**

industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	16	23	18	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	07	13	14	06

Remark : DVV has considered the supporting document and made changes accordingly

5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability* *1. Soft skills* *2. Language and communication skills* *3. Life skills (Yoga, physical fitness, health and hygiene)* *4. ICT/computing skills* Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has considered the supporting document and made changes accordingly
5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	14	17	9	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	14	17	9	9

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	14	17	9	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	51	56	31	08

Remark : DVV has considered the supporting document and made changes accordingly

5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years** 5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
7	3	0	0	7 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
03	01	0	0	03 | Remark : DVV has considered the supporting document and made changes accordingly
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5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
31	10	3	26	25	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	05	02	02	04

Remark : DVV has considered the supporting document and made changes accordingly and event happening in the same month has been taken as one

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	8	5

Answer After DVV Verification :

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

Remark : DVV has considered the supporting document and made changes accordingly and made output as 0 as no teacher has been provided with financil assistance of 2000 or more.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 10 Answer after DVV Verification : 14