# SELF STUDY REPORT

## FOR

## 1st CYCLE OF ACCREDITATION

## YUVASHAKTI ARTS AND SCIENCE COLLEGE, AMRAVATI

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yuvashakticollege.org

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Yuvashakti Arts and Science College, Amravati is established in 2000-2001, situated in Western Vidarbha region of Maharashtra and affiliated to Sant Gadge Baba Amravati University, Amravati. It is run by Yuvashakti Samajik and Shaikshanik Sanstha, Amravati. The college is imparting Higher Education (Under Graduate Courses) in the Faculty of Arts and Science from the session 2000-2001. The faculty of Arts is on grant in aid from the financial year 2018-19, whereas the Faculty of Science is still on no grant basis. The college always attempted to provide quality education to the students who are coming from all walks of life: from urban, semi-urban and rural areas. The college has competent and dedicated staff who contributed in all round development of the students. There are total 9 subjetcs for UG in the Faculty of Arts and 12 subjects for UG in the Faculty of Science.

**Vision**

Yuvashakti Arts and Science College aspires to be an institution of importance by empowering young minds with holistic education and making them responsible citizen of India

**Mission**

Our mission is to provide holistic education to youth that empowers them to reach their full potential.

- Enrich Students with knowledge, skills & values to make them competent and competitive for the global opportunities.
- To cultivate a learning environment that fosteres critical thinking creativity, and emotional inteligence.
- To provide conducive teaching –learning ambience with continuous enrichment of lering resources for the students from rural and semi-urban areas.
- To strive to make the students competent and well-cultured to fight against the antisocial and inhuman activities in the society.

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

**Institutional Strength**

- Committed, visionary and supportive management.
- Prominence given to holistic development, social commitment and cultural enrichment through activities.
- Qualified, competent and committed faculty with a good combination of experience and enthusiasm.
- College area connected with WI-FI with 100mbps speed.
- Proactive National Service Scheme (NSS) unit.
- Registered Alumni Association.
- Extension activities through NSS for the welfare of society and excellent performance in Games and

Sports.

**Institutional Weakness**

Any academic institution that is expanding must work hard to overcome and improve upon the numerous obstacles it meets. The college is aware of its weaknesses and works tirelessly to improve academic performance. The following areas call for some reconsideration and corrective action:

- Limited Infrastructure facilities to start new courses.
- Due to the State Government's recruiting strategy, there are vacant teaching and non-teaching positions, especially in the Faculty of Science that creates an additional load on the working employees.
- Economically weaker background of students obstructs their studies.
- Limited research facilities. No research grants from Government / Non-Government funding agencies, as the college does not come under 2(f) and 12(B) of the UGC Act, 1956.
- State Government stopped Non Salary grant.
- Lack of nearby industry to help with employment
- Every year the institute conducts many departmental activities, but the department could not maintain the proper record of that activity or programme. Hence there is a lot of scope for improvement on recordkeeping.

**Institutional Opportunity**

Recognizing opportunities  and seizing them whenever they arise will aid the institution in development and having desired outcomes.

- Faster skill development through vocational programmes.
- To start new job oriented programmes for the benefit of society.
- To improve academic and research avenues.
- To motivate students to register themselves for online courses through SWAYAM, ePathshala,  NPTEL platforms.
- Possibility of introducing interdisciplinary programmes and courses under NEP 2020.

**Institutional Challenge**

- To run Faculty of Science on no grant basis.
- Maintaining both access and quality in the Higher Education.
- Keeping pace with the digital transformation taking place in higher education
- Creation of financial resources for the up gradation of physical and digital infrastructure.

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# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Being affiliated to Sant Gadge Baba Amravati University, Amravati, the college follows the curriculum prescribed by the university. The course and programme outcomes specify the students' level of knowledge, skills, values, and capacities. Through a variety of programmes and events, the institution aims to improve students' behavioural, leadership, and collaboration abilities. Timetable, subject-wise annual planning, teacher's Diary, attendance, and result analysis are prepared by the respective department. The course materials are divided into units as part of the academic preparation in order to inform, engage, and motivate the students. The teachers use participative learning, experiential learning, project work, field visit in accordance with the university curriculum for enhancing the learning skills of the students.

The annual planning for the college is prepared in line with the academic calendar published by the university each year. Curricular, co-curricular and extra-curricular activities are also decided for effective curriculum delivery.

For effective curriculum delivery, teachers are encouraged to use ICT resources to guarantee successful curriculum delivery. During Covid period teachers have explored various ICT tools to get connected with the students. For teaching learning the apps like Google meet, Zoom application have been used whereas for assessment Google forms, Testmoz, etc. are used. Some certificate courses have also been introduced in the college for sharpening the skills of the students.

The institution makes ongoing attempts to incorporate cross-cutting issues into the curriculum in order to accomplish holistic development of the students and foster a supportive environment for their academic pursuits and societal engagement. Regarding Gender Issues Women's Cell remain active throughout the session. It arranges various programmes to promote gender equality in the mindset of the students. Topics prescribed in the syllabus on human values are highlighted by the teachers and every teacher relates such topics with the day to day life of the students. Environment and Sustainability is there in most of the subjects prescribed by the university. Every subject teacher tries to sensitize students about ecological balance and its importance for living being.

There is also a feedback mechanism to collect, analyse and take action accordingly from various stakeholders.

**Teaching-learning and Evaluation**

In the teaching-learning process, student-centric methods play a pivotal role in the development of the cognitive, affective, and psychomotor domains of the students. NEP 2020 also reiterated the importance of student-centric methods for the all-round development of the students. Therefore our teachers proactively use participative methods like group discussion seminar presentations with the help of a projector for a better understanding of the topics.　　　Experiential learning gives first-hand experience to the students, for that teachers *arrange* field visits, and project work for collaborative and experiential learning. Along with this

*various* cultural events, elocutions, debates, quizzes, skits, poetry recitations, poster competitions, Rangoli, workshops on how to make natural colors during Holi, etc. are also arranged.

The students are given problem-oriented projects or research work by the respective teacher to carry out the analyses of the problems and make efforts to find out plausible solutions. Problems can always be solved in a variety of ways; therefore the students are encouraged to use the most effective and efficient way to reach out to the solution of the given problem.

The internal evaluation is based on factors like seminar presentation, participation in class work, homework, attendance, Group Discussion and Personal Interview, surprise exams, unit tests, and other factors like practical and assignments. Students are informed well in advance of the dates of in-class exams and assignments through notices. The use of social media proved helpful to connect with the students regarding internal assessment. The results are discussed with the students and the corrected answer scripts are distributed to the respective students by the respective subject teachers.

The college also has grievance redressal committee which works to sort out the exam related grievances of the students. Complete transparency is maintained in internal assessment. The external assessment is done by the university by conducting theory examinations.  And if any issue arises regarding the external assessment of the student, the institute helps him or her by raising the issue to the concerned authority at the university.

The students' entire development is promoted by effective curriculum delivery and additional activities. The number of co-curricular, extracurricular, and extension activities are arranged by the College, to assess the POs and COs.

At present, the college runs through a rented building.  But the management had decided that the college building which is under construction will be well furnished with all the necessary facilities.


**Research, Innovations and Extension**

Research and innovation is an integral part of every academic endeavor. The institute encourages all students and faculty members to research and innovate through different activities. Teachers contributed to research by publishing their research works in reputed journals and conferences. They also attend workshops and conferences on IPR. Two faculty members are research supervisors.

The college creates awareness about IKS through various programs like International Yoga Day, Rich History of India, the importance of meditation, etc. The workshops on use of ICT in teaching learning and research have also been conducted.

Students are motivated for project work, Field work in their subjects to improve analytical ability and critical thinking of students.

Extention activities are also conducted to sensitize students about the social issues that are relevant to their lives. Covid-19 Awareness Program, Workshops and guest lectures on health and hygiene are organized from time to time. A workshop on the manufacture of soft drinks was organized by the Department of Home Economics of the college. Programs are organized to make students aware of the importance and need of nutrition. Along with this a residential camp is also organized every year under the National Service Scheme. Under the National Service Scheme, Village Cleanliness Mission, Animal Welfare Camp, Harassment-Free

Program, Swachh Bharat Mission, Water Problem, etc. Some of the students also got awards and recognition from from local and university bodies.

## Infrastructure and Learning Resources

The college has sufficient infrastructure to conduct classes and various activities for the all-round development of students. The institute ensures the optimum use of infrastructure facilities that are available; as the college at present runs in a rented building. The construction of its own college building is in progress. The college building is under construction on 1.04 Hector Land at Old Bypass Road, Mauje Badnera, Amaravati. The building construction is going on as per the given map. The college library is also stacked with a good number of books and journals for the students. Along with this computer, printers and wi-fi facilities speed upto 100mbps is also available for the benefit of students and staff.

## Student Support and Progression

The college provides support to the students for their academic and overall progression. Various Government scholarships and schemes are provided to the students. They are benefitted from schemes like Pandit dindayal Yojana, Swadhar Yojana, and GoI Scholarships. Apart from this for the all-round development of personality various capacity development and skills enhancement activities are conducted throughout the year. In that communication skill enhancement program, Yoga, physical fitness, health, and hygiene awareness program are also being taken.

The institution also offers guidance for competitive exams. Every year many students get benefitted from such programs. The students who need guidance for their careers are provided counseling sessions by Career and Counseling cell in the college.

The college also has various mandatory committees to solve the problems of the students. There is a Cell for the prevention and prohibition of sexual harassment at the workplace, that conducts various activities to promote gender equality. The anti-ragging committee is also there to take care of students. Grievance Redressal Cell is also active in the college which solvs exam-related or other grievances of the students.

Most of the students who graduated from this institution continue their further studies by getting admitted to the Post Graduation courses. And some of the students also prefer to get placed after graduation.

Most of the students participate in games and sports and some of our students also played at university and national level.

There is a registered Alumni association in the college. It helps the newly admitted students to get adjust in the new environment of the college. They also guide and help students with their academic performance.

## Governance, Leadership and Management

The institute started with the vision to empower young minds with holistic education and make them responsible citizens of India. Therefore in every academic session, all activities are planned for effective implementation. The leadership is visible in various institutional practices, including decentralization and

participation in institutional governance. The college has established committees and forums that provide opportunities for stakeholders to participate in decision-making processes. The college's leadership practices also include the promotion of staff development and continuous learning. The college provides opportunities for staff members to attend training programs, workshops, and conferences that are relevant to their roles. This not only enhances their skills and knowledge but also promotes a culture of continuous improvement.

The appointment and service rules of the college are transparent and based on merit. The college follows a fair and objective process for the selection of faculty and staff members, which includes an assessment of their qualifications, experience, and skills. The college also provides equal opportunities for all, regardless of gender, religion, caste, or other such factors

The institution takes care of every staff by providing them with opportunities for academic progression. The functions as per the rules and regulations laid down by Government, UGC and the university. Overall, the college has demonstrated a commitment to the welfare of its staff members. The effective implementation of welfare measures not only supports the staff members in their roles, but also contributes to the overall success and growth of the institution.

The IQAC also plays a crucial role in promoting a culture of continuous improvement at our college. It monitors and records the incremental improvements made in various activities and processes over time. This helps us to track our progress and identify areas where further improvements can be made. Accordingly, the Women Empowerment Programme, Teachers' ICT training, and programs to develop the research aptitude of students are carried out.

## Institutional Values and Best Practices

The institutional values are visible in the practices and the activities it conducts. The college undertakes various initiative to promote gender equality. Internal Compliance Committee (ICC) is in force as per the prevention and prohibition of sexual harassment of women employees and girl students Act 2013. The Women Cell in the college takes various activities like Women and Self Defence, Guest lectures on Rights of Women etc. All thease programmes and activities are primarily focused on empowering women.

The institute has decided to take every effort for renewable energy in the proposed college building which is under construction. The initiatives have also been taken for The Green audit, Energy audit and Environment audit for the conservation of environment. With the help of digital media the college has reduced the use of paper.

The Institute always ensures an inclusive environment for cultural, regional, linguistic, communal socioeconomic harmony. For that various programmes and activities are conducted throughout the session.

The College always endeavors to sensitize students and employees to the Constitutional obligations: values, rights, duties and responsibilities of citizens by arranging programmes on Constitutional values.

Two Best Practices that are carried out by the institution are :

Bringing the Students belonging to Schedule Casts and Schedule Tribes into the Mainstream of Higher Education by providing them Various Government Scholarships. And the second Best Practice is related with the use of Online Admission software for the smooth admission procedure.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | YUVASHAKTI ARTS AND SCIENCE COLLEGE, AMRAVATI |
| Address | Tank Bazar, Farshi Stop, Chhatri Talao road, Amravati |
| City | Amravati |
| State | Maharashtra |
| Pin | 444606 |
| Website | yuvashakticollege.org |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | Ajay V. Gulhane | 0721-2579678 | 7517842201 | - | yascamt@gmail.com |
| IQAC / CIQA coordinator | Shivraj N Kombe | 0721-2992334 | 9890613076 | - | shivrajkombe@gmail.com |

| Status of the Institution | |
|---|---|
| Institution Status | Private , Grant-in-aid and Self Financing |

| Type of Institution | |
|---|---|
| By Gender | Co-education |
| By Shift | Regular<br>Day |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

| Establishment Details |
|---|
| |

| State | University name | Document |
|---|---|---|
| Maharashtra | Sant Gadge Baba Amravati University | View Document |

**Details of UGC recognition**

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

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

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

**Recognitions**

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

**Location and Area of Campus**

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|---|---|---|---|---|
| Main campus area | Tank Bazar, Farshi Stop, Chhatri Talao road, Amravati | Urban | 0.51 | 215.99 |

# 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 | BA,Arts | 36 | HSC | Marathi | 360 | 167 |
| UG | BSc,Science | 36 | HSC | English | 360 | 104 |

## Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 | | | | 3 | | | | 4 |
| Recruited | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 | 3 | 1 | 0 | 4 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |
| 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 | | | | 8 |
| Recruited | 5 | 3 | 0 | 8 |
| 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. | 0 | 0 | 0 | 2 | 1 | 0 | 1 | 1 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 1 | 0 | 5 |
| PG | 0 | 0 | 0 | 2 | 1 | 0 | 2 | 2 | 0 | 7 |
| 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 | 2 | 5 | 0 | 7 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualificatio n** | **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** |
| | 1 | 1 | 0 | 2 |

**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 | 182 | 0 | 0 | 0 | 182 |
| | Female | 89 | 0 | 0 | 0 | 89 |
| | 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 | 21 | 34 | 31 | 62 |
| | Female | 32 | 47 | 54 | 57 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 96 | 94 | 65 | 73 |
| | Female | 23 | 33 | 31 | 30 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 58 | 72 | 90 | 119 |
| | Female | 30 | 53 | 67 | 85 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 2 | 1 | 1 | 8 |
| | Female | 2 | 4 | 6 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 21 | 18 | 18 | 34 |
| | Female | 8 | 15 | 17 | 16 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 293 | 371 | 380 | 489 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | Our college is a multi-faculty institute having faculty of Humanities and Science. The institute has been offering the major Humanities courses like B. A. in Political Science, Sociology, Philosophy, Geography, Home-economics, English, Marathi, English Literature and Marathi Literature and in the faculty of Science the courses like B. Sc. in Physics, Chemistry, Mathematics, Computer Science, Biotechnology, Microbiology, Environmental Science, Zoology, Botany Industrial Chemistry, Food Science and Petrochemical Science have been offered. In view of the transformations as planned in NEP, respective adaptations of the existing programs and courses will be made as per the directions received from the |
|---|---|

|  | affiliating university from time to time. It would be helpful to introduce integrated four years Degree course as envisioned in NEP 2020 for the benefit of the students. At present, the faculty and students from Arts and Science stream are encouraged to undertake interdisciplinary projects; as prescribed in their syllabus. |
|---|---|
| 2. Academic bank of credits (ABC): | The college is affiliated to Sant Gadge Baba Amravati University, Amravati. From the Academic session 2022-2023 the university has introduced Choice Based Credit System (CBCS) for the first year Under Graduate Courses. Accordingly Academic Bank Credits (ABC) has also been initiated by the university. Therefore, the college students of BA and B. Sc (first year) have been registered for ABC to collect credits from various online and offline courses. The students are encouraged for enrolling online courses from where the students may earn credits from renowned HEIs. The Academic Bank of Credits (ABC) would provide digital platform for the students for credit recognition, credit accumulation, credit transfers, and credit redemption. The initiative undertaken by the affiliating University is at preparatory phase. |
| 3. Skill development: | Skillful human resources has huge demand in today's digital world. Soft skill also are also in huge demand. Accordingly the institute arranges skill enhancement programmes for UG students like Communication skills, soft skills, life skills development workshops. Recently the affiliating university has introduced CBCS under which there are separate modules for Skill Enhancement Module. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | NEP 2020 acknowledged the importance of Indian Knowledge System in human life. Therefore the renaissance of Indian Knowledge System is about to happen with the implementation of National Education Policy. Being affiliated to Sant Gadge Baba Amravati University, the institute is ready to adopt the forthcoming changes in the overall Higher Education System. Teachers are encouraged to integrate rich Indian Culture, Languages and Human values while delivering the content in the syllabus. Choice Based Credit System is implemented by the university from the recent session i. e. 2022-23 has good exposure to Indian knowledge System by prescribing subjects like Discovery of Bharat, and the |

| | |
|---|---|
| | institute is happy to disseminate the information about rich Indian culture, The glory of Indian Literature: Ved, Upanishads Indian Knowledge Tradition, Art and Culture and understanding of Bharatvarsha |
| 5. Focus on Outcome based education (OBE): | In outcome-based education (OBE), the focus is on a clearly stated expectation of what students should know and be able to accomplish, or what skills and knowledge they need to have, when they graduate from the educational system. It is an effort to gauge educational efficiency based on outcomes rather than inputs, including the amount of time students spend in class, and is frequently referred to as performance-based education. The criteria used to construct or reform the curriculum, choose instructional resources, choose teaching strategies, and carry out evaluations are the student learning outcomes. The syllabus prescribed by Sant gadge Baba Amravati University has clearly stated outcomes of each course. Accordingly the college implements the curricula effectively by enriching its content, choosing the appropriate teaching strategies, instructional resources and proper evaluative methods. The Programme Outcomes, Programme Specific Outcomes and Course Outcomes are clearly defined and efforts are being taken to attain those outcomes to the fullest possible extent. |
| 6. Distance education/online education: | National Education Policy 2020 highlighted the importance of Online and Distance Education to provide access to Higher Education for the large number of employed young generation. Now a days students prefer to earn while learning and online and distance modes of learning facilitate them to continue their learning as per their choice. To keep up with modern online education trends and master innovative teaching techniques, teachers are encouraged to take part in programmes for advanced pedagogy training. Recently the college has conducted One week online Faculty Development Program- "Development of MOOCs, e-Content and Teacher's e-Kit in Four Quadrant Format" in collaboration with Guru Angad Dev Teaching Learning Centre. (A Centre of Ministry of Education under PMMMNMTT Scheme) Some of the faculties are also working as counselor in IGNOU and Yashwantrao Chavan Maharashtra Open University, Nashik (YCMOU). Students are advised to engage in |

| | SWAYAM-NPTEL courses so they can get credit from prestigious HEIs. |
|---|---|

## Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | To create awareness about the election and voting procedure Electoral Literacy Club (ELC) has been set up in the College. It works to register and literate students about becoming a responsible voter. |
|---|---|
| 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? | Electoral Literacy Club (ELC) is working in the college. Miss Maya Malekar, Assistant Professor in Political Science is a Co-Ordinator and one faculty member Mr Anand Manwar, along with four students are its member. They are Miss Radha Pawar, Manoj Mavaskar, Aarati Wankhade, Harshad Pale |
| 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. | College ELC undertakes the awareness programmes about the voter registrations of students and communities. Most of the students became registered voter because of ELCs initiatives, They are made aware about the importance of right to vote and casting their vote in every election. |
| 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. | There were some students who have completed their degrees from the college but could not registered their name in the voter list due to some or the other reason. The college Electoral Club help them to get registered in the voter list. |
| 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. | Those students who are above 18 years are encouraged to register themselves as voters in the electoral roll. |

# Extended Profile

## 1 Students

### 1.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 287 | 370 | 382 | 466 | 430 |

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

## 2 Teachers

### 2.1

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

**Response: 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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14 | 6 | 6 | 6 | 6 |

## 3 Institution

### 3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 33.37 | 17.91 | 45.78 | 35.22 | 20.84 |

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

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

**1.1.1**

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

**Response:**

The college is affiliated to Sant Gadge Baba Amravati University, Amravati, hence the curriculum prescribed by the university is followed in accordance with the directions received from the university time to time. The college staff council has sessions where it discusses all curriculum revisions and amendments provided by the university. It also prepares the annual planning of the college in line with the academic calendar published by the university each year. Curricular, co-curricular and extra-curricular activities are also decided for effective curriculum delivery. Teachers are given the instructions accordingly. Every department prepares and distributes the workload among the teachers as per the number of admitted students in that particular subject. The timetable committee prepares the schedule while taking the requirements for the amount of hours needed for the teaching and learning to each department. Teachers also prepare their respective subject's annual planning and decide various teaching methodologies as per the syllabus topics. For continuous internal evaluation each department conducts periodic unit tests and internal assessment. Staff council periodically reviews the completion of the syllabus and the students' performance.

For effective curriculum delivery, the college has installed a LCD projector in the classroom. Teachers are encouraged to use ICT resources to guarantee successful curriculum delivery. During Covid period teachers have explored various ICT tools to get connected with the students. For teaching learning the apps like Google meet, Zoom application have been used whereas for assessment Google forms, Testmoz, etc. are used. Teachers keep track of their subject related activities in their academic diaries. Every department organises guest lectures and other departmental programme to enhance the learning outcomes of subject. For efficient curriculum delivery, all Departments combine classroom instruction with a variety of learning strategies, such as study tours, field trips, group discussions, project works and seminars; prescribed in the syllabus. Students also use facilities available at library for their studies. Both teachers and students have access to the Internet facility and other resources available in the institute. Finally, the achievement of curriculum objectives is evaluated in terms of students' learning outcomes and performance in the final exams at the UG level.

| File Description | Document |
|---|---|
| Upload 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:**

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

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

**1.2.2**

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

**Response:**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 30 | 0 | 28 | 84 | 76 |

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

## 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

The institution makes ongoing attempts to incorporate cross-cutting issues into the curriculum in order to accomplish holistic development of the students and foster a supportive environment for their academic pursuits and societal engagement. As part of the University mandated curriculum, the institution offers courses that incorporate cross-cutting topics. In addition to its efforts, the institution also arranges variety of events like workshops, seminars, and awareness programmes. The institution works to educate students about social issues and environmental concerns. Teachers highlighted the cross cutting issues in their syllabus and arranged various activities to sensitize students in the most effective way though guest lectures, group discussions and seminars on those particular topics.

For **Professional Ethics** the institution has prepared the code of conduct for various stakeholders. The disciple committee keeps vigilance in regards to misconduct not to happen in the college. An oath against corruption is also ministered to both the students and staff.

Regarding **Gender Issues** Women's Cell remain active throughout the session. It arranges various programmes to promote gender equality in the mindset of the students. The committee to prevent sexual harassment of women employee and students also arranges its regular meeting to deal with such issues. An experts talks and the workshop like Women's Safety and Self Defense are being conducted in the college every year.

The preservation of **Human Values** has its importance for the development of every individual in society. Topics prescribed in the syllabus on human values are highlighted by the teachers and every teacher relates such topics with the day to day life of the students. The subjects like Philosophy plays an important role to encourage human values among students.

**Environment and Sustainability** is there in most of the syllabus of the subjetcs prescribed by the university. Along with language subjects, Environment and Sustainability has its important place in the science subjects like Chemistry, Botany, Zoology, Environmental Science, Microbiology and Biotechnology. Every subject teacher tries to sensitize students about ecological balance and its importance for every living being. The programmes like Ozone Day, Water Day are celebrated in the college. The awareness is also created through field visits, and trips at various botanical gardens.

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

**1.3.2**

**Percentage of students undertaking project work/field work/ internships (Data for the latest**

**completed academic year)**

**Response:**

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

Response: 98

| 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:**

| 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](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 116     | 107     | 145     | 220     | 229     |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 240     | 240     | 240     | 240     | 240     |

| 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:**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 72      | 69      | 91      | 118     | 115     |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 118     | 118     | 137     | 211     | 215     |

| 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:**

## 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:**

In teaching learning process student centric methods plays pivotal role in the development of cognitive, affective and psychomotor domain of the students. NEP 2020 also reiterated the importance of student centric methods for all round development of the students. Our institute encourages the faculties to use students centric methods for the effective learning outcome. Teachers also proactively use participative methods like group discussion seminar presentation with the help of projector for better understanding of the topics. Question-answer method is also used to get the students involved in the teaching learning process. A few students are encouraged to elaborate a topic which is being taught on their own so that other students may get motivated to imitate the earlier.

As stated by Benjamin Franklin in 1750 "Tell me and I forget, Teach me and I remember, Involve me and I will learn." Experiential learning gives the first-hand experience to the students for that teachers arrange field visit, project work for collaborative and experiential learning. Along with this various cultural events, elocutions, debates, quiz, skits, poetry recitation, poster competitions, Rangoli, workshop on how to make natural colours during Holi etc. is also arranged.

The students are given problem oriented projects or research work by the respective teacher to carry out the analyses of the problems and make efforts to find out plausible solutions. Students are asked to be aware of the specific difficulties they face while learning. As soon as they become aware of their issues, they are instructed to list them. They are urged to speak with the teacher of their particular subject about these issues. Problems can always be solved in a variety of ways; therefore the students are encouraged to use the most effective and efficient way to reach out to the solution of the given problem.

| 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:**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 28 | 26 | 34 | 34 | 32 |

| 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:**

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 1 | 2 | 1 | 3 |

| 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:**

With the help of the teachers and the students, the IQAC implements a number of efforts to make internal evaluation visible, effective, and efficient. Students are provided chances to demonstrate and assess their levels of learning in a variety of levels. The internal evaluation is based on factors like seminar presentation, participation in class work, homework, attendance, Group Discussion and Personal Interview, surprise exams, unit tests, and other factors like practical and assignments. Students are informed well in advance of the dates of in-class exams and assignments through notices. The use of social media proved helpful to connect with the students regarding internal assessment. What's app group for every class is created and through that group they are informed about various activities that are carried out in the institution; including internal assessment. In addition to regular assignments and assessments, the concerned faculty also administers surprise exams to determine the students' level of comprehension. Exam committee along with different faculty members conducts the internal assessment. The results are discussed with the students and the corrected answer scripts are distributed to the respective students by the respective subject teachers.

The college also has grievance redressal committee which works to sort out the exam related grievances of the students. Complete transparency is maintained in internal assessment. Students and faculty members are made aware of the transparency to be maintained in the system of assessment. After preparing the assessments report the same is shown to the students, if any grievance arises; with regard to the assessment it has to be resolved immediately and the revised report would be made available to the students.

As the college is affiliated to Sant Gadge Baba Amravati University, the external assessment is done by the university by conducting theory examinations. And if any issue arises regarding the external assessment of the student, the institute helps him or her by raising the issue to the concerned authority at the university. In such conditions student informed the issue to the principal and then the principal, after discussing it with exam committee, grievance redressal cell of the college forward the complaint to the university.

| 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:**

Programme outcomes and course outcomes are the ultimate goals that need to be achieved by the learners. Hence the institute has well defined POs and COs in detail. The affiliating university establishes the Programme Outcomes in the syllabus given to each class. The college website as well as other

platforms presents the POs and Cos, along with the Vision and Mission statements of the institute. These goals have been defined while taking into account both the programmes ie Faculty of Arts and Faculty of Science. The diversity of students from rural and urban areas is also taken into account. They should be familiar to both the faculty and the students. The programme outcomes and course outcomes are verbally explained to pupils by teachers and at the principal's address at the Induction Programme which starts each academic year. Additionally, they are shown on the college's website. The nature of the course and the content has an impact on both course outcomes and learning outcomes.

The syllabus of every subject is packed with certain kind of course outcomes and the teacher strives to bring behavioral change according to those course outcomes. Course Outcomes are subject-specific and based on the syllabus. Students in the classrooms are directly or indirectly given an explanation of each of these outcomes. There are also certain common learning objectives that are part of every curriculum. These outcomes are taught and instilled in students through proper support and guidance. Additionally, they are taught to students by setting up and taking part in co-curricular and extracurricular activities. Every department considers the programme and course outcomes when planning and carrying out its activities. There are specific methods for determining whether the program's objectives have been met or not. A measure of outcome assessment is how well students perform on university exams and in various internal exams. Various methods are used to assess students in order to achieve desired learning outcomes. The IQAC examines the teaching-learning and assessment procedures through meetings and result analysis records. The corresponding departments keep track of students' academic performance and other accomplishments. At the end of every academic session, respective subject teacher analyses the Programme outcomes and Course outcomes.

| 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:**

Simply stating, displaying, and communicating the Programme Outcomes and Course Outcomes won't serve the intended purpose unless there is a robust and structured mechanism for assessing their achievement because it serves as a benchmark for gauging how well the institution has succeeded in achieving its objectives in line with its vision and mission. The institution has created a proper and effective mechanism. The pupils' entire development is promoted by the effective curriculum delivery and additional activities.

The affiliating university, Sant gadge Baba Amravati University has a well-structured scheme of examination for external as well as internal assessment. It gave 80% weightage to theory examination and 20% weighted for internal assessment. For practical examination it has 50 Marks assessment in the faculty of Science. The assessment of the attainment of POs and COs are done through this scheme. Accordingly the college conducts Unit Tests, Tutorials, Quiz, Assignments, seminars, group discussions, project work , field visit to understand the attainment of the POs and COs defined.

| 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:**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 24 | 147 | 110 | 21 | 29 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 98 | 161 | 112 | 104 | 73 |

| 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:**

| 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:**

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)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

The institution believes that innovation should be an integral part of every education system. Therefore, the college administration always motivates to its faculty and students for research and innovation through various programmes. As a result around 90 percent of regular faculties have got Ph. D. in their respective field and others are registered for Ph. D. in their subjects. Teachers have contributed in research and innovation through research papers in journals, conferences and through publication of books on various topics. Two teachers are research supervisor in the affiliating university. Awareness about Intellectual Property Rights (IPR) is created by giving information about it from time to time. In the coming period the institution has decided to establish IPR Cell and incubation Centre to facilitate research and innovation. Up till now the students are given the information about research and innovation and various career opportunities through Career and Counseling Cell which is actively working in the college.

Indian Knowledge System (IKS) has a very vast and rich history. National Education Policy (NEP 2020) reiterates the multidisciplinary, interdisciplinary research to encourage Indian Knowledge System (IKS).

The college creates awareness about IKS through various programmes like International the Yoga Day, Rich History of India, importance of meditation, etc.

To promote interdisciplinary approach among students and faculties subject related associations of the college encourage the students to write articles based on the topics and texts prescribed for syllabus. They are also guided to write articles on current trends and issues. Presentation of project work, Field work in the subjects having practical is done to improve analytical abilities at their best, to hone the critical thinking of students, and to attempt to carry out knowledge transfer activities more successfully.

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

---

**3.2.2**

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

**Response:**

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 1 | 0 | 2 | 0 | 0 |

| 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:**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 0       | 0       |

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

**3.3.2**

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

**Response:**

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9       | 5       | 5       | 6       | 5       |

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

## 3.4 Extension Activities

**3.4.1**

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

**Response:**

The college is keen to sensitize students about social issues through course delivery as well as various media. Co-curricular and extra-curricular activities are conducted regularly through NSS and some academics. NSS department extension activities are conducted in the neighborhood. Various activities are organized to create awareness and responsibility among the students regarding common social issues, and health awareness. Blood Donation Camp, covid-19 Awareness Program, Immunization Program,

International Day of Yoga, Drug and Tobacco Abuse, and AIDS. Thease nutrition awareness programs were organized. A residential camp for seven days in an adopted village is organized every year under the National Service Scheme. In this camp Village Cleanliness Mission, Animal Welfare Camp, Harassment-Free Program, Swachh Bharat Mission, Water Problem and Public Awareness Program, Today's Youth and Small Industries, Farmer Suicide, Eradication of Superstitions, Dowry, Disaster Management Workshop, Dental Camp, etc. are conducted every year in the camp. Workshops and guest lectures on health and hygiene are organized from time to time. A workshop on the manufacture of soft drinks was organized by the Department of Home Economics of the college. Programs are organized to make students aware of the importance and need of nutrition. Guidance workshops are organized on physical fitness and nutrition, major causes of health problems. A Red Ribbon Club was established in the college. AIDS awareness program was also organized. Environmental awareness is created by organizing programs like environmental awareness. Social issues by organizing tree plantation, minimum and proper disposal of waste, plastic ban, World Environment Day, Cleanliness Campaign, Guest lectures, Workshops, and Voter Awareness Program is also organized. Public awareness programs, study literacy programs, gender sensitization, guest lecturers, workshops on Jayanti of great men, Constitution Day, National Unity Day, and visits to students to sensitize them about social needs and problems. The college students visited the old age home and learned about the problems of the old people there and tried to give them a lot of psychological support as the food was donated to them. Anti-drug and anti-alcohol rallies were organized from Dastur Nagar to Rajapeth area and awareness was given to roadside vendors by visiting them.

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

**3.4.2**

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

**Response:**

**There are some students who received awards from local bodies.**

**Achievement and Participation of Students:**

    1.**Sandeep Raghunath Yeole: B.Sc Part 2**

• Sandeep Raghunath Yeole a student of B.Sc Part 2 was honored for participating in State Level "Challenge-Disaster Management Training Camp at Shivaji University Kolhapur Honored 2017-18.

• Selected for RD Parade at Sant Gadge Baba Amravati University Amravati in 2017-18.

• Sant Gadge Baba Amravati University Participation in Debate Competition 2017-18 under the program "Azadi Ka 70 Saal" in Amravati Universities.

• National Service Scheme Sant by Sports and Youth Services Department Amravati Amravati Gadge Baba Amravati University Amravati and Divisional Level Youth Training Camp Participation 2017-2018.

• Participation in Skill India Initiative of Maharashtra Government 2018-19.

• Participation in Skill India initiative of Maharashtra Government 2019.

• Participation in training camp organized by National Adventure Foundation. Participation in various activities like tree plantation in college National Service Scheme camp. His contribution in blood donation camp, health camp, eye camp, vaccination camp, awareness rally, campaigns as well as cultural programs is unparalleled.

• Inter College Youth organized by Sant Gadgebaba Amravati University Participation in the festival.

• Participation in Environmental Complementary Studies program organized by Sant Gadgebaba Amravati University.

**2. Preeti Gangaram Dhikkar-**

- Preeti Gangaram Dhikkar a student of BSc Part II State Level Challenge Disaster Management Training Camp Shivaji University Kolhapur 2017-18.

• Participation in various activities like Tree Plantation in College National Service Scheme Camp, Blood Donation Camp, Health Camp, Eye Immunization Camp, Public Awareness Program, Various Rally Campaigns as well as their contribution in cultural programs is unparalleled.

**College Achievement :**

- Youth Festival 2019-20 organized by Sant Gadge Baba Amravati University Amravati was organized at Vidarbha College Amravati, college students participated in Mime. This Mime got the second rank..

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

**3.4.3**

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

**Response:**

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2       | 2       | 2       | 2       | 2       |

| 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:**

| File Description | Document |
|---|---|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | [View Document](#) |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

The college was started in 2000-01. The UG courses was started in faculties of Arts & Science. The number of students has increased and the college is trying to cope-up with the demands of the students. All the teaching and non-teaching members collectively create healthy learning environment and attention is given to each student for their holistic development. They are provided with multiple opportunities to bring out their skills through various co-curricular and extracurricular activities and are encouraged using available facilities.

Academic session starts with the meeting of the academic committees of the college in which assessment of facilities available according to course requirement, working status of pre existing instrument and equipment is carried out and necessary up graduation is done. Time table committee prepares a plan for optimal use of classrooms, laboratories seminar hall and computing equipment.

The mode of teaching is both conventional Chalk-duster and use of digital tools

*Classrooms :*

The college has well furnished spacious classrooms with good ventilation to conduct classes. The area of rooms is as follow:

| Sr. No. | Name of the Room | Area in Sq. Ft. | |
|---------|------------------|-----------------|--|
| 1. | Principal cabin | 146 | |
| 2. | Library | 146 | |
| 3. | Office | 146 | |
| 4. | Classroom | 291 | |
| 5. | Classroom | 146 | |
| 6. | Classroom + Seminar Hall | 566 | |
| 7. | Laboratory | 291 | |
| 8. | Laboratory | 291 | |
| 9. | Laboratory | 291 | |
| 10. | Laboratory | 146 | |
| 11. | Girls Common Room | 146 | |
| 12. | Staff Room | 146 | |

| 13. | Gents Toilet – 2 Nos | 146 | |
| 14. | Ladies Toilet – 2 Nos | 146 | |

*College Building is Under Construction:*

**The college building is under construction on 1.04 Hector Land at Old Bypass Road, Mauje-Badnera, Amaravati. The building construction is going on as per the given map.**

The total area of the proposed building is around 7900 square feet. The map is attached for your kind consideration

1. 6 Rooms having size each 40 X 20 = 800 sq. ft. (4800sq. ft.)
2. 3 Rooms having size each 30 X 22 = 660 sq. ft. (1980 sq. ft.)
3. 2 Rooms having size each 20 X 22 = 440 sq. ft. (880 sq. ft.)
4. 2 Rooms (Lavatory) having size each 12 X 20 sq. ft. (240 sq. ft.)

**Other ICT Facilities**

| Sr. No. | Particulars | Quantity | |
|---------|-------------|----------|---|
| 1. | Desktop Computers | 6 | |
| 2 | Printer | 4 | |
| 3 | Internet Wi-Fi | 1. | |

**Facilities for sports and games** :

**To encourage college students for sports participation the college has signed MOU with Degree College of Physical Education Hanuman Vyayam prasarak Mandal Amravati.**

*Facilities for cultural activities:*

To carry out cultural activities college has decided to established ICT enabled seminar hall in the proposed college building for small indoor programme. Students of the college are always encouraged to take part in the cultural, curricular and programme. Beside that students are also encourage to organize various cultural activities with the help of college teachers in the college campus. Festivals like Independence Day, Republic Day, Teachers Day, National Science Day are enthusiastically celebrated by the students.

| File Description | Document |
|-----------------|----------|
| Upload Additional information | View Document |

**4.1.2**

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

**Response:**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2.27    | 2.53    | 2.41    | 4.98    | 3.77    |

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

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

The institution is equipped with well setup central library. It also has reference books and magazines. Newly arrived and latest books are placed on a separate stand to capture the attention of students and visitors.

Library uses Integrated Library Management System (ILMS) Software e-ganthalaya. Each student has been given a library BT card to keep a record of book issue and return.

*Facilities available in the library:*

The library provides facilities to students and staff members for various activities such as quick mail service, previous year question paper access, current awareness service, newspaper, etc.

**The library is automated with the following :**

| Sr. No. | Particulars | Quantity |
|---------|-------------|----------|
| 1. | Desktop Computers | 1 |

| 2. | Printer | 1 |
| 3. | Internet Wi-Fi | 1 |

**The institute has central library that hosts about 1344 books, including various books, reports, and other knowledge resources.**

The central library has several books related to the curriculum which empowers the books are related to the curriculum which empowers the students with knowledge. Apart from that libraries have an adequate number of teaching and learning. The library makes available various reports and knowledge resources via the Internet.

**The library has a free Wi-Fi service through which students can access various e-books and e-journals available on various websites through the Internet. Teaching faculties amotivateates the students to use these resources.**

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

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

Development of infrastructure and its up-graduation is very essential and given the importance as the institute knows the relationship between sufficient infrastructure and effective learning and teaching. At commence of academic year assessment for development, upgradation, addition to the existing infrastructure is done on the basis of suggestions from Head of the departments, laboratory technicians and administrative staff.

The institute has adequate IT facilities for strengthen the teaching and learning processes and the college campus is upgraded with the necessary IT facilities. The college has internet connection of BSNL internet connection of BSNL and it is use for Wi-Fi facilities. The band width of Internet connection is 100 MPBS.

The college has a LCD projector. The institute has required laboratories as per the practical subjects.

Basic facilities are available in each laboratory.

The college also have computerized library, Free Wi-Fi is available to students and teaching staff to gain additional information carry out academic activities, download curriculum related information and videos to enhance their knowledge about the subject.

Faculty members are using power point presentations, videos, etc.  In the class rooms to enhance learning.  They also use various web based application for this purpose.

The college campus is under CCTV surveillances to enhance transparencies as well as safety to all its members.

The details of same are as shown in table.

| Sr. No. | Particulars | No. | |
|---------|-------------|-----|---|
| 1. | Computers | 6 | |
| 1. | Scanners | 1 | |
| 1. | Printers | 1 | |
| 1. | LCD Projector | 1 | |
| 1. | Wi-Fi internet | 2 | |
| 1. | CCTV Camera | 6 | |

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

**4.3.2**

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

**Response:**

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

Response: 4

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

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:**

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)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0.0 | 0.11 | 0.55 | 0.13 | 0.028 |

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1**

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

**Response:**

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 112 | 155 | 180 | 233 | 177 |

| 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:**

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

## 5.1.3

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

**Response:**

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 61 | 00 | 46 | 36 | 33 |

| 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:**

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

## 5.2 Student Progression

**5.2.1**

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

**Response:**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 11 | 47 | 26 | 6 | 13 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 73 | 104 | 112 | 161 | 98 |

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

**5.2.2**

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

**Response:**

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.)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 1 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | View Document |
| Institutional data in the prescribed format | View Document |

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:**

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*

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 03      | 00      | 05      | 02      | 02      |

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

### 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:**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2       | 2       | 2       | 2       | 2       |

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The college has a registered and active Alumni Association that contribute to the overeall development of the institution. The Alumni Association is registered on 13/01/2020 as per the Maharashtra Institution Registration Act 1860(clause 21) with registration No. MH/16/2020.

There is always formal or informal interactions between the former students of the college and the presently enrolled students. The Alumni Association contributes in a variety of ways to the overall growth and efficient operation of the college. At regular intervals, it holds its meeting and makes a number of choices. Members of the group, who appear to be former college students, offer some suggestions for the institution's growth as they are very much familiar with its merits and shortcomings. The college administration attempts to address their suggestions. As a result of the alumni's ideas, certain adjustments have been made to the sports programmes. Now the sport competitions are being planned simultaneously with the college Annual Gathering. When and where it is necessary, the members of the alumni association offer their assistance to presently enrolled students. The programmes like guidance on competitive exams, self-employment, career and business opportunities are organised by the alumnus working in their respective field. They also impart their practical knowledge and provide the current employment and business prospects. Some alumni offer their opinions on curriculum changes and updating the physical infrastructure of the college. Moreover, alumni have participated in college programmes and expressed their satisfaction at the overall development of the college.

| 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:**

The college has demonstrated effective governance and leadership practices that align with its vision and mission. The leadership is visible in various institutional practices, including decentralization and participation in the institutional governance.

The college's governance and leadership practices are designed to promote transparency, accountability, and stakeholder participation in decision-making processes. The college has a clear organizational structure that defines the roles and responsibilities of each member of the governance team, including the principal, management, academic and administrative staff, and student representatives.

The college has established committees and forums that provide opportunities for stakeholders to participate in decision-making processes. These committees include the academic council, the finance committee, and the quality assurance cell. The committees are responsible for reviewing policies and procedures, providing recommendations for improvement, and ensuring compliance with regulatory requirements.

The college has implemented a decentralized governance structure th1at allows for the delegation of decision-making authority to different levels of the institution. This structure ensures that decisions are made closer to the point of implementation, and that stakeholders are involved in the decision-making process.

The college's leadership practices also include the promotion of staff development and continuous learning. The college provides opportunities for staff members to attend training programs, workshops, and conferences that are relevant to their roles. This not only enhances their skills and knowledge but also promotes a culture of continuous improvement.

The college has a well-defined strategic plan that outlines its vision, mission, and objectives. The strategic plan is reviewed regularly to ensure that it remains relevant and aligned with the changing needs of the institution and its stakeholders.

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

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

In the college, the functioning of the institutional bodies is conducted in an effective and efficient manner. This is evident from various policies, administrative setups, appointment and service rules, procedures, and deployment of institutional perspective plan.

The college has a well-defined administrative structure with clearly defined roles and responsibilities of different bodies. This ensures that the decision-making process is streamlined, and all activities are carried out smoothly. The college has various committees, such as academic, examination committee, admission committee, and cultural committee, discipline committee etc., that work towards achieving the goals and objectives of the institution.

The appointment and service rules of the college are transparent and based on merit. The college follows a fair and objective process for the selection of faculty and staff members, which includes an assessment of their qualifications, experience, and skills. The college also provides equal opportunities for all, regardless of their gender, religion, caste, or other such factors.

The procedures followed by the college are well-defined and streamlined. The college has standard operating procedures for various activities, such as admission, examination, evaluation, and placement, among others. These procedures ensure that all activities are carried out in a systematic and transparent manner.

The college has deployed an institutional perspective plan that outlines its vision, mission, and objectives. The plan is periodically reviewed and updated to ensure that it remains relevant and aligned with the changing needs of the society and the education sector. The college also ensures that the plan is effectively communicated to all stakeholders, including faculty, staff, students, and parents.

Overall, the functioning of the institutional bodies in the college is effective and efficient. The policies, administrative setup, appointment and service rules, procedures, and deployment of institutional perspective plan, all contribute towards the smooth functioning of the college. The college regularly reviews and updates these processes to ensure that they remain relevant and effective. The college has a culture of continuous improvement and is committed to providing the best possible educational experience to its stakeholders.

| 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:**

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

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

Health and Safety Measures: The college ensures that the working environment is safe and conducive to good health. It provides first aid facilities, fire safety measures, and implements health and safety policies.

Leave Policies: The college has a leave policy that allows staff members to take time off when required. This includes medical leave, maternity leave, paternity leave, Casual leave , and other leaves as per university act. The policy clearly defines the terms and conditions of leave entitlements and the process

for applying for leave.

Grievance Redressal System: The college has a grievance redressal system in place to address any complaints or grievances that staff members may have.

Employee Assistance Programs: The college provides counseling and support services to staff members who may be experiencing personal or work-related issues. This includes counseling services for stress management, financial planning, and mental health support.

Professional Development: The college provides opportunities for staff members to develop their professional skills and advance in their careers. It provides training programs, workshops, and seminars that are relevant to their job roles.

Overall, the college has demonstrated a commitment to the welfare of its staff members. The effective implementation of welfare measures not only supports the staff members in their roles but also contributes to the overall success and growth of the institution. The college provides evidence of the effectiveness of these welfare measures and their impact on the staff members.

Secondly, The college has implemented a Performance Appraisal System for its teaching and non-teaching staff. The system provides regular and constructive feedback to staff members regarding their performance in their respective roles. It involves a fair and objective assessment of the staff member's contribution to the college, their teaching or administrative skills, and their overall professional development.

The system is designed to encourage staff members to identify their strengths and areas of improvement, set goals for their professional development, and take steps to improve their performance. The system is transparent, and staff members are aware of the evaluation criteria, performance standards, and the process of evaluation.

The Performance Appraisal System provides a comprehensive report to the staff member, which includes an evaluation of their strengths and areas of improvement, specific recommendations for improvement, and opportunities for professional development. The system is designed to support the staff member's growth and development, and it is reviewed regularly to ensure its effectiveness.

| File Description | Document |
|---|---|
| Upload Additional information | View Document |

## 6.3.2

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

**Response:**

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 1 | 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](#) |

## 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:**

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13 | 06 | 06 | 07 | 02 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8 | 8 | 8 | 8 | 8 |

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

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**Response:**

The college has implemented strategies for the mobilization and optimal utilization of resources and funds from various sources, including government and non-government organizations. These strategies are in line with the institution's overall vision and mission, and they are designed to ensure that the college has the necessary resources to provide high-quality education and support services to its students and staff members.

In addition, the college conducts financial audits regularly to ensure that its financial management practices are transparent, accountable, and in compliance with relevant regulations and policies. These audits include both internal and external audits, and they are conducted by qualified auditors who have expertise in financial management and auditing.

The internal audits are conducted by the college's own internal audit team, which is responsible for monitoring the financial management practices of the college on a regular basis. The internal audit team reports its findings and recommendations to the college's management, which takes appropriate action to address any issues or concerns.

The external audits, on the other hand, are conducted by independent auditing firms that are hired by the college to provide an objective and unbiased assessment of its financial management practices. The external auditors review the college's financial statements, policies, and procedures, and they provide a comprehensive report that highlights any areas of concern or improvement.

Overall, the college's strategies for resource mobilization and financial management have been effective in ensuring that the college has the necessary resources to achieve its goals and objectives. The regular financial audits provide assurance to the college's stakeholders that its financial management practices are sound and in compliance with relevant regulations and policies.

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

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

At our college, we take quality assurance very seriously. That is why we have established an Internal Quality Assurance Cell (IQAC) that is responsible for monitoring and ensuring the quality of our operations and learning outcomes. The IQAC has been instrumental in institutionalizing quality assurance strategies and processes that have led to significant improvements in various activities.

The IQAC at our college follows a systematic approach to quality assurance. It periodically reviews our teaching and learning processes, structures, and systems to identify areas of improvement. The IQAC also conducts regular surveys and collects feedback from students, faculty, and staff to ensure that we are meeting our goals and objectives.

The IQAC also plays a crucial role in promoting a culture of continuous improvement at our college. It monitors and records the incremental improvements made in various activities and processes over time. This helps us to track our progress and identify areas where further improvements can be made. Accordingly Women Empowerment Programme, Teachers' ICT training and programmes to develop research aptitude of students are carried out.

The IQAC also facilitates the development of quality benchmarks and parameters for various academic and administrative activities. It ensures that these benchmarks and parameters are regularly reviewed and updated to reflect changes in our college's goals and objectives and the evolving needs of our stakeholders. Therefore Admission Procedure is being done online through ERP Software.

Overall, the IQAC at our college has been instrumental in ensuring that we maintain high standards of quality in all our academic and administrative activities. It has helped us to develop a culture of continuous improvement and has enabled us to achieve our goals and objectives in a systematic and sustainable manner.

| 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:**

| File Description | Document |
|---|---|
| Quality audit reports/certificate as applicable and valid for the assessment period. | **View Document** |
| Link to Minute of IQAC meetings, hosted on HEI website | **View Document** |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

**Gender equity** has been given the utmost importance by the institution. For that, many initiatives are being taken at various managerial and administrative levels. IQAC initiates the planning and execution of gender equity campaigns, throughout the year by collaborating with the Cell for prevention and prohibition of sexual harassment of women employees and girl students. **Internal Compliance Committee (ICC)** is in force to deal with the grievances regarding gender equity. Various curricular and co-curricular activities, awareness campaigns, lectures, rallies, and interactive sessions to address various concerns are being carried out to sensitize students and staff about gender equity. Girl's safety and security is ensured by arranging the patrolling from the local police station on monthly basis. Apart from this gender issues are discussed on regular basis with the students, as they are the part of syllabus of subjects like Sociology, Political Science, Philosophy, Prose and Poetry prescribed in English and Marathi, etc.

The college campus has CCTV surveillance; fixed at various places and complete area of college is covered. The CCTV footage backup of 30 days is available to monitor. The women cell of the College provides counseling to the girls. Every teacher and office staff members provide counseling to the students during working hours in college. Complaint Box has been installed in the college premises for offline complaints of girls. All the departments relate the gender issue by some way or the other. The department of Home-economics specially arranges the counseling sessions and various programmes like-Food and Nutrition, Mental health, Stress Management, hemoglobin checkup for the girl students. Counseling is also provided regarding Health Issues, Cleanliness, use of washrooms, discipline etc. to the students.

Along with this, **Anti-ragging Cell** is also in force to deal with any type of harassment of students. The cell is composed as per the directions given by the respective authorities and by the university.

| File Description | Document |
|---|---|
| Upload 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:**

## 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:**

| File Description | Document |
|---|---|
| Green audit/environmental audit report from recognized bodies | [View Document](#) |
| Certificates of the awards received from recognized agency (if any). | [View Document](#) |

## 7.1.4

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

**Response:**

Institute always ensures an inclusive environment for cultural, regional, linguistic, communal socioeconomic harmony. To promote equality, initiatives at different levels are being taken and various programmes are also arranged. During the admission procedure itself equal opportunity is provided to every student. The college follows the reservation policy given by the state government to guarantee equality. The college provides equal opportunities to the students in various activities conducted throughout the session irrespective of their caste, creed, religion and region. The institute is committed to develop cultural harmony in our students, faculty, and staff members. Various cultural activities, along with annual gathering are organised throughout the year to provide a platform for enhancing the hidden talent in the students. The students also enthusiastically participate in various extra-curricular activities including Patriotic Song Competition, Dance, Mime, Social Awareness programs, Annual Gathering, Fine Arts, Drama, Elocution, quiz, debate, fashion-show, Rangoli, etc.

Faculty members and students take pledge on Rashtriya Ekta Din to preserve unity, integrity and security of the nation. The College also organizes activities for linguistic harmony like 'Marathi Bhasha Gaurav Din'. Apart from this International Yoga Day, Constitution Day, World Women's Day, World Environment Day, Youth's Day, Teacher's day are also being celebrated in the college.

The institution always endeavors to sensitize students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens. As it is an ultimate aim of education system to make an individual a responsible citizen of India, the college confirms right attitude among the students and staff about constitutional obligations. The importance of human values is reiterated in syllabus of different subjects and the teachers while teaching, try to inculcate those values among students. The syllabus of the subjects like Political Science has good exposure for constitutional obligations and hence department of Political Science arranges various programmes like Constitutional Day celebration, Reading of Preamble, Discussions about Constitutional values are also being carried out by the department. Constitution day is celebrated sensitizing students about the constitution of India and creating awareness about practicing social harmony. Independence Day, Republic Day is celebrated with zeal and fervor. The birth anniversaries of great Indian personalities are also celebrated to inculcate values system and develop sense of responsibility among students. The birth anniversary of Mahatma Gandhi, Lal Bhadur Shastri, Dr. B. R. Ambedkar, Dr. S. Radhakrishnan Dr. A. P. J. Abdul Kalam, Mahtma Fule, Savtribai Fule, Shahu Maharaj, Gadge Baba, Chhatrapati Shivaji Maharaj Jayanti have been celebrated in college.

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

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Best Pracice 1**

**Title of the Practice:**

**Bringing the Students belonging to Schedule Casts and Schedule Tribes into the Mainstream of Higher Education by providing them Various Government Scholarships**

**The Context:**

A comprehensive admissions process that admits students from all classes and categories based on merit and eligibility is essential for improving Gross Enrollment Ratio (GER) in higher education. Therefore every attempt is being made by the institution to provide financial support by offering various

government schemes that are available.

**Objectives of the Practice:**

The main objective of this practice is to guarantee equal access to higher education for all eligible and deserving students, regardless of their backgrounds. It entails making every effort to guarantee that all students who are eligible for government schemes should get it.

**The Practice:**

Yuvashakti Arts and Science College, Amravati follows the admission process strictly as per norms laid down by Sant Gadge Baba Amravati University Amravati and by the State Government.

During the admission procedure we establish a facilitation center to guide and assist the students and their parents regarding the whole admission procedure and the information is also given about various scholarships that are available. This facilitation center consists of Chairperson of admission committee, teachers and a non teaching staff who deals with the scholarships procedure. After admission also students are made aware about the eligibility and how to apply for various scholarships. Along with GoI scholarship, they are also provided Pandit Dindayal Upadyay Yojana (Scheme), Swadhar Scheme. Pandit Dindayal Upadyay Yojana (Scheme) is for the students belonging to ST category and Swadhar scheme is for students belonging to SC Category. These scholarships are available for the students who did not get the admissions to the hostels available for respective reservation category students. In this scholarship the financial support is provided for room rent and for food. We are ensuring assistance to every eligible student for applicable type of scholarships. Girl students are also encouraged to take admission in HEIs by providing and benefitting them with various scholarships.

**Evidence of Success:**

This practice is aligned with the vision and mission of the college. The institute is committed to bring young aspiring students into the mainstream of Higher Education. Therefore the result of this practice has increased the enrolment of the students from SC and ST Category year wise. They came into the mainstream of Higher Education, which provide them career and employment opportunities. This also helped to them to uplift their family's social status. The institute proved instrumental to give benifit of these government schemes to the last person of society.

**Problems Encountered and Resources Required:**

Most of the Girl students seem reluctant to take admission due to financial problems. It is really hard to convince these students that you will not be charged any fees for admission. Language barrier is also there, as students belonging to ST category have their local languages like Korku, Gondi, etc.

**Best Practice 2**

Title of the Practice:
Online Student Admission Process through ERP
The Context:
To keep pace with digital transformation; which is happening all around the world, it becomes obligatory to adopt these technological advancements in the academic field as early as possible.

Previously it was time consuming task to take admission in any institute. One has to go there personally, but now because of Information and Communication Technology you can apply for admission anywhere in the world by sitting at home. Therefore to facilitate the admission procedure the institute has decided to go for online admission procedure with the help of ERP.

Objectives of the Practice:
To make the admissions process more transparent, time-bound, and user-friendly for students.
To make the admission procedure simple, efficient and accessible to all.
To build a database for various uses, like generating receipt, ID card, Transfer certificate etc.
To reduce time and make the process more cost effective.

The Practice:
Yuvashakti Arts and Science College, Amravati follows the admission process strictly as per norms laid down by Sant Gadge Baba Amravati University Amravati and by the Government of Maharashtra and UGC.
As decided by the administration to make the whole admission procedure online admission process is established in the college. The College uses the Online Admission Process Dotcom Pvt. Ltd, Amravati for reaching out to applicants and making the admission process transparent and user friendly. The link to get admission in the college is given on the college website

www.yuvashakticollege.org So that students seeking admission become aware about the college by visiting the website. They can compare the various options available for admission. Students also get information about different subjects that are available in the college. They can opt for subjects fetching their interest. Student has to register on the portal first and then he can upload the document which is easier. The office bearer gets the intimation of student registered and accordingly he /she guides the student for further procedure. At college admission facilitation centre is also there to guide and assist the students and their parents regarding the whole admission procedure.

Evidence of Success:
Students can take admission from anywhere with the help of ERP. Students from remote are also got benefitted by this online admisiion practice. It has reduced the burden on official staff to maintain the data in hard copies. The teachers can access the information of their students on their mobile and laptops and can keep record accordingly. It became easy to get the whole data audited in less time.

Problems Encountered and Resources Required:
Sometimes it becomes difficult to access the data due to internet disruption in remote areas. Non –teaching staff needed the training to explore the whole features of ERP. Basic knowledge of online application is necessary to the students. Regarding resources there should be a dynamic websitewhich updates from time to time to inform the students about the various facilities available in the college. A computer along with good Internet connection is also required.

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

Yuvashakti Arts and Science College, Amravati is run by Yuvashakti Samajik (Social) and Shaikshanik (Educational) Sanstha (Society), Amravati and  affiliated to Sant Gadge Baba Amravati University Amravati. The vision and mission of the institute are as following-

**Vision:**

Yuvashakti Arts and Science College aspires to be an institution of importance by empowering young minds with holistic education and making them responsible citizen of India

**Mission:**

Our mission is to provide holistic education to youth that empowers them to reach their full potential.

- Enrich Students with knowledge, skills & values to make them competent and competitive for the global opportunities.
- To cultivate a learning environment that fosters critical thinking, creativity, and emotional intelligence.
- To provide conducive teaching–learning ambience with continuous enrichment of learning resources for the students from rural and semi-urban areas.
- To strive to make the students competent and well-cultured to fight against the antisocial and inhuman activities in the society.
- To create an inclusive community that values diversity, promotes social responsibility, and encourages personal growth through a student-centered approach.

The institute is started in the year 2000-2001 to provide opportunity to the students aspiring to get higher education. Most of the students studying in the college have weaker financial background; therefore the management has decided to provide higher education to such students without charging any fees, provided they fulfill the criteria to get scholarship. As a result no admission or other fees is charged to the students eligible for various government scholarships. During admission the students belonging to SC, ST, VJNT and OBC, who are eligible for Government scholarships, are provided admission receipt with zero fees. As a result the students, who left their higher education because of lack of money, came into the mainstream of higher education. But it poses a real challenge before teachers to educate them; as they have weaker academic background. For this teachers, along with the traditional teaching methods,

use ICT tools and techniques to enhance the learning environment. There is strong rapport between teachers and the students.

We gave admission on first come first served basis. Our admission procedure provides equal opportunity to all students. We not only admit students having good percentage, but equality is ensured by admitting students with lower percentages as well. Students having good academic background ensure higher rates of success, but we have devoted our institution to the advancement of all sorts of students. At the same time we work hard to raise the academic caliber of our college with the help of all of our staff members. Every year, we make it a point to enhance our performance in teaching and learning**.**

Our commitment to ensuring equitable educational opportunities for all students, regardless of gender, caste, or religion, is another crucial component of our mission. Gender prejudice does not exist in our college, girls have equal admissions opportunities. There are equal educational opportunities for both boys and girls. Instilling values in students is one of our institution's other major aim in order to advance both their moral development and academic performance. Students are taught values like compassion, appreciation, and equality to help them becoming a responsible member of society. This would make it possible to create not just a well-mannered person but also a considerate member of society. The result will be peace and harmony in the society.

Students are encouraged to participate in various activities to make them confident and socially responsible. Apart from this they are also motivated to participate in various games and sport activities. As a result many students played various tournaments during their graduation. Most of the executive members also have a strong Sport background. Therefore they also encourage games and sport environment in the college. Some of our students played at national level. At present the college runs in a rented building; therefore the Sport facilities are provided with the help of parent society's Degree College of Physical Education, Amravati.

Lectures on soft skills, yoga, and personality development are organised for the students' general growth. Through NSS, extra efforts are made to create a feeling of social responsibility and awareness among students. The NSS unit organises social awareness programmes, and the students are encouraged to take part in it. Through NSS activities, values like societal love, moral behaviour, and national cohesion are fostered. It is really motivating that the management is always supportive for all of these efforts. Every stakeholder is welcomed to contribute their thoughts and take part in the growth of the college.

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

# 5. CONCLUSION

## Additional Information :

The college building is under construction. The Institute aspires to bring some new courses in the new building along with some Post Graduation in the existing subjects.

## Concluding Remarks :

Yuvashakti Arts and Science College aspires to be an institution of importance by empowering young minds with holistic education and making them responsible citizens of India. The institute tries to provide quality education to students. There are incremental improvements that have taken place in the college through various activities and processes over time. This helps us to track our progress and identify areas where further improvements can be made. Accordingly, the institute made some changes in its academic goals. The Faculty of Science is on no grant basis and the institute as per its policy does not charge any extra fees from the students, therefore it becomes challenging to run the courses with limited financial resources. However, the institute is positive to get some support from the government to ensure the Gross Enrollment Ratio in Higher Education to be raised up to 50 % by 2035 as envisioned by National Education Policy 2020.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.2.1 | **Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**<br><br>     Answer before DVV Verification :<br>     Answer After DVV Verification :03<br>   Remark : DVV has made changes as per the documents shared by the HEI |
| 1.3.2 | **Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**<br><br>   1.3.2.1. **Number of students undertaking project work/field work / internships**<br>   Answer before DVV Verification :  133<br>   Answer after DVV Verification: 98<br><br>   Remark : DVV has made the changes as per shared clarification. |
| 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*<br><br>   2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**<br>   Answer before DVV Verification: |

<br>

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 111 | 105 | 137 | 211 | 215 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 72 | 69 | 91 | 118 | 115 |

   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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 118 | 118 | 137 | 211 | 215 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 118 | 118 | 137 | 211 | 215 |

| | Remark : DVV has made the changes as per shared clarification. |
|---|---|
| 3.3.1 | **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**<br><br>3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**<br>Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 25 | 11 | 2 | 6 | 2 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 1 | 1 | 0 | 0 | 0 |

Remark : DVV has made the changes as per shared clarification.

| 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.*<br><br>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**<br>Answer before DVV Verification: |
|---|---|

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 12 | 11 | 13 | 11 | 11 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2 | 2 | 2 | 2 | 2 |

Remark : DVV has made the changes as per shared clarification.

| 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.*<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :0<br>Remark : DVV has made the changes as per shared clarification. |
|---|---|
| 4.4.1 | *Percentage expenditure incurred on maintenance of physical facilities and academic support* |

*facilities excluding salary component, during the last five years (INR in Lakhs)*

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.58 | 0.45 | 1.15 | 0.95 | 0.70 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.0 | 0.11 | 0.55 | 0.13 | 0.028 |

Remark : DVV has made the changes as per shared report by HEI.

| 5.1.2 | *Following capacity development and skills enhancement activities are organised for improving students' capability* <br><br> *1. Soft skills* <br> *2. Language and communication skills* <br> *3. Life skills (Yoga, physical fitness, health and hygiene)* <br> *4. ICT/computing skills* <br><br> Answer before DVV Verification : A. All of the above <br> Answer After DVV Verification: C. 2 of the above <br> Remark : DVV has made the changes as per shared report by HEI. |
|-------|---|
| 5.1.4 | *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* <br><br> 1. **Implementation of guidelines of statutory/regulatory bodies** <br> 2. **Organisation wide awareness and undertakings on policies with zero tolerance** <br> 3. **Mechanisms for submission of online/offline students' grievances** <br> 4. **Timely redressal of the grievances through appropriate committees** <br><br> Answer before DVV Verification : A. All of the above <br> Answer After DVV Verification: B. 3 of the above <br> Remark : DVV has made the changes as per shared clarification. |
| 5.2.1 | **Percentage of placement of outgoing students and students progressing to higher education during the last five years** <br><br> **5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years** <br> Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11 | 47 | 26 | 6 | 13 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11 | 47 | 26 | 6 | 13 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24 | 148 | 110 | 21 | 29 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 73 | 104 | 112 | 161 | 98 |

Remark : DVV has made the changes as per shared clarification.

| 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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 05 | 00 | 82 | 127 | 137 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 2 | 2 | 2 |

Remark : DVV has made the changes as per shared clarification.

| 6.2.2 | *Institution implements e-governance in its operations* |

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 13 | 06 | 06 | 07 | 02 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 13 | 06 | 06 | 07 | 02 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 8 | 8 | 8 | 8 | 8 |

Remark : DVV has made the changes as per shared clarification.

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | **Expenditure excluding salary component year wise during the last five years (INR in lakhs)** |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 38.14 | 17.91 | 28.64 | 35.27 | 20.87 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 33.37 | 17.91 | 45.78 | 35.22 | 20.84 |