



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

AMOLAKCHAND MAHAVIDYALAYA, YAVATMAL

**AMOLAKCHAND MAHAVIDYALAYA, GODHANI ROAD, YAVATMAL
445001**

www.amolakchandmahavidyalaya.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Amolakchand Mahavidyalaya, Yavatmal, was established by the Vidya Prasarak Mandal in 1956, registered under the Society Act No. XXI of 1860 (REGD. NO. F-YTL/122-55-56). The society's objectives include promoting education in Literature, Science, Arts, Commerce, Law, Technology, and diffusing cultural and useful knowledge, starting and conducting schools and colleges, improving existing ones, enhancing methods of imparting education, facilitating research in all branches of knowledge, conducting experiments to improve instructional methods for youths and adults, cooperating with approved institutions to achieve these objectives, and adopting other measures as deemed desirable.

The college, initially housed in 'MOR BHAVAN' with 40 students in 1956-57, was established by the society to fulfil its objectives. Affiliated with Nagpur University at inception, it now boasts a well-established infrastructure spread over 39 acres, offering education in various streams and levels. Affiliated with Sant Gadge Baba Amravati University since 1983, its foundation stone was laid in February 1958 by Yashwantraoji Chavhan, and inaugurated by Pandit Jawaharlal Nehru in April 1959. Celebrating its Golden Jubilee with Dr. A.P.J. Abdul Kalam's blessings, the college has earned a prestigious position in Vidarbha and Maharashtra.

Expanding its study areas to enhance employability, the college has seen numerous students excel in various fields. Its management endeavours to address emerging challenges in knowledge, empowering students for material and spiritual enrichment.

The college's goals, aims, objectives, vision, mission, and values include providing an ideal academic environment for excellence in higher education, making education relevant to the knowledge era, imparting in-depth knowledge through innovative methods, delivering comprehensive knowledge for navigating the competitive landscape, fostering interaction among communities, conducting extension activities for community development and value-based education, nurturing research activities, undertaking projects in national interest, and promoting quality research addressing regional needs and social significance

Vision

- To achieve excellence in higher education with equity and equality.
- To lead in transforming lives through an innovative, rigorous, and compassionate approach to education.
- To emerge as a leading institution in creating and disseminating knowledge and providing students with a unique learning experience in science, arts, humanities, and management, serving the nation and humanity's betterment.

Mission

- To create and disseminate knowledge of human experience, thought, expression, and creativity to enhance human welfare comprehensively.
- To educate students in close collaboration with faculty and staff, fostering specialized knowledge in

their chosen disciplines, promoting rigorous critical thinking, clear and effective writing, habits of lifelong learning, sensitivity to ethical and aesthetic issues, and the ability to understand and interpret the cultures of the nation, past and present.

- To support students in achieving their chosen careers with distinction and becoming independent-minded, responsible citizens.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Wide campus of 39 acres for future development.
- Adequate infrastructure including classrooms, laboratories, library, indoor and outdoor sports gymkhana, auditorium.
- Campus equipped with Wi-Fi.
- High percentage of girl students.
- 10 PG departments and 8 research centres.
- 16 Research supervisors.
- Good number of patents filed by faculty members.
- Highly qualified faculty with 2 honorary D. Litt., 36 Ph.D, 2 M.Phil. and 29 SLET/NET holder out of 53 faculty.
- Wide range of academic programs catering to various interests and career paths.
- Transparency, diversity and inclusiveness in Admission Processes.
- Above 70 thousand books (text and reference) in the college library.
- Included under section 2(f) and 12 (B) of UGC act 1956.
- Ample facilities, including libraries, laboratories, and recreational spaces.
- Active NSS (150 volunteers) and NCC (92 cadets) units.
- Ragging-free atmosphere in the college campus.
- Participatory decision-making process.

Institutional Weakness

- Lack of accommodation for students with disabilities or remote learning options.
- Inadequate integration of technology in teaching and learning processes.
- Inadequate support for career development and job placement for graduates.
- Inadequate classrooms and classroom space.
- Lack of academia-industry linkages.
- Socioeconomic background of students limits on implementation of value-added courses.
- Small percentage of collaborations with other Institutions and Organizations/Associations.
- Paucity of teaching and non-teaching staff.
- Inadequate research instruments/equipment's for quality research.
- Lack of internship opportunities.

Institutional Opportunity

- To expand online courses offerings to reach a wider audience and accommodate diverse learning styles.

- To implement a blend of online and instruction to provide flexibility and enhance learning outcomes.
- To provide short, focused courses or certifications to meet specific skill needs in the job market.
- To integrate real-world experiences, internships, and service-learning opportunities into the curriculum to enhance practical skills and employability.
- To utilize freely available digital resources to reduce textbook costs and increase accessibility of course materials.
- To leverage data to improve student success, retention rates, and instructional effectiveness.
- To support student innovation and entrepreneurship through incubators, and startup resources.
- To collaborate with industry partners to facilitates job placement for graduates.
- To constitute registered alumni association to provide networking opportunities, mentorship, and support for current students.
- To strengthen carrier counselling and placement cell.
- To introduce job-oriented courses.
- To strengthen student support services.
- To strengthen sports facilities.
- To implement waste reduction strategies such as composting organic waste, recycling paper, plastics and metals and minimising single use plastic.
- To encourage the use of cycling, walking and car-pooling.
- To enhance tree plantation.

Institutional Challenge

- To ensure equitable access to education across socio-economic backgrounds while maintaining affordable tuition fees.
- To cultivate a supportive learning environment to prevent dropout rates and keep students engaged.
- To promote diversity and inclusion among students, faculty, and staff, ensuring equitable opportunities.
- To adapt unknown framework of National Education Policy-2020 and its implementation.
- To meet accreditation standards to ensure program quality and effectiveness.
- To secure funding for research projects and fostering industry collaboration.
- To provide career counselling, internships, and support services to enhance graduate employability.
- To manage public perception and reputation to attract stakeholders.
- To maintain student strength due to the opening of new colleges.
- To manage the increasing infrastructure maintenance cost.
- To keep up with the implementation of rapid changes in higher education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The institution is affiliated to Sant Gadge Baba Amravati University, Amravati, and therefore adheres to and implements the curriculum prescribed by the university.
- The institution offers Three undergraduate and Ten postgraduate programs, as well as Eight Ph. D. programs in recognized research centres.
- The institution follows a comprehensive Academic Calendar covering academic, co-curricular, and extracurricular activities for effective curriculum delivery. The principal meets with all faculty members at the start of each session to finalize the program. The academic calendar committee aligns the

schedule with the university's academic calendar.

- Some faculty members of the institution serve on the Board of Studies for various subjects, while others participate in enriching the curriculum through interactions with BOS members and by attending workshops organized by the university to provide post-curriculum design feedback.
- Students are provided with opportunities to acquire additional skills through NSS, NCC, cultural and sports activities, various committees, cells, and clubs.
- The faculty members integrate cross-cutting issues such as professional ethics, gender, human values, environment, and sustainability into their theoretical and practical lectures and demonstrations.
- Feedback collected from students and stakeholders on various aspects of the college is analysed, and necessary steps are taken to enhance the quality of the teaching and learning process.
- Faculty members stay updated through participation in national and international conferences, seminars, workshops, symposiums, refresher courses, orientation programs, and online as well as offline short-term courses.
- Arts and science streams follow elective curricula.
- Faculty members employ innovative pedagogies and technology to enhance the teaching and learning experience.

Teaching-learning and Evaluation

- The institution focuses on the teaching, learning, and evaluation processes to assess the effectiveness of educational processes within it.
- Students are made aware of the teaching, learning, and evaluation processes.
- The institution follows the rules and guidelines of the Government of Maharashtra and Sant Gadge Baba Amravati University, Amravati, for the admission process.
- The student enrolment percentage indicates the institution's attractiveness and ability to draw attention of students.
- The percentage of seats filled under reserved categories underscores inclusivity and adherence to reservation policies.
- The faculty members of the department identify slow and advance learners through class tests and internal assessment components, conduct remedial classes for slow learners, and special classes for advanced learners.
- The faculty members employ student-centric methodologies, such as experiential and participative learning, alongside problem-solving approaches, to enrich the learning experience.
- The faculty members integrate ICT tools to further enhance teaching effectiveness.
- The percentage of full-time teachers against sanctioned posts in the institution reveals staffing adequacy and resource allocation in some departments.
- The highly qualified faculty members (2 honorary D.Litt., 36 Ph.D., 2 M. Phil, and 29 NET/SLET) highlights academic precision and expertise within the teaching cadre.
- The institution implements continuous and comprehensive internal evaluation processes in accordance with the norms and guidelines of the affiliating university.
- The faculty members maintain transparency in assessment mechanisms, coupled with a robust grievance redressal system, to ensure accountability and fairness.
- The institution communicates POs and COs to teachers and students through display on department notice boards and uploading on the institution website.
- The pass percentage of students over the last five years serve as a performance indicator, reflecting the institution's academic standards and support mechanisms.
- The institution increased collaboration with research institutes and other educational institutions to

enhance teaching, learning, and evaluation processes.

- The institution conducts online student satisfaction surveys regarding the teaching-learning and evaluation process to capture student feedback that aids in continuous improvement efforts.

Research, Innovations and Extension

- The institution's ability to secure government funding is evidenced by the grant of Rs. 10,00,000/- received for research projects.
- The institution has created an environment conducive to innovation and the promotion of Indian Knowledge Systems through initiatives such as raising awareness about Intellectual Property Rights (IPR), setting up Intellectual Property (IP) Cells, and implementing other knowledge transfer mechanisms.
- Over the last five years, 07 Faculty members have been awarded Ph.D. degrees, 16 Faculty members have been recognized as Ph.D. supervisors.
- 29 research students have been enrolled for Ph.D. degrees and 6 research students have been awarded Ph.D. degrees under the guidance of recognized supervisors in 08 research centres.
- 27 workshops, seminars, conferences and guest lectures conducted by the institution on research methodology, IPR, and entrepreneurship reflects its dedication to enhance research skills and promote an entrepreneurial spirit among faculty and students.
- 195 research papers published by faculty member in journals listed on the UGC CARE list, as well as contributions to 45 edited volumes/books/chapters in books and more than 500 participation and presentations in conferences/seminars/symposia, indicates the scholarly productivity and impact of the institution's faculty.
- The institution has managed to secure a total of 11 patents over the last five academic sessions and 8 patents have submitted.
- The institution demonstrated its commitment to community engagement and social responsibility through extension activities, including various outreach programs organized by NSS/NCC units. These initiatives, such as tree plantation, blood donation camps, and cleanliness drives, not only addressed societal issues but also promoted student development and increased awareness of social issues within the community.
- The institution's efforts to foster partnerships for mutual benefit and knowledge exchange reflects through 07 functional Memoranda of Understanding with research and other educational institutions.

Infrastructure and Learning Resources

Infrastructure and learning resources of the institution encompass several key aspects:

- The institution is spread over 39 acres of eco-friendly land.
- The institution possesses sufficient infrastructure for teaching and learning, including classrooms, well-equipped laboratories, computing equipment, etc. Additionally, it has facilities like LCD projectors, transparency projectors, along with spaces for cultural and sports activities, a Yoga Centre, gymnasium, auditorium (with a capacity of 600), etc.
- The library is automated with digital facilities using an Integrated Library Management System (ILMS) and provides adequate subscriptions to e-resources and journals. The library is rich enough to cater the needs of stakeholders and has more than 70 thousand books, including textbooks, reference books, journals, magazines, weeklies, encyclopedias, etc.

- The institution frequently updates its IT facilities and ensures sufficient bandwidth for internet connections to support academic and administrative activities.
- The institution has a reasonable ratio of computers to students to facilitate effective learning and research.
- The percentage of expenditure incurred on maintaining physical and academic support facilities (excluding salaries) over the past five years indicates the institution's commitment to ensuring the upkeep of its infrastructure.
- The institution offers abundant facilities for both indoor and outdoor games and sports such as table tennis, lawn tennis, badminton, kabaddi, hockey, volleyball, football, softball, cricket, carrom, chess, etc.
- The institute conduct ICAI Examination from last 7 Years and also provides infrastructure to all Government competitive Examinations.
- The institute have district collection centre of Yavatmal district for University Theory Examination.

Student Support and Progression

- The institution has a well-established student support system for financial assistance, engagement, development, and progression towards higher education and employment.
- The percentage of students (about 80%) who benefited from scholarships and free ships provided by the government, non-governmental bodies, reflects the institution's efforts to support students' financial needs.
- The institution organized capacity development and skill enhancement activities for students, encompassing soft skills, life skills (such as yoga, physical fitness, health, hygiene, self-employment, and entrepreneurship skills).
- The institution has adopted a transparent and effective mechanism for timely redressal of student grievances, including cases of sexual harassment and ragging, ensuring a safe and supportive learning environment for all students. Furthermore, it implemented guidelines of regulatory bodies through anti-ragging, grievances redressal, and Internal complaints committees.
- The library's reading room is equipped with an adequate number of reference books, competitive examination books, and NET/SLET reference books.
- The success rate of graduates pursuing advanced studies over the past five years indicates the institution's effectiveness in preparing students for further education.
- The institution provides support and guidance for competitive examinations, career counselling, and placement, etc.
- The academic performance of students in state and national examinations reflects the institution's academic rigor, teaching quality, and the level of preparedness of students to excel in competitive assessments.
- The institution's commitment to holistic development is underscored by the students' achievements in sports and cultural activities, as evidenced by the multitude of awards and medals garnered across various levels. These accomplishments showcase the supportive environment for extracurricular pursuits and highlight the institution's efforts to promote a balanced and vibrant campus life, fostering active student involvement and nurturing talents beyond academics.
- The institution constitutes a student council as per the guidelines of the affiliating university. Over the past five years, the student council has not been constituted due to state government policy. However, college has given opportunities to students in various committees.

Governance, Leadership and Management

- The institution's governance and leadership structures align with its vision and mission and are reflected in various institutional practices. This includes the implementation of the National Education Policy (NEP) at PG level from academic session 2023-24, sustainable growth strategies, decentralization efforts, and active participation in institutional governance.
- The governing body of the institution encourages a culture of decentralization in various institutional practices.
- The College Development Committee (CDC), the highest decision-making body at the college level, includes representatives from teachers, students, management, social activists, etc.
- The institution has a well-deployed perspective plan guiding its actions and development, which is reflected in its policies, administrative setups, appointment procedures, and service rules, ensuring the effective functioning of institutional bodies.
- The institution has various committees and cells for the smooth functioning of curricular, co-curricular, and extra-curricular activities.
- The institution strictly adheres to its code of conduct.
- E-Governance has been implemented in administration to enhance efficiency, transparency, and accessibility.
- A well-established and robust performance appraisal system is in place for both teaching and non-teaching staff, accompanied by effective welfare measures and avenues for career development and progression.
- The institution supports the professional development of its staff by encouraging participation in conferences, workshops, seminars, symposia, and short-term courses etc.
- 100 teaching and non-teaching staff participated in faculty development programs (FDPs), and other relevant training programs over the last five years.
- Study leaves are granted to faculty members to participate in seminars, workshops, conferences, etc.
- The institution conducts studies to mobilize and utilize resources optimally from various sources, including government and non-government organizations.
- Regular financial audits, both internal and external, are conducted to ensure transparency and accountability.
- The IQAC plays a significant role in institutionalizing quality assurance strategies and processes. It reviews teaching-learning processes, operational methodologies, and learning outcomes at regular intervals, documenting incremental improvements.
- The institution's quality assurance initiatives include regular meetings of the IQAC to identify and implement quality improvement measures, conduct academic and administrative audits, collaborate with other institutions on quality enhancement initiatives, and pursue accreditation from NAAC.

Institutional Values and Best Practices

- The institution fosters gender equity through gender audits and measures ensuring equal opportunities. It promotes gender-sensitive policies, offers resources for women empowerment, including self-defence and health programs. It provides a supportive environment for all genders, with facilities like a girls' common room and sanitary napkin vending machines. Separate vehicle parking for boys and girls, along with 24-hour security guards, ramps, scribes, restrooms, and wheelchairs cater to differently-abled students.
- The institution implements various initiatives to promote environmental sustainability, including energy conservation measures, proper waste management practices, water conservation measures, green

campus initiatives, and ensuring a disabled-friendly, barrier-free environment.

- The institution regularly conducts quality audits to assess environmental and energy management practices, which include green/environmental audits, energy audits, assessments of clean and green campus initiatives, and evaluations of beyond-campus environmental promotion and sustainability activities.
- The institution fosters an inclusive environment by promoting tolerance, harmony, and respect for cultural, regional, linguistic, communal, and socioeconomic diversity. It sensitizes students and employees to their constitutional obligations, rights, duties, and responsibilities as citizens through various awareness programs and initiatives such as Swachh Bharat Abhiyan, International Women's Day, Constitution Day, voters' awareness rallies, blood donation camps, and the celebration of national and international commemorative days.
- The institution has implemented a number of best practices following NAAC format guidelines and excels in research and innovation, an area distinctive to its priority and thrust over the five years.
- The institution's future plan of action includes continuing to strengthen gender equity initiatives and promote inclusivity, enhancing environmental sustainability efforts through innovative projects and partnerships, expanding quality audits and compliance measures to ensure continuous improvement, and developing and implementing best practices to enhance institutional effectiveness and impact.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AMOLAKCHAND MAHAVIDYALAYA, YAVATMAL
Address	Amolakchand Mahavidyalaya, Godhani Road, Yavatmal
City	Yavatmal
State	Maharashtra
Pin	445001
Website	www.amolakchandmahavidyalaya.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rammanohar A. Mishra	07232-244687	9890047278	-	mishrarammanohar @gmail.com
IQAC / CIQA coordinator	Devidas S. Chavhan	07232-245179	9028618156	-	devidasschavhan@ gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority 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	05-02-1985	View Document
12B of UGC	05-02-1985	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Amolakchand Mahavidyalaya, Godhani Road, Yavatmal	Tribal	39	16353.84

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,Humanities And Social Science,History Economics and MLT	36	HSSC	Marathi	10	1
UG	BA,Humanities And Social Science,History Philosophy and ELT	36	HSSC	Marathi	16	10
UG	BA,Humanities And Social Science,Political Science Philosophy and Economics	36	HSSC	Marathi	10	1
UG	BA,Humanities And Social Science,History Political Science and ELT	36	HSSC	Marathi	16	8
UG	BA,Humanities And Social Science,History Political Science and Philosophy	36	HSSC	Marathi	48	35
UG	BA,Humanities And Social Science,Political Science	36	HSSC	Marathi	20	20

	Philosophy and Music					
UG	BA,Humanities And Social Science,History political Science and Economics	36	HSSC	Marathi	422	422
UG	BA,Humanities And Social Science,Economics Philosophy and ELT	36	HSSC	Marathi	10	2
UG	BA,Humanities And Social Science,History Economics and HLT	36	HSSC	Marathi	16	1
UG	BA,Humanities And Social Science,History Music and HLT	36	HSSC	Marathi	16	5
UG	BA,Humanities And Social Science,Economics Music and Philosophy	36	HSSC	Marathi	10	1
UG	BA,Humanities And Social Science,History Political Science and MLT	36	HSSC	Marathi	40	40
UG	BA,Humanities And Social Scienc	36	HSSC	Marathi	16	7

	e,History Philosophy and Music					
UG	BA,Humaniti es And Social Scienc e,History Music and MLT	36	HSSC	Marathi	16	6
UG	BA,Humaniti es And Social Scienc e,History political Science and Music	36	HSSC	Marathi	32	31
UG	BA,Humaniti es And Social Scienc e,History Economics And Philosophy	36	HSSC	Marathi	10	1
UG	BA,Humaniti es And Social Scienc e,Philosophy Political Science and MLT	36	HSSC	Marathi	16	13
UG	BA,Humaniti es And Social Scienc e,History Economics and Music	36	HSSC	Marathi	16	1
UG	BA,Humaniti es And Social Scienc e,Political Science Economics and Music	36	HSSC	Marathi	10	1

UG	BA,Humanities And Social Science,Economics Political Science and MLT	36	HSSC	Marathi	10	1
UG	BSc,Science And Technology,Botany Zoology and Chemistry	36	HSSC	English	360	317
UG	BSc,Science And Technology,Physics Chemistry Mathematics	36	HSSC	English	300	174
UG	BSc,Science And Technology,Physics Computer Science and Mathematics	36	HSSC	English	120	62
UG	BSc,Science And Technology,Physics Computer Science and Electronics	36	HSSC	English	120	52
UG	BSc,Science And Technology,Physics Electronics and Mathematics	36	HSSC	English	60	20
UG	BCom,Commerce,	36	HSSC	English	660	433
PG	MA,Humanities And Social Science,English	24	BA English	English	160	100
PG	MA,Humanities And	24	BA Economics	Marathi	160	144

	Social Science, Economics					
PG	MA, Humanities And Social Science, History	24	BA History	Marathi	160	85
PG	MA, Humanities And Social Science, Hindi	24	BA Hindi	Hindi	160	14
PG	MA, Humanities And Social Science, Political Science	24	BA Political Science	Marathi	160	145
PG	MA, Humanities And Social Science, Marathi	24	BA Marathi	Marathi	160	115
PG	MSc, Science And Technology, Mathematics	24	BSc Mathematics	English	60	39
PG	MSc, Science And Technology, Chemistry	24	BSc Chemistry	English	40	40
PG	MSc, Science And Technology, Physics	24	BSc Physics	English	40	21
PG	MCom, Commerce,	24	BCom	Marathi	160	151

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	11				11				64			
Recruited	9	2	0	11	10	1	0	11	21	10	0	31
Yet to Recruit	0				0				33			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	8	2	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				35
Recruited	16	3	0	19
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	4	1	0	5
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				40
Recruited	16	0	0	16
Yet to Recruit				24
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	1	0	0	0	0	0	1	0	0	2
Ph.D.	8	2	0	4	1	0	12	7	0	34
M.Phil.	0	0	0	2	0	0	0	0	0	2
PG	0	0	0	4	0	0	8	3	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	2	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1054	0	0	0	1054
	Female	626	0	0	0	626
	Others	0	0	0	0	0
PG	Male	371	0	0	0	371
	Female	484	0	0	0	484
	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	244	325	344	283
	Female	214	251	245	206
	Others	0	0	0	0
ST	Male	381	501	577	624
	Female	192	246	255	271
	Others	0	0	0	0
OBC	Male	481	582	693	540
	Female	735	719	583	537
	Others	0	0	0	0
General	Male	172	219	253	175
	Female	271	243	180	160
	Others	0	0	0	0
Others	Male	248	245	290	268
	Female	185	180	152	133
	Others	0	0	0	0
Total		3123	3511	3572	3197

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution is actively working towards becoming comprehensive multidisciplinary entity by integrating various fields to provide a well-rounded education. This transformation involves restructuring existing departments, introducing new interdisciplinary programs, and fostering collaboration among faculty from diverse backgrounds. Integration of humanities and commerce with science is essential, as evidenced by programs pairing computer science with biology, literature, or science with philosophy. This approach cultivates a nuanced understanding of complex issues and encourages inter and multidisciplinary thinking. The curriculum is developed by the board of studies for the respective courses. The affiliating university has adopted a choice-based credit system that is flexible and innovative, incorporating credit-based courses and projects involving community engagement, environmental education, and values-based learning. For example, students can earn credits through internships with local NGOs, participate in sustainability initiatives, or engage in discussions on ethical dilemmas. Furthermore, the institution is prepared to implement the new National Education Policy - 2020, which features a flexible multidisciplinary curriculum for undergraduates starting from the academic session 2024-25, allowing for multiple entry and exit points while maintaining academic standards. Additionally, initiatives include promoting multidisciplinary research efforts to address contemporary societal challenges, establishing interdisciplinary research centres, and facilitating collaborative projects across departments. Strategies to encourage interdisciplinary collaboration may involve organizing interdisciplinary seminars, forming industry partnerships for joint projects, and initiating faculty exchange programs with renowned interdisciplinary research institutions.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institution is affiliated with Sant Gadge Baba Amravati University, Amravati, and has implemented various measures as directed by affiliating university to align with the Academic Bank of Credits (ABC) requirements outlined in NEP 2020. These measures include incorporating credit-based systems, establishing mechanisms for credit accumulation and transfer, and developing an online platform for managing academic credits. Additionally, the</p>

	<p>institution has enrolled in the ABC to enable learners to benefit from multiple entry and exit points within their chosen program, facilitating flexible learning pathways tailored to individual needs and career aspirations starting from the academic session 2022-23. Efforts will be made to foster seamless collaboration and internationalization, including forming partnerships with foreign institutions for joint degree programs, facilitating credit transfers for international exchanges, and promoting cultural exchange programs for students and faculty. Faculty members are encouraged to design their own curricular and pedagogical approaches within the approved framework, such as selecting textbooks, crafting assignments, and adopting innovative teaching methods to enhance student engagement and learning outcomes. Best practices related to ABC implementation may include organizing workshops for faculty on credit-based systems, providing online modules for students to monitor their academic progress, or implementing mentorship programs to assist students in planning their academic course's trajectories. The institution organized a one-day workshop on CBCS at the beginning of the academic session 2022-23.</p>
3. Skill development:	<p>The affiliating university has implemented NEP-2020 for its PG program starting from the academic session 2023-24 and plans to implement it for the UG program starting from the academic session 2024-25. According to NEP-2020, education will be structured around six verticals, with one of them focusing on skill courses. Consequently, skill development will become a top priority for the institution, which will adopt a multifaceted approach to enhance vocational education and soft skills in accordance with the National Skills Qualifications Framework. This effort may include tailored courses, workshops, and practical training adhering to industry standards. Various programs will integrate vocational education into mainstream education by offering diploma courses, internships, apprenticeships, and collaborative industry projects. Emphasizing value-based education, the institution will foster positivity and holistic development by imparting humanistic, ethical, and constitutional values alongside life skills and a scientific temper. Moreover, it will ensure that every student undertakes at least one vocational</p>

	<p>course, bridging skill gaps through partnerships with industry veterans and master crafts men. These initiatives will utilize diverse modes such as ODL, blended learning, and on-campus modules, facilitated by NSDC's unified platform. Additionally, the institution will adopt robust mentorship and continuous feedback mechanisms to refine skill development strategies. IQAC and Student Development Cell of the institute organized 4-days workshop on Soft Skill Development which was sponsored by Sant Gadge Baba Amravati University, Amravati. It was held from 23th-26th November 2022. Around 50 students of final year students from all of Arts, Commerce and Science stream participated in the workshop.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institute integrates the Indian knowledge system into both offline and online teaching by incorporating teachings in Indian languages and cultural events. Faculty members have participated in training programs to enable bilingual classroom delivery, with an emphasis on both English and local languages. Workshops, language courses, and pedagogical training sessions have enhanced teachers' proficiency. Degree courses taught in Indian languages and bilingual modes cater to diverse linguistic backgrounds, promoting inclusiveness and accessibility in education. Efforts are directed towards preserving and promoting Indian languages, ancient traditional knowledge, art, culture, and traditions through dedicated courses, research projects, and cultural exchange programs. Best practices include creating digital repositories for local knowledge, organizing interactive cultural events, and collaborating with local communities to preserve and disseminate Indian heritage in alignment with NEP 2020.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>This institute is affiliated with Sant Gadge Baba Amravati University, Amravati. The university has implemented NEP-2020 for the PG program from the academic session 2023-24 and plans to implement it for the UG program starting from the academic session 2024-25. The incorporation of Outcome-Based Education (OBE) under six verticals of education in NEP-2020 has prompted affiliated universities to revise their clear learning outcomes for each curriculum, specifying program and aligning them with industry standards. The university</p>

	integrated OBE into teaching methods, utilizing project-based learning and real-world application assessments, along with continuous feedback mechanisms. Innovative approaches include interdisciplinary curriculum development, expanding industry partnerships for internships, and implementing competency-based assessments to effectively measure student proficiency.
6. Distance education/online education:	The implementation of NEP 2020 for undergraduate (UG) students, starting from the academic session 2024-25, emphasizes the utilization of distance education/online education to broaden vocational offerings through Open and Distance Learning (ODL). Institutions will leverage digital platforms to deliver skill-based courses to a larger audience, utilizing technological tools such as virtual labs, interactive simulations, and online forums to enhance the learning experience and promote engagement and effectiveness. There will be a concerted effort to strike a balance between online and face-to-face interactions, with an emphasis on implementing best practices such as robust student support services, flexible learning pathways, and adherence to accreditation and recognition standards outlined in NEP 2020. Government of India provides free online courses for students which was developed by Professors from IITs and IISc on SWAYAM and NPTEL platform. The platform provides flexibility in learning with video lectures, reading material, quizzes, assignments, and discussion forums. Students can register and acquired additional skills through SWAYAM or NPTEL.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include	The Electoral Literacy Clubs (ELCs) have undertaken various innovative programs and initiatives to

<p>voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>promote electoral participation and awareness. These include: • Voluntarily contribution to electoral processes by participating in voter registration drives for both students and the communities to which they belong. • Assistance to district election administrations in conducting polls for the general Parliament election of 2024, which involved activities such as guiding voters at polling booths. • Students engagement in voter awareness campaigns to educate people about their rights and responsibilities, the importance of voting, and how to cast their votes ethically. • Participation in promoting ethical voting practices, including discouraging bribery, coercion, or any form of electoral malpractice. • A Voter Awareness Programme organized on August 22, 2023, in collaboration with the Yavatmal District Election Office, Yavatmal. • Participation in awareness programs aimed at increasing participation and the effective exercise of the right to vote by providing necessary information to disadvantaged sections of society, such as transgender persons, professional sex workers, persons with disabilities, senior citizens, and other marginalized groups.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>NO</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>YES, Multiple camps were organized by ELC to register eligible students in electoral roll.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3197	3572	3511	3122	3554
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 68

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	56	58	58	39

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
35.14	32.44	39.66	40.82	29.48
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:

RESPONSE:

- The institution prioritizes effective curriculum delivery and ensures its implementation through a well-planned and documented process.
- Affiliated with Sant Gadge Baba Amravati University, the college adheres to the syllabus prescribed by the university.
- Some faculty members serve on the board of studies of the affiliating university, while others participate in enriching the curriculum through interactions with BOS members and attending workshops organized by the university for feedback on the designed curriculum.
- At the start of each academic session, the syllabus is provided to the students. The Course Outcomes (COs) and Program Outcomes (POs) are communicated to both students and teachers through displays on department notice boards and uploads on the college website.
- At the onset of each session, the Principal convenes a meeting of faculty members to discuss academic, co-curricular, and extracurricular activities.
- The academic calendar committee prepares the institution's academic calendar that outlines the timeline for various activities, start and end dates of each semester, holidays, vacations, examination periods, curricular, co-curricular, and extracurricular activities in synchronization with the affiliating university's academic calendar.
- The timetable committee, comprising senior faculty members, prepares the timetable, distributes it to department heads who then allocate department workload among faculty members. Following this, the timetable committee finalizes the timetable and displays it on notice boards for students.
- At the beginning of each academic session, department heads conduct departmental meetings to discuss workload distribution, academic matters, co-curricular and extracurricular activities, evaluation of internal assessment components, delivery, and documentation.
- The institution has incorporated continuous internal assessment as part of the teaching-learning process. This includes evaluating students through assignments, quizzes, projects, seminar presentations, class tests, term examinations, performance in laboratories, group discussions, study tours, industry visits, etc., and other formative assessments, which help evaluate students' understanding, identify areas for improvement, and provide timely feedback to the student.
- The departments submit records of curriculum delivery and continuous internal assessment at the end of even semester every year.
- The institution maintains detailed records of curriculum planning and its delivery process. The documentation ensures transparency, accountability, and facilitates future improvement.

Over five academic sessions spanning since 2018-19 to 2022-23, the institution showcased resilience and adaptability, notably during 2020-21 and 2021-22 academic sessions marked by a stringent lockdown due to Covid-19 pandemic. The foundation laid during academic session 2018-19 emphasized effective curriculum planning and internal evaluation, setting the stage for future adjustments. Amid the COVID-19 outbreak in 2020-21, the institution swiftly transitioned to remote learning, adjusting the academic calendar and implementing robust internal assessment processes. The subsequent academic year, 2021-22, saw the introduction of a hybrid learning model, blending online and in-person instruction to accommodate evolving circumstances. Throughout these challenges, curriculum planning remained paramount, with the academic calendar guiding structured delivery. Continuous internal assessment played a pivotal role, especially in the hybrid model, ensuring student understanding and progress.

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

1.2 Academic Flexibility

1.2.1

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

Response: 1

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

1.2.2

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

Response: 0.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	52	00	00

File Description	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 is affiliated to Sant Gadge Baba Amravati University Amravati and adheres to curriculum prescribed by the university.
- The institution made every effort to sensitize students to the various crosscutting issues.
- The institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability during curriculum delivery.
- The Environment studies is the part of curriculum in the second year of UG program across all programs in university.
- The Botany and Zoology department of the institution promotes awareness and Environment Sustainability through exhibitions, study tours to forests and gardens, field visits, etc.
- The various cells and committees conducted co-curricular and extra-curricular activities which integrates crosscutting issues.
- The Women's grievances redressal cell/ internal complaints committee organized women empowerment programs, laws for women's, women's day, self-defense, hemoglobin and thyroid checkup camps etc.
- The Gender issues are addressed through save girl child campaign.
- The curriculum of political science in humanities and social sciences stream at UG level includes topic of gender equality.
- The teaching and non-teaching staff of the institution are advised to balance personal interests with professional obligations, safeguard sensitive information, and uphold honesty and truthfulness in professional conduct.
- The institution ensures fair treatment and opportunities regardless of gender, address prejudices that affect decision-making, and prevent and address discrimination or mistreatment based on gender.
- The institution embraces differences in culture, beliefs, and perspectives, understand and consider

the needs and feelings of others, and contribute positively to society and communities.

- The NSS and NCC unit of the institution conducts activities such as tree plantation, eco-friendly campus, plastic eradication etc. to reduce greenhouse gas emissions, efficient use of natural resources to minimize environmental impact.
- Human rights are taught as a part of curriculum in humanities and social sciences stream at UG and PG program.

Over the span of the five academic sessions from 2018-19 to 2022-23, our institution has demonstrated a resilient commitment to holistic education, navigating through unprecedented challenges, including the stringent lockdown experienced during the 2020-21 academic session and the subsequent implementation of a hybrid learning model in the 2021-22 session. Throughout this period, the institution has consistently integrated crosscutting issues pertinent to Professional Ethics, Gender, Human Values, Environment, and Sustainability during the curriculum delivery, fostering a comprehensive educational experience for students.

The academic session of 2018-19 set the foundation for institution's emphasis on crosscutting issues. Faculty members engaged students by incorporating elements of Professional Ethics, Gender Sensitivity, and Human Values during theory lectures and demonstration of practical's. The onset of the 2019-20 academic session saw a continuation of this approach.

However, the academic landscape underwent a sudden shift during the 2020-21 session with the global pandemic. The strict lockdown measures disrupted traditional modes of education, prompting the institution to adapt swiftly to the challenges. Despite the physical limitations, the commitment to integrate crosscutting issues persisted through virtual platforms to maintain the integrity of discussions around Professional Ethics, Gender, Human Values, Environment, and Sustainability.

The 2021-22 academic session saw a continuation of these efforts, with a transition to a hybrid learning model during the even semester. Throughout these challenging times, crosscutting issues remained an integral part of curriculum delivery.

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: 19.39

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

Response: 620

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

<p>1.4.1</p> <p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Response: C. Feedback collected and analysed</p>	
File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 93.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
1390	1487	1648	1606	1676

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1674	1674	1674	1674	1674

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

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

Response: 81.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
861	889	833	965	947

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

2022-23	2021-22	2020-21	2019-20	2018-19
1105	1105	1105	1105	1105

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 60.32

2.3 Teaching- Learning Process

2.3.1

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

Response:

- The college provided students with the academic framework and semester schedule, fostering a two-way teaching-learning approach that centered on student involvement.
- Faculty members employed diverse student-centric teaching methodologies like experiential learning, participatory methods, and problem-solving techniques to convey subjects effectively.
- Science students engaged in laboratory experiments to grasp real-world applications of their subjects. Co-curricular and extracurricular activities were organized to enhance students' experiential learning. The institution encouraged community engagement through activities organized by NSS and NCC units. All PG students undertook project work in their final semester as part of the curriculum.
- Participatory learning methods involved students in seminars, projects, debates, quizzes, and field visits, fostering active participation.
- Problem-solving techniques were employed to nurture students' creativity, decision-making skills, critical thinking, and reasoning abilities.
- The institution offered ample opportunities for developing human values, ethics, and leadership qualities through various activities, NSS/NCC camps, special lectures, etc.
- The faculty members of the institution utilized Information and Communication Technologies (ICT) tools in the teaching-learning process as they provided opportunities for both teachers and students to operate, store, utilise, and retrieve information, thereby encouraging independent and active learning, including self-learning such as distance learning.
- The ICT tools used by faculty members included personal laptops, LCD projectors, digital television, Google Classroom, YouTube, internet, and social media platforms.
- The use of ICT technology enhanced engagement, increased accessibility, facilitated multimedia learning, enabled personalized learning, provided access to information, and helped students develop real-world skills, and improved collaboration.

Over the past five academic sessions, spanning since 2018-19 to 2022-23, the institution encountered unprecedented challenges and transformations. The academic session of 2020-21 was marked by stringent lockdowns that significantly disrupted traditional learning methods.

The 2018-19 academic session set the stage for incorporating student-centric teaching methods into the pedagogical landscape. Educational approaches shifted towards experiential learning, participative engagement, and problem-solving methodologies, departing from traditional lecture-based models to create more immersive and interactive learning experiences. Students became active participants in their education, fostering critical thinking and practical skills.

The student-centric learning methods continued in the academic session 2019-20. The academic session of 2020-21 was a turning point, defined by a strict lockdown that forced the institution to rethink its strategies. With physical classrooms inaccessible, teachers rapidly adopted and implemented online teaching methodologies. This unexpected turn of events catalyzed a technological revolution in education, integrating ICT tools into the teaching and learning process. Webinars, virtual labs, and collaborative platforms became the new norm, ensuring that the educational journey persisted amidst adversity.

The academic session of 2021-22 witnessed a hybrid learning model, blending virtual and in-person instruction. The odd semester faced a continuation of strict lockdown measures, whereas the even semester was marked by a partial lockdown. In this hybrid model, the integration of student-centric

methods and ICT-enabled tools remained paramount. Experiential learning found new avenues in virtual simulations, participative learning thrived in online discussions, and problem-solving methodologies adapted seamlessly to the digital landscape. The difference between virtual and physical spaces highlighted the flexibility and adaptability of modern education.

Throughout these five academic sessions, the collaboration between student-centric methods and ICT-enabled tools persisted.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 61.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	86	86	86	86

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: 85.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	49	52	50	28

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

- The college implements a continuous and comprehensive internal evaluation system, aligned with the university's standards.
- Internal assessment includes various assessments such as attendance, tutorials, practical work, projects, assignments, seminars, field visits, industry visits, study tours, oral presentations, group discussions, and scores from internal tests.
- Examination schedules are communicated through notice boards and classroom announcements.
- Question papers are uniformly prepared and submitted by teachers through department heads, monitored by the examination committee.
- Mobile phone usage is strictly forbidden during exams, with a dedicated squad to prevent malpractice.
- Syllabi of internal examinations are shared beforehand, and answer sheets are shown to student's post-evaluation.
- Results were declared prior to university exams, with grievances addressed at both college and university levels.
- A time-bound redressal mechanism is suggested by the affiliating university, including provisions for answer sheet revaluation and providing photocopies upon fee deposition.
- Teachers address evaluation doubts, and department heads promptly resolve grievances.
- Separate exams are held for absentees engaged in extracurricular activities.
- The office of the institution addresses student grievances such as online examination forms, incorrect marks entry, subject codes/programs queries, and wrong entries in names or hall tickets within the stipulated timeframe.

- The examination committee ensures fairness by adhering to standardized procedures.
- The grievance redressal committee impartially handles complaints regarding mistreatment, unfair practices, or dissatisfaction, treating each complaint impartially, investigating, and resolving issues.
- The students' grievance redressal committee provides a fair and effective mechanism for students, teachers, and staff to resolve complaints, thoroughly investigating and resolving justly, addressing all issues related to grievances.
- Online marks are submitted to the university, and students could submit queries via suggestion boxes placed within the campus.

Over the past five academic sessions, since 2018-19 to 2022-23, the assessment mechanisms both internally and externally have undergone significant changes to adapt to the evolving educational landscape, particularly in response to the challenges posed by the COVID-19 pandemic. During this period, the institution has strived to ensure transparency in assessment processes while also establishing efficient grievance redressal systems.

In the academic session 2018-19, the assessment procedures were largely conventional, with a blend of internal assessments such as assignments, quizzes, and class tests, projects, visits to industries/sanctuaries/botanical gardens/research institutes, student seminars/group discussions, etc., complemented by external examinations conducted at the end of each semester. These processes were transparently communicated to students, with clear guidelines and criteria for evaluation provided by the respective departments. The following year, in 2019-20, this approach persisted.

However, the 2020-21 academic year marked a significant departure from traditional assessment practices due to pandemic-induced lockdowns. With physical classrooms inaccessible, educational institutions swiftly transitioned to remote learning. Internal assessments were conducted online, utilizing various platforms for examinations and virtual submissions of assignments. External examinations were postponed and conducted in an online format.

In 2021-22, pandemic challenges persisted, with sporadic lockdowns necessitating a return to fully online teaching and assessment during odd semesters. Institutions, now more prepared, adopted a hybrid approach during even semesters, combining online and in-person evaluations. Throughout these changes, grievance redressal systems remained active, ensuring the timely resolution of assessment-related issues despite ongoing disruptions.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

- The institution is affiliated with Sant Gadge Baba Amravati University, Amravati and adheres to the curricula prescribed by the university.
- The university introduced CBCS at the UG level starting from the academic session of 2022-23, and CBCS at PG level from 2010-11 in the science faculty. The Boards of Studies (BOS) for respective subjects have established objectives and learning outcomes for all programs and courses spanning four semesters at UG level, which have been uploaded to the university website.
- Up until the academic session of 2021-22, the institution clearly defined the learning outcomes for all its courses and programs at UG and PG level.
- The method employed by the institution to communicate these learning outcomes to stakeholders is as follows:
 1. Heads of departments discuss syllabi with faculty members during department meetings and outline course outcomes for all courses within the program.
 2. Heads of departments, under the principal's chairmanship, define program outcomes and program-specific outcomes for all institution programs during HOD meetings.
 3. Learning outcomes for all courses and programs are displayed on notice boards within relevant departments for both students and faculty members.
 4. Learning outcomes for all courses and programs are also uploaded to the institution's website.
 5. Faculty members raise awareness among students about learning outcomes during student induction/orientation programs.
 6. Course outcomes for each course are communicated to students' class-wise during initial lectures of each semester, along with the introduction to the subject/course and the syllabus.
 7. The institution regularly evaluates program and course outcomes through internal student assessments and university examination results.
 8. The Academic Audit Committee analyses the results of both college and university examinations to identify courses/subjects requiring additional attention.

Over the span of the five academic sessions since 2018-19 to 2022-23, the institution navigated through a dynamic educational landscape, particularly during COVID-19 pandemic. The institution maintains transparency and academic standards by consistently displaying Program Outcomes and Course Outcomes for all offered programs on its website.

The academic session 2018-19 laid the foundation, to articulate and demonstrate POs and COs. The institution recognised the importance of providing stakeholders, with a comprehensive information on expected learning outcomes at both program and course levels.

The institution continued to refine and expand its documentation of POs and COs, incorporating feedback and insights gained from the previous year during academic session 2019-20. The website became a valuable source of information, fostering a culture of openness and accessibility.

The academic session 2020-21 brought about an unprecedented disruption due to covid-19 pandemic. Strict lockdowns forced a swift transition to remote learning. Even in the face of very different learning environment, the website continued to serve as an important channel for disseminating information on POs and COs.

The hybrid learning model adopted during the academic session 2021-22 underlined the institution's adaptability. The odd semester witnessed a stringent lockdown, compelling a fully remote mode of instruction. The website reflected updated pedagogical approaches and technology integration, maintaining clarity in learning outcomes.

The transition to a hybrid model in the even semester presented both challenges and opportunities, yet the website remained dynamic, reflecting the institution's flexibility and commitment to academic excellence.

Throughout, the institution engaged in feedback from students and faculty, utilizing the website as a communication platform to refine outcomes, fostering a sense of community and shared responsibility.

File Description	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:

- The institution has implemented a method for evaluating the attainment of learning outcomes for the courses and programs it offers. The method involves the following steps:
 1. Define specific COs and POs that align with the program's curriculum and educational goals.
 2. Develop assessment methods such as exams, projects, presentations, assignments, seminars, quizzes, group discussions, field visits, industry visits, participation in co-curricular and extracurricular activities, skill and employability competitions, and study tours to measure student achievement of COs and POs.
 3. Conduct assessments on students at appropriate points in the program, ensuring comprehensive coverage of desired outcomes.
 4. Collect data from the assessments, including scores and feedback from faculty and peers.
 5. Evaluate the data to determine the extent to which students have achieved the COs and POs.
 6. Use the results to identify strengths and weaknesses in the curriculum, teaching methods, and student learning.
 7. Adjust teaching strategies or assessment methods based on the findings to enhance student learning and improve attainment of COs and POs.

8. Regularly review and refine the assessment process to ensure it remains effective and aligns with the evolving needs of the program and its stakeholders.

- The evaluation of learning outcomes yields numerous benefits, including maintaining educational standards, guiding curriculum improvements, and providing valuable feedback for faculty to enhance teaching methods and support. It fosters accountability, promotes continuous improvement, and ensures graduates possess the necessary skills for employability.

Over the last five academic sessions since 2018-19 to 2022-23, the evaluation of COs and POs has been a crucial aspect in assessing student learning and program effectiveness. However, the emergence of the Covid-19 pandemic significantly disrupted traditional educational and assessment methods, leading to adaptations in evaluating COs and POs.

In the academic session of 2020-21, the sudden shift to online learning due to lockdown posed significant challenges. Traditional assessment methods like in-person exams, practical demonstrations, group discussions, and student seminars became impractical, prompting teachers to swiftly adapt by utilizing online quizzes, assignments, projects, and peer assessments to gauge student learning outcomes.

In the odd semester of the academic session 2021-22, while the impact of the pandemic persisted, institutions had refined their online teaching and assessment methodologies. However, challenges remained as students and teachers continued to struggle with issues such as digital fatigue, technological disparities, and limited access to resources. Despite these challenges, teachers implemented innovative assessment techniques such as multiple-choice question exams, virtual labs, and online simulations to effectively evaluate COs and POs. Continuous feedback mechanisms were established to support students in their learning journey.

During the even semester of the academic session 2021-22, a hybrid approach to education emerged due to fluctuating restrictions. Teachers juggled between synchronous and asynchronous teaching methods, introducing new challenges in maintaining consistency in assessment.

Throughout these sessions, the institution prioritized aligning assessment methods with learning objectives. There was also an increased focus on assessing skills such as adaptability, resilience, and digital literacy, essential in a remote learning environment.

2.6.3

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

Response: 67.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
534	658	1139	786	518

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

2022-23	2021-22	2020-21	2019-20	2018-19
910	1358	1210	866	1019

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.44

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: 10

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has put in place robust mechanisms for the innovation, creation, and transfer of knowledge. It takes every possible initiative to support and accelerate the innovative ideas of students and teachers.

- The institution has established various cells and committees, including those for innovation, entrepreneurship, student development, career development, welfare, and research, to promote awareness of research, innovation, and emerging technologies among students, scholars, and faculty.
- Teachers and students are encouraged to participate in research and developmental activities using available resources, with support provided for teachers pursuing PhDs and publishing research work.
- The Student Development Cell offers skill development programs and shares job and innovation

information through a WhatsApp group.

- The Research Committee facilitates the writing and submission of research projects to funding agencies and conducts PhD coursework classes.
- The institution fostered 7 MOU's/collaboration with research labs and other educational institutions during assessment period.
- It also promotes eco-friendly gardening practices through its botanical garden.
- Various activities, including competitions, debates, seminars, and guest lectures, were organized to enhance research and social engagement.
- 16 faculty members of the institution serve as research guides, promoting multidisciplinary and innovative research endeavours.
- The affiliating university has approved 08 research centres at our institute in various disciplines, including chemistry, physics, electronics, computer science, zoology, economics, Marathi, and commerce.
- At present, out of 53 faculty members, 37 hold PhDs, 2 hold honorary D.Litt. degrees, and 2 hold M.Phil. as their highest qualifications.
- During the assessment period from 2018-19 to 2022-23, 22 students have completed their doctoral research under the guidance of supervisors from various subjects and have been awarded Ph.D. degrees, and over 24 students are currently working on their doctoral research at this center.
- During this assessment period, the college has organized 32 workshops, seminars, and webinars.
- During this assessment period, the faculty members has published 199 research papers and articles in various peer-reviewed journals, and 58 books and chapters in books by reputed national, international, and state-level publishers.
- The institution has organized 32 workshops and seminar/ webinars during assessment period to enhance the research culture on campus.
- The students are encouraged to participate in the student research convention Aavishkar and Youth festival.
- The institution has hosted district-level Aavishkar every year during the assessment period except for the lockdown academic sessions.
- Visits to fields, industries, sanctuaries, botanical gardens, research centres, and educational institutions provide experiential learning to the students.

Over the five academic sessions since 2018-19 to 2022-23, the institution demonstrated resilience and adaptability in response to the global pandemic. The 2020-21 academic session, disrupted by a stringent lockdown, saw a swift shift to innovative remote learning rooted in the Indian Knowledge System (IKS). The 2021-22 session adopted a hybrid learning model, balancing online and physical education.

An Intellectual Property Rights (IPR) cell was established to protect creations and spread knowledge, despite challenges, the transition to digital platforms facilitated webinars, virtual hackathons, and online workshops, enhancing the educational approach.

The hybrid model during even semester of 2021-22 further refined innovation strategies, and the IPR cell continued to educate on safeguarding intellectual property. These efforts positioned the institution as an innovation hub within the IKS, leading to significant academic and community contributions.

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: 27

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	08	06	03	04

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	12	07	07	01

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	17	14	5

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

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 institution conducted a variety of extension activities in the neighbourhood community with active involvement of teachers to promote collaboration, sensitize students to social issues, raise awareness about community needs, empower students to take action, and make a difference.
- These endeavours contributed to the overall development of students, aiming to engage them in meaningful experiences that foster empathy, compassion, and a sense of responsibility towards addressing social issues.
- The institution runs an active NSS unit with 150 volunteers and NCC units with 91 cadets, following the guidelines of the affiliating university. NSS volunteers and NCC cadets participate in extension activities within the neighbourhood community.
- The institution organizes a seven-day residential NSS camp each year in the adopted village in the vicinity for a three-year period. The camp includes activities such as cleanliness drives, tree plantation, voter awareness, girl education initiatives, water conservation awareness, health camps, and digital banking literacy.
- These initiatives enhance villagers' understanding of social issues, with an emphasis on cleanliness drives recognizing it as a pressing need in rural areas.
- The institution's NSS and NCC units, in association with the Department of Physical Education, regularly organize events such as International Yoga Day, tree plantation, celebrations of national and international days, blood donation camps, awareness programs on health issues, environmental conservation, financial literacy, sustainable agriculture, visits to jail and local senior centres, water conservation, superstition eradication, environmental pollution, health and hygiene, gender equity, girl child education, soil and water testing, plastic eradication, celebration of cracker-free Diwali, and social festivals.
- Additionally, the institution conducts awareness programs on human rights, cybercrime, cybersecurity, voter registration, environmental sustainability, and green practices.
- Workshops, conferences, seminars, and guest lectures are organized on socially important issues like women empowerment and gender equality.
- The Department of Zoology organizes various activities on the occasion of forest conservation days.
- The volunteers of the NSS unit organized a flood relief fund rally in 2018, collected Rs. 11,000/- from local communities, and handed it over to the collector for the Chief Minister's Relief Fund.

Over the last five academic years (2018-19 to 2022-23), our institution has focused on promoting social responsibility and holistic development through extension activities. In the pre-pandemic years (2018-19 and 2019-20), students engaged enthusiastically in community projects, fostering significant impacts and developing empathy and understanding of social challenges.

The 2020-21 academic year brought unprecedented challenges due to the global pandemic, disrupting traditional community engagement. Despite physical constraints, the institution transitioned to virtual platforms, enabling online awareness campaigns, webinars, and digital volunteering to maintain student-community connections.

In 2021-22, a hybrid learning model was adopted, with virtual interactions continuing during strict lockdowns and on-site projects resuming during partial lockdowns, all while adhering to safety protocols.

Throughout these years, the institution's extension activities expanded students' global awareness and highlighted social interconnectedness. This commitment to holistic development enhanced students' critical thinking, leadership skills, and sense of social responsibility.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

NIL

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: 30

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	04	03	08	05

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

3.5 Collaboration**3.5.1**

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

Response: 6

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 institution features extensive infrastructure, including classrooms, laboratories, computing equipment, and cultural and sports amenities such as a yoga center, indoor and outdoor game areas, gymnasium, and auditorium.
- It spans 39 acres, providing a conducive environment for academic and extracurricular activities.
- The institution has made continuous improvements to facilities such as classrooms, laboratories, staff rooms, and ramps for physically challenged students.
- Laboratories across departments are well-equipped with instruments, functional workspaces, and necessary utilities such as water, electricity, gas, and ICT tools to support student activities.
- Research laboratories in various disciplines are equipped with adequate instruments and computational facilities.
- The 16 classrooms equipped for theory classes ensure a conducive learning environment, furnished to meet student needs.
- The auditorium with a seating capacity of 600 individuals serves as a venue for workshops, seminars, conferences, and extracurricular activities.
- The college houses 72 computers across departments for administrative, library, student, and faculty use.
- The institution boasts a spacious, well-ventilated library with a collection of over 70,000 reference books, textbooks, encyclopedias, journals, and magazines. Additionally, it provides access to e-books, e-journals (through N-List), periodicals, digital databases (N-List), and CDs/Videos. The reading hall of the library accommodates 120 users, with internet-enabled computers for student and faculty use.
- The institution provides ample facilities for cultural, sports, and games activities, including indoor and outdoor options, promoting holistic student development and participation in competitions at different levels.
- Outdoor sports facilities include cricket, football, volleyball, running, kabaddi, hockey, softball, lawn tennis, javelin throw, shot put, hammer throw, discus throw, and long jump, while indoor facilities like table tennis, carrom, chess, and yoga center are also available.
- The gymnasium of the institution features modern equipment for student use.

Throughout the academic sessions spanning since 2018-19 to 2022-23, our institution dedicatedly catered to diverse stakeholder needs, creating an enriching environment for growth and learning. From 2018-19, we offered well-equipped classrooms, laboratories, and advanced computing resources.

Additionally, ICT-enabled tools like LCD projectors enhanced interactive learning. The institution's commitment to holistic development was evident through cultural and sports facilities, including a Yoga Centre, indoor and outdoor games, gymnasium, and an auditorium.

In the academic year 2019-20, facilities remained largely intact. Despite the unprecedented challenges of the global Covid-19 pandemic, our institution adapted swiftly to online teaching-learning methods as physical classrooms and laboratories were closed due to stringent lockdown measures. However, in 2020-21, we transitioned to online teaching due to lockdowns. Despite these obstacles, the institution persevered, leveraged ICT-enabled platforms to ensure continuity in education, and explored virtual alternatives for cultural and sports activities.

The academic year 2021-22 fluctuated with varying lockdown restrictions. While the odd semester experienced complete lockdowns, disrupting physical activities on campus, the even semester saw partial lockdowns with some relaxation in restrictions. Throughout these challenges, the institution sustained online education and gradually reintroduced cultural and sports activities, prioritizing safety.

In the academic session 2022-23, the institution adjusted to the "new normal." Online learning improved with upgraded infrastructure, and physical facilities cautiously reopened with sanitation measures. Cultural and sports activities resumed with safety protocols in place.

Despite challenges, our institution remained resilient, ensuring quality education and a supportive environment for all stakeholders.

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: 27.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.67033	12.64846	9.97218	11.70014	7.88558

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:

- In 2021, the institution initiated the automation of its library using the Integrated Library Management System (ILMS) with SOUL 3.0 software, developed by INFLIBNET, an autonomous center of the University Grants Commission. This digital library facilitated access to a vast array of e-contents and efficiently managed over 70,000 books and periodicals with modules such as Masters, Book Management, Barcode Facility Book Accession, Membership, Circulation, Catalogues, and Administration.
- The N-list provided e-books, e-journals, and other study materials, while the library software supported modern technologies like emails, barcodes, and SMS notifications.
- The accession and classification units generated accession reports and updated the status of books and journals.
- The circulation unit managed the issuance and return of books, keeping track of borrowing transactions, inventory status, and generating overall summaries.
- The barcode generation process simplified library operations. The authorized subscription and printing of periodicals and journals were maintained using the serial control unit of the SOUL 3.0 software.
- The library software was updated annually and included backup and recovery systems. The library also featured 11 computers with internet access, Wi-Fi, and a 20 Mbps leased line, aiding researchers, teachers, students, and staff in their scholarly activities.
- The reading hall accommodated around 120 users and included sections for periodicals, reference materials, and digital libraries.
- Separate reading zones for faculty and students ensured a conducive learning environment, and book requests from faculty were fulfilled within budgetary constraints.

Over the last five academic sessions, from 2018-19 to 2022-23, the institution's library underwent significant transformation, driven by technological advancements and the need to adapt to challenges. The turning point occurred during the 2020-21 academic session, amidst a stringent lockdown that required a shift in educational delivery methods.

During this period, the library underwent a significant overhaul, embracing the digital era through the implementation of an Integrated Library Management System (ILMS). This move streamlined operations such as cataloguing, circulation, and resource tracking, enhancing overall efficiency.

The 2020-21 academic session posed unprecedented challenges due to the lockdown, but the library's transition to a digital platform ensured continuity in academic pursuits. This adaptability laid the foundation for a resilient and technologically empowered library ecosystem.

In the 2021-22 academic session, the institution adopted a hybrid learning model, with the library playing a crucial role. Remote access to resources was facilitated seamlessly during strict lockdown periods, thanks to the integration of e-sources and journals.

During subsequent semesters characterized by partial lockdowns, the library maintained a hybrid approach, ensuring uninterrupted learning experiences through both physical and digital access to resources. By the end of the 2022-23 academic session, the task of library automation was almost 80% completed.

Throughout these sessions, the library's adaptability underscored its resilience and commitment to serving the academic community. Faculty and students benefited from enhanced support for research endeavors and a diverse array of resources for academic projects and assignments, transcending the physical limitations of traditional learning spaces.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

- The institution maintains a robust IT infrastructure through regular updates and maintenance, ensuring efficient operations. It prioritizes the enhancement of its IT facilities to meet the demands of its academic community, with the Wi-Fi infrastructure undergoing frequent updates to keep pace with evolving technology and increased connectivity needs.
- Security is enhanced with over five CCTV cameras in key areas and a biometric system with a retina scanner/thumb impression.
- Free Wi-Fi is available for staff and students, with the infrastructure including 101 computers, 20 printers, and 5 LCD projectors.

- Key amenities like broadband, antivirus software, and proper computer furniture support the setup.
- Three classrooms and four laboratories has 60 Mbps broadband connections for high-speed internet.
- The Commerce Department has a dedicated computer laboratory, the Jawaharlal Darda Information Technology Centre (JDIT), with 20 computers and an LCD projector, all connected to a LAN.
- Each department is furnished with computers for staff and students, while the institution's employees' cooperative credit society and consumer store utilize laptops for administrative efficiency.
- The library employs a barcode scanner for generating identity cards, streamlining library management.
- In the 2019-20 academic year, the institution transitioned to an online admission process, modernizing its admissions and underscoring its commitment to IT-driven efficiency.
- Computing facilities are accessible to both staff and students during working hours, with internet access points strategically positioned across laboratories, administrative offices, and research centres for all stakeholders.
- Widespread Wi-Fi coverage throughout the campus ensures seamless connectivity for research, online learning, and administrative tasks.
- The institution demonstrates a proactive approach to staying current with technological advancements through regular upgrades to PC configurations and investment in modern hardware and software.
- ICT-based equipment and computers are procured to meet specific requirements, enhancing productivity.
- Platforms like Zoom are subscribed to, facilitating online lectures and meetings, especially during remote learning periods.
- E-Governance software has been implemented to streamline administrative processes, improving efficiency and transparency.
- Additionally, an updated website serves as a central hub for information dissemination, fostering communication, and enhancing the institution's online presence.

Over the past five academic sessions from 2018-19 to 2022-23, the institution has continuously enhanced its IT infrastructure to support increasing online resource demands and connectivity. In 2018-19, the institution began upgrading its Wi-Fi infrastructure to handle more devices, ensuring stable internet access. Subsequent years saw the installation of additional access points and increased bandwidth for better coverage and high-speed data transfer.

During the 2020-21 academic session, the Covid-19 pandemic necessitated a swift transition to online learning. The institution responded by further strengthening its IT infrastructure, increasing bandwidth for virtual classrooms and remote learning, and optimizing the Wi-Fi network for reliable connectivity. With some on-campus activities resuming in the even semester of 2021-22, the institution continued with a hybrid learning model, adjusting bandwidth allocation for both remote and on-campus needs.

In the 2022-23 academic session, as the pandemic receded, the institution implemented advanced technologies to further optimize its IT infrastructure. Throughout these years, the institution's commitment to IT improvements and sufficient bandwidth has ensured seamless operations and minimal disruption for all stakeholders.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 60.32

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

Response: 53

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: 31.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.46159	9.07158	22.25176	6.23226	7.21737

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: 72.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
2199	2704	2605	2210	2656

File Description

Document

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

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. ICT/computing skills

Response: C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	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: D. 1 of the above

File Description	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: 9.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	48	96	89	80

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

2022-23	2021-22	2020-21	2019-20	2018-19
512	668	1144	849	518

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	5	3	1

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: 33

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	11	00	8	7

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

5.3.2

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

Response: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	03	00	04	03

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

5.4 Alumni Engagement

5.4.1

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

Response:

NIL

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:

- Ours is a leading educational institution committed to excellence, fostering inclusive social development, and cultivating globally competent professionals for societal betterment.
- The institution targets rural and tribal students, inspiring them for global contributions through education.
- An organized governance structure ensures effective decision-making and implementation, guided by participatory processes involving stakeholders.
- Vidya Prasarak Mandal, Yavatmal, the governing body of the institution, formulates policies to address societal needs and execute developmental activities.
- The College Development Committee, along with the Principal, IQAC, and faculty, spearheads quality policies, research, and extension activities.
- Departments enjoy autonomy for efficient governance, aligned with higher education objectives.
- The institute's provides visionary leadership, while committee's heads and departments heads are empowered for task completion and academic development.
- Administrative operations are supervised by the head clerk.
- Multiple committees ensure seamless college operations, covering academic and administrative functions.

Over the past five academic sessions (2018-19 to 2022-23), our institution's governance has been aligned with its vision and mission. This alignment has been visible across various institutional practices, such as sustained institutional growth, decentralization efforts, increased participation in institutional governance, and the development of short-term and long-term institutional perspective plans.

In 2018-19, groundwork was laid for a long-term perspective plan, fostering an environment of growth and innovation. Despite the challenges of the 2020-21 lockdown, the institution swiftly transitioned to remote learning, ensuring continuity in academic activities. The subsequent academic session 2021-22, witnessed the introduction of a hybrid learning model, blending online and in-person instruction, showcasing adaptability and commitment to quality education and safety.

The institution witnessed sustained growth over the specified period, indicating an effective governance and leadership. This growth encompassed various facets, including academic achievements, research output, infrastructure development, and student enrollment. Such sustained growth reflects the institution's ability to adapt to changing educational landscapes, navigate challenges, and capitalize on opportunities, all under the guidance of visionary leadership.

Decentralization emerged as another key aspect of institutional governance during these academic

sessions. By decentralizing decision-making processes, institutions empowered faculty, staff, and students at various levels to contribute to governance and decision-making. This approach fostered a culture of inclusivity, transparency, and accountability within the institution. Decentralization not only distributed leadership responsibilities but also enhanced agility and responsiveness to local needs and contexts.

Participation in institutional governance reached new heights during these academic sessions. Recognizing the importance of diverse perspectives and expertise, institutions actively engaged stakeholders in decision-making processes. Faculty, staff, students, and other stakeholders were encouraged to contribute ideas, feedback, and suggestions through various mechanisms such as committees, forums, and town hall meetings. This participatory approach not only strengthened the sense of ownership and belongingness to the institution. It also enriched the quality of decision-making.

Looking ahead, the institution is consciously committed to short-term and long-term institutional perspective plans, incorporating leanings from the pandemic and leveraging technology to ensure a future-ready education. These perspective plans outlined the institution's goals, priorities, and strategies for the coming years, providing a roadmap for sustainable growth and development. By aligning with the institution's vision and mission, these plans guided decision-making, resource allocation, and performance through evaluation, ensuring coherence and continuity in institutional governance and leadership.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

RESPONSE:

The institution has made significant progress in recent years, supported by grants, management, and funding agencies. The governing body's encouragement has further contributed to its development. The Perspective Plan was prepared with consultation and guidance of IQAC and considering the NAAC peer team's suggestions during the 2016 reaccreditation. This plan has implemented in academic, co-curricular, extracurricular, and infrastructural development.

The ongoing Perspective Plan (2018-2019 to 2022-2023) includes initiatives such as:

- Launching new postgraduate programs
- Expanding infrastructure
- Strengthening placement services
- Increasing student intake
- Offering value-added and certificate courses
- Establishing feedback mechanisms
- Enhancing research facilities
- Increasing student support facilities
- Organizing workshops, seminars, and conferences
- Implementing e-governance in admission, finance, examination, library, and administration
- Introducing biometric attendance for staff
- Providing internet facilities to stakeholders
- Digitizing the library with OPAC services and subscriptions to INFLIBNET and N-LIST

Efforts are also focused on campus beautification, sustainability, and improving facilities for female and differently-abled students. The institution collaborates with industries and research institutes for training and placements and engages in social activities.

The institution is efficiently governed by various committees handling academic, administrative, and disciplinary matters. The Academic Calendar Committee schedules activities, while the principal supervises academic and administrative affairs. The IQAC aids in administration, and the Examination Committee manages internal assessments. Mentor teachers provide individual student support, and a hierarchical administrative structure ensures smooth functioning. A Career Counselling Cell assists with job placements.

As an affiliated college of Sant Gadge Baba Amravati University, the institution adheres to the guidelines of the university, the University Grants Commission, and the Government of Maharashtra regarding service rules, recruitment, and promotion of staff.

The CDC, the apex managing body, includes members from the parent management, teachers, non-teaching staff, nominated members, student representatives, and the Principal.

The Principal leads the IQAC, which includes teachers, non-teaching staff, Alumni Association members, local bodies, industry representatives, and a student representative.

The College Council consists of all permanent teachers, while the Students' Council is formed as per the affiliated university's directives.

The office staff includes various clerks, assistants, peons, sweepers, and watchmen, all supervised by the Principal.

College authorities encourage faculty to plan and implement academic, extracurricular, and extension activities through various committees, ensuring quality at all levels.

Student leadership is fostered through representation on various committees and the Students' Council, although student council elections have not been held for six years due to government policy.

Student representatives are nominated on various academic and extracurricular committees. A

proper hierarchy is maintained in policy and plan implementation.

The Discipline Committee, Internal Complaints Committee, Anti-Ragging Committee, and Grievances Redressal Committee address grievances of students and faculty, providing mechanisms for direct access to authorities and open discussions.

From 2018-19 to 2022-23, the institution faced significant challenges, especially during the 2020-21 lockdown. It adapted through hybrid learning from the second semester of 2021-22. Effective policies and transparent leadership ensured smooth operations and quality education. Key bodies made crucial decisions for online learning, safety, and finance management. Service rules were updated for online teaching and assessments. Despite challenges like technology barriers, the institution-maintained assessment integrity. The hybrid model in the even semester of 2021-22 balanced online and in-person instruction, showcasing adaptability and commitment to quality education.

File Description	Document
Upload 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: C. 2 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-

teaching staff and avenues for career development/progression**Response:****RESPONSE:**

The primary goal of the college is to provide quality education to its students. To achieve this, the institution has implemented a performance-based appraisal system to regularly assess its human resources. The college encourages each faculty member to engage in activities related to teaching, learning, evaluation, co-curricular activities, research and extension, and professional development.

The college follows a performance-based self-appraisal mechanism as prescribed by Sant Gadge Baba Amravati University, Amravati, in accordance with UGC regulations from 2010. Now as per updated 2018 guidelines, each faculty member is required to maintain a Performance Record, which is verified annually by the head of the departments and submitted to the Principal through the IQAC. For promotions, faculty members submit their yearly academic appraisal forms with supporting documents to the IQAC for scrutiny. After scrutiny, the appraisal forms are endorsed by the Coordinator, IQAC, and the Principal. Screening and selection committees appointed by the affiliating university recommend faculty members for promotion under CAS based on these evaluations.

The college uses a similar mechanism for assessing and evaluating the performance of non-teaching staff. At the end of the academic session, confidential reports of non-teaching staff are prepared and assessed by the department heads, the Principal, and the Secretary of the parent institution. Based on these confidential reports, non-teaching staff members are recommended for promotion.

The college offers statutory and non-statutory welfare measures, valuing staff contributions. Welfare schemes include Maternity Leave, Medical Reimbursement, Paternity Leave, Gratuities, Pensions, Research Laboratory Facility, Duty Leave for seminars, recognition on Independence and Republic Day, for achievements, group insurance (of Rs. 300000/- and 150000/- to teaching and non-teaching staff respectively), nonrefundable aid of Rs. 5000/- for deceased employees' families from employee's cooperative consumer stores, emergency health advances of Rs.50000/-, at the time of superannuation from employee's cooperative consumer stores gives gold rings and gifts, personal loans at lower interest, immediate loan sanction of Rs. 100000/- in case of emergency health issues, free auditorium access, fitness center and parking access without membership fees, uniforms for Grade-D employees, admission priority for their wards, and Diwali Festival advances to non-teaching staff.

The institution supported career development and progression through various activities like training programs, seminars, workshops, and encouraged faculty to participate in events, publish research papers, and engage in social service.

Over the last five academic sessions, since 2018-19 to 2022-23, the institution faced significant challenges, including a strict lockdown in 2020-21 and applied hybrid learning model in the second semester of 2021-22.

The 2018-19 academic session focused on holistic growth, with a performance appraisal system evaluating performance of teaching and non-teaching staff. Teachers were assessed on teaching methodologies, research, and student engagement, while non-teaching staff were evaluated for administrative efficiency.

The Covid-19 pandemic in 2020-21 necessitated a shift to online learning. The performance appraisal system adapted, rewarding innovation in online teaching and technological adaptability. The 2021-22 academic year introduced hybrid learning, emphasizing flexibility and resilience.

Despite disruptions, the institution supported career development through digital skill training for faculty and upskilling opportunities for non-teaching staff. Welfare measures, including mental health initiatives and financial assistance, were implemented to support staff, fostering a sense of solidarity within the academic community.

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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

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

Response: 14.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	11	34	08	05

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

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

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

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:

RESPONSE:

The institution, affiliated with Sant Gadge Baba Amravati University, holds 2F and 12B status under UGC and adheres to the regulations of the Government of Maharashtra, the university, and UGC. It secures financial resources through salary grants, government scholarships, tuition fees, research project funds from UGC, DST, and ICSSR, funds from UGC for library and infrastructure, and funds for NSS camps, sports, cultural activities, and university exams. These resources support an enriching academic environment.

The institute conducts regular internal financial audits to assess financial processes, controls, and risk management. TALLY software manages financial transactions, including salaries, grants, scholarships, and other accounts, ensuring compliance with accounting rules. The accountant regularly checks the cashbook, ledgers, vouchers, and maintains annual accounts. Registered Chartered Accountant A.K. Gandhi and Firms conduct annual audits, ensuring the accuracy and completeness of transactions,

compliance with regulations, and the effectiveness of internal controls. The auditor verifies transaction dates, maintains journals and ledgers, and verifies transactions under the principal's supervision. After verification, the Chartered Accountant prepares audited statements such as receipts and payments, income and expenditure statements, and the balance sheet. Suggestions for account maintenance are provided if necessary.

External audits are conducted by the Auditor General, Nagpur, and the Joint Director, Higher Education, Amravati. They review financial statements and records to ensure proper grant utilization, accuracy, completeness, and compliance with standards. They assess internal controls and financial reporting processes for weaknesses or non-compliance and submit an assessment memo for further action. The external audit involves examining cash books, ledgers, fees, vouchers, stock books, salary accounts, scholarships, and funds. The audited report is presented to the CDC and the governing body for approval. UGC verifies grant utilization.

The college operates on both grant-in-aid and self-finance models, with financial resources including grants and tuition fees. Fund mobilization and utilization are overseen by the account section, principal, secretary of the governing body, and purchase committees.

To optimize financial resources, the college publishes annual tender notices for purchases. The purchase committee reviews quotations and comparative rate statements, deciding on purchases based on rate, quality, and negotiation, ensuring optimal utilization. The Building Construction Committee follows a similar process for maintaining quality in materials and construction. Student fees are utilized as directed by the affiliating university, and departmental budgetary provisions are communicated to departments heads for purchases. Grants from UGC, ICSSR, and DST are used as per their guidelines.

The college operates in two shifts and optimally utilizes academic and infrastructural resources. Facilities such as the auditorium and college ground are available for government and non-government events. Classrooms are used for competitive examinations and distance learning classes. The health fitness center is available to students and staff. During the COVID-19 pandemic, the college provided space for a vaccination center.

From 2018-19 to 2022-23, the institution showcased resilience in resource management, overcoming challenges like the 2020-21 lockdown and transitioning to hybrid learning in 2021-22. Financial prudence, highlighted by regular audits, ensured transparency. Diverse funding in 2018-19 led to infrastructure and faculty improvements in 2019-20. In 2020-21, the institution swiftly adapted to remote learning, maintaining stakeholder confidence through ongoing audits. In the academic year 2021-22 academic year a hybrid learning model was successfully implemented. In 2022-23, the institution continued to emphasize agile financial management and prudent resource allocation, reinforced by past experiences.

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:

RESPONSE:

The IQAC has played a vital role in institutionalizing quality assurance strategies and processes through various quality practices. It consistently encourages faculty members to pursue research projects funded by agencies like UGC, DST, and ICSSR, resulting in increased access to advanced instrumentation, literature, and quality publications. Over the last five years, faculty members have completed one research project, with two ongoing, totalling funding of in total Rs. 10 Lakhs.

Research centres are equipped with essential instruments like LCR Meter, Ultrasonic interferometer, Gouy balance, Four Probe setup for electrical conductivity, Muffle furnace, Rotary Evaporator, Hot air Oven, Visible Spectrophotometer, Centrifuge machine, facilitating water and soil analysis. The publication output has seen a significant uptick, with over 195 research papers in UGC-listed journals, Scopus, Web of Science, and 45 books and chapters published by faculty members. Moreover, 8 patents have been granted, with 8 more pending.

The IQAC's recommendations have led to the organization of numerous workshops, conferences, and seminars at various levels, fostering academic growth. The college boasts eight university-recognized research centres and laboratories, with 16 Ph.D. supervisors. Over the past five years, more than 12 students have completed their Ph.D., and 15 have finished pre-Ph.D. coursework, with 20 currently enrolled in Ph.D. programs. Students are actively encouraged to participate in academic events to present papers and engage in research activities.

ICT facilities have been significantly improved, with the acquisition of LCDs, projectors, computers, and printers, enhancing the teaching-learning process in science department including Commerce. The college has houses two separate departments with computer laboratories and a library equipped with a Network Resource Centre. Faculty members have developed e-content and videos accessible through platforms like Google Classroom and YouTube. Other online platforms like Zoom, Google Classroom, and Google Meet are used for online teaching. Administrative and examination sections are fully supported with ICT facilities and necessary software.

In addition, IQAC significantly bolstered higher education quality through various activities, including supporting accreditation processes, monitoring departmental performance, establishing feedback mechanisms for stakeholders, conducting faculty development programs, providing student support services, recommending infrastructure development, promoting institutional values, fostering a culture of continuous improvement, conducting audits, encouraging sports and cultural activities, and analysing student feedback for enhancements.

IQAC has been instrumental in shaping and strengthening Quality Assurance strategies and processes over the last five academic sessions, from 2018-19 to 2022-23. Despite facing unprecedented

challenges such as the strict lockdown in the 2020-21 academic session and subsequent adoption of a hybrid learning model in the 2021-22 even semester, IQAC's impact remained significant.

In the academic session 2018-19, IQAC initiated a systematic review of the teaching-learning process, operational structures, and methodologies, focusing on learning outcomes. In 2019-20, IQAC continued its commitment to enhancing education quality by identifying areas for improvement and implementing strategic changes.

Despite the challenges of the 2020-21 lockdown, IQAC responded swiftly, reassessing teaching-learning dynamics and ensuring educational continuity through remote learning. The introduction of a hybrid learning model in 2021-22 was met with proactive evaluation by IQAC, ensuring quality standards in both online and in-person environments.

Throughout these sessions, IQAC documented incremental improvements in academic activities, guiding teaching methodologies and aligning learning outcomes with contemporary standards.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

RESPONSE:

The institution has implemented various measures to promote gender equity, emphasizing an integrated and interdisciplinary approach. Initially, it focused on raising awareness about the social and cultural constructs of gender that shape the experiences of both women and men. This includes initiatives to promote equality within legal frameworks, social systems, and democratic activities.

The institution initiated a gender equity cell and conducted a gender audit and identified disparities and implemented measures like mentorship programs, gender sensitivity training, flexible work policies, and equal access to resources to promote gender equity.

To ensure a safe and conducive environment, the institution has prioritized strict safety and security measures including the monitoring premises by various committees (ICC, redressal committee, and anti-ragging committee), security personnel, CCTV cameras throughout the campus. The campus is enclosed by wall compound. Additionally, ID cards prevent unauthorized access. Additionally, complaint boxes are available for reporting abuse or harassment, and self-defence training is provided to girl students.

The institution has also prioritized the safety and well-being of female students by providing separate reading rooms, vehicle parking, and common rooms equipped with amenities like first aid and sanitary napkin vending machines. Counselling rooms to address female students' diverse issues have been established. Guidance and counselling are provided by mentors and committee members, including those from admission, grievance redressal, and anti-ragging committees.

Workshops, special talks, and awareness programs on gender equality, sensitivity, women's safety, health, and cybercrime are regularly organized. These initiatives aim to empower young individuals to become gender-sensitive and advocates for gender equity.

Major gender sensitizing activities include AIDS awareness programs, yoga training, equal opportunities for women in academic and extracurricular activities, and separate wings for female students in NSS and NCC units. Health check-ups, disease prevention awareness, International Women's Day celebrations, adoption of girl students by faculty, women empowerment workshops, regular health awareness programs in adopted villages, haemoglobin tests, blood group check-up camps, COVID-19 vaccination initiatives, and a Meditation Centre operated by the Department of Physical Education are

also conducted.

Over the past five academic sessions (2018-19 to 2022-23), the institution has consistently promoted gender equity. Despite the 2020-21 lockdown, it conducted a comprehensive gender audit to evaluate and enhance policies and practices. During the lockdown and the odd semester of 2021-22, virtual support systems ensured equal access to resources and counselling, with a focus on digital accessibility. In 2021-22, a hybrid learning model integrated gender-sensitive pedagogical practices to address disparities. As restrictions eased, gender-specific interventions were implemented on campus. Workshops and campaigns promoted gender sensitivity, and regular assessments gauged the effectiveness of these measures. Faculty and staff received gender sensitivity training, fostering an informed and empathetic community. In 2022-23, the institution applied pandemic lessons to further enhance gender equity, using the initial gender audit as a catalyst for ongoing improvements, creating an inclusive academic environment for all.

Through these educational initiatives, safety measures, and specialized facilities, the institution demonstrates a strong commitment to promoting gender equity and creating a supportive environment where all students, regardless of gender, can thrive securely and with dignity.

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: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

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: B. Any 3 of the above

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

7.1.4

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

Response:

RESPONSE:

The institution, dedicated to fostering an inclusive environment that embraces cultural, regional, linguistic, communal, and socioeconomic diversity. Various initiatives, including awareness programs, workshops, sports, and cultural activities, promote respect, tolerance, and understanding among students and staff.

- The institution ensures equitable admission opportunities for students from all socioeconomic backgrounds, particularly the underprivileged and marginalized, resulting in a harmonious coexistence of students from diverse religious, racial, and cultural backgrounds.
- Observance of various days and events helps foster national cohesion. Students are encouraged to embrace secularism and communal harmony, interacting with peers of all castes, colors, creeds, and religions.
- Equality is upheld for every student, with an atmosphere of tolerance and mutual respect cultivated through activities, projects, field excursions, and educational journeys. Instruction is provided in Marathi and English, with additional courses in Hindi and Urdu to accommodate non-

Marathi students.

- Students from all communities engage in sports, cultural activities, and religious celebrations to foster cultural awareness and address cultural needs.

Both students and employees are sensitized about constitutional obligations, including values, fundamental rights, civic duties, and responsibilities, empowering them to contribute positively to a harmonious and inclusive society.

- The institution operates NSS and NCC units for both male and female students, promoting community understanding and nurturing social and civic consciousness. These units foster character, camaraderie, discipline, leadership, secularism, adventurous spirit, and selfless service ideals.
- The institution commemorates the birth and death anniversaries of notable figures such as Mahatma Gandhi, Pandit Jawaharlal Nehru, Dr. Babasaheb Ambedkar, Shivaji Maharaj, Mahatma Jyotiba Phule, Savitribai Phule, Lal Bahadur Shastri, Sardar Patel, Bhagat Singh, Subhash Chandra Bose, Maa Jijau, Swami Vivekananda, and others instilling their values and principles among students and staff. Debate and quiz competitions disseminate their ideologies and success stories.
- The institution also commemorates significant national events such as Republic Day, Independence Day, Human Rights Day, and Constitution Day, organizing activities aimed at promoting civic engagement, health awareness, and social responsibility.
- Events like Environmental Day, Forest Conservation Day, tree plantation campaigns, green campus initiatives, and Wildlife Conservation Week promote nature appreciation. Initiatives such as voter awareness rallies, voter registration rallies, Road Safety Awareness Week, Run for Unity, flood relief fund contributions, Save Girl Child campaigns, AIDS and cancer awareness programs, participation in pulse polio drives, World Women’s Day, and collaborations with local communities instill a sense of duty and responsibility towards society.
- During the pandemic, students and employees distributed masks, food items, and sanitizers, provided aid to the homeless, contributed to relief funds, participated in vaccination drives, donated blood, and assisted law enforcement, fostering civic engagement and responsibility.

From 2018-19 and 2022-23, the institution faced significant challenges, notably the 2020-21 lockdown and the adoption of hybrid learning in 2021-22. These challenges prompted innovative responses to maintain academic progress and cater to diverse student and staff needs.

In 2018-19, the institution emphasized standard academic practices and student engagement. By 2019-20, pandemic impacts led to the exploration of alternative instructional methods. The strict 2020-21 lockdown demanded a swift transition to remote learning, with inclusive initiatives, especially for marginalized communities.

Hybrid learning approach in 2021-22, combined in-person and remote instruction, utilizing technology for improved engagement. Workshops and awareness programs educated stakeholders on constitutional obligations, values, and responsibilities.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE-1

1. TITLE OF THE PRACTICE: Social Outreach Programmes.

2. OBJECTIVES : The objectives of the “Social Outreach Programmes” held during the NSS Camps at the adopted village and in the college campus includes:

- Promote overall health and well-being.
- Contribute to environmental sustainability.
- Emphasize sustainable farming.
- Empower and educate women for independence and security.
- Instill national pride and community spirit.
- Address post-pandemic health concerns.

The "Social Outreach Programmes" focused on holistic community development, including well-being, sustainability, agricultural and women's empowerment, community engagement, and public health crisis response.

3. THE CONTEXT:

The institute's "Social Outreach Programmes," implemented during the NSS Camp at an adopted village and on campus, included activities like yoga camps, technical farming guidance, women's conferences, self-defense training, organic farming, village cleanliness, health checkups, blood donation, tree plantation, and awareness rallies. The program catered to diverse audiences, balanced resource allocation, managed logistics, encouraged community participation, provided training, adhered to health and safety protocols, considered environmental impact, and raised public awareness. These efforts maximized positive impact and community engagement, addressing various contextual challenges effectively.

4. THE PRACTICE: The “Social Outreach Programmes” in India’s higher education system involve diverse activities such as yoga camps, technical farming guidance, women’s self-defense training, organic farming, village cleanliness, health checkups, blood donation, tree planting, International Yoga Day, and more. These initiatives focus on physical well-being, agricultural sustainability, women’s empowerment, environmental consciousness, and public health. Despite their holistic nature, these programmes face challenges, including logistical issues in organizing varied events, ensuring broad participation, financial constraints, and potential resistance from communities. Adapting to regional contexts and maintaining sustained community engagement also pose significant difficulties

5. EVIDENCES OF SUCCESS:

The success of the “social outreach programmes” during the NSS camp and in the college was assessed through several indicators:

- Evaluated the number of individuals involved in each activity.
- Conducted surveys to gauge the impact on participants' well-being, knowledge, and skills.
- Compared actual outcomes with predetermined targets.
- Collected feedback from participants, community members, and stakeholders.
- Assessed improvements in health indicators.
- Measured changes in the local environment due to eco-friendly initiatives.
- Evaluated the application of skills from self-defense and technical farming programs.
- Measured improvements in village cleanliness.
- Assessed visibility and impact through media coverage.

These indicators collectively demonstrated the program's effectiveness in addressing social, health, educational, and environmental needs. Regular reviews and adjustments based on feedback and outcomes ensured continuous improvement.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

Implementing the “Social Outreach Programmes” faced several challenges and resource requirements:

- Coordinating events like yoga camps, farm guidance, women’s conferences, and health camps required detailed planning.
- Engaging the community for events like tree plantations and cleanliness camps needed effective communication strategies.
- Technical farming and self-defense training required specialized experts.
- Securing venues for conferences, health checkups, and blood donation camps was necessary.
- Funding was crucial for organizing large-scale events and sustaining initiatives.
- Promoting events demanded effective publicity to ensure participation.
- Health camps required medical professionals and supplies.
- Activities like self-defense training needed appropriate educational resources.
- Sustainable practices were important for tree planting and organic farming.
- Mobilizing and training volunteers was essential.

Addressing these challenges and efficiently allocating resources led to the successful implementation of the “Social Outreach Programmes.”

TITLE OF THE PRACTICE: Supply of stationeries on concession.

OBJECTIVES:

The objectives/intended outcomes of the best practice titled “Supply of stationeries on concession” is, to make stationery more affordable and accessible for students, supporting their academic pursuits and reducing financial burdens.

This practice aligns with principles of fairness, equal opportunity, financial support, and academic inclusivity, creating a conducive learning environment that enhances students' concentration and productivity.

THE CONTEXT:

Expenditure on higher education is increasing, causing many students, particularly from rural, tribal, and economically weaker sections, to drop out due to financial issues. To alleviate this burden, the institute supplies necessary educational materials like practical books and assessment copies at concession rates. This initiative promotes a conducive learning environment, enhances student welfare, academic success, and inclusivity. The implementation involved:

- Surveying students' financial backgrounds and their ability to afford stationeries at regular prices.
- Engaging stakeholders, including students, faculty, administration, and suppliers, in decision-making.
- Partnering with a reputed supplier to provide quality products at reduced rates.
- Developing an efficient distribution system for easy access to materials.
- Establishing mechanisms to monitor the program's effectiveness and ensure its long-term sustainability through feedback.

THE PRACTICE:

Amolakchand Mahavidyalaya cooperative consumer store manages the implementation of providing students with stationery at concessional rates. The process includes:

- Displaying notices for students about the discounted supplies.
- Soliciting tenders from local suppliers based on student numbers and store conditions.
- The Executive body approves the tender from Vyankatesh Book Depot, offering 25% lower rates than market prices.
- The supplier sets up a stall on campus.
- Students purchase stationery at 20% below market rates.

Annually, students save Rs. 2-3 lakhs. In 2018-2019, 3500 students saved, and the store earned Rs. 30,000. In 2019-2020, 3600 students saved, and the store earned Rs. 54,150. Due to the Covid-19 pandemic, no supplies were provided in 2020-2021 and 2021-2022. In 2022-2023, 3100 students benefited, and the store earned Rs. 66,000.

EVIDENCES OF SUCCESS:

Positive feedback from students and staff highlights appreciation for the support provided. Supplying stationeries on concession eliminated financial barriers, promoted inclusivity, and increased student engagement.

However, challenges include the need for additional funds, logistical issues in maintaining supply, and addressing only a specific aspect of students' financial burdens.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

Implementing the practice faces challenges such as finding reliable suppliers, establishing efficient distribution systems, and ensuring program sustainability

Necessary resources include funding for discounted stationery, coordination mechanisms, reliable vendors, an information system for distribution, and a feedback mechanism for measuring effectiveness.

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:

In the face of the stringent lockdowns imposed due to the COVID-19 pandemic, the institution has demonstrated resilience and adaptability, particularly in the area of research and innovation. Despite facing challenges, the institution has managed to maintain a commendable level of performance in various areas, showcasing its commitment to academic excellence and scholarly contributions.

Research Output and Publications:

Over the past five academic sessions spanning since 2018-19 to 2022-23, the institution has consistently showcased a strong research output. The number of research papers published by faculty members has steadily increased from 36 in the academic session 2018-19 to 54 in 2020-21, demonstrating a robust research culture within the institution. Although there was a slight decrease to 28 research papers in 2021-22 and 30 in 2022-23, the institution's overall research productivity remains noteworthy.

Moreover, the institution has actively contributed to scholarly publications beyond research papers, with a total of 50 books and chapters edited volumes over the past five years. This reflects a commitment to disseminating knowledge and expertise across various domains.

Innovation and Intellectual Property:

One area of significant growth is in the number of patents approved. Despite facing challenges

posed by the pandemic, the institution has managed to secure a total of 11 patents over the last five academic sessions and 8 patents are in the submitted state. This indicates a strong emphasis on innovation and the translation of research findings into tangible outcomes with real-world applications.

Research Supervision and Academic Leadership:

The institution has also demonstrated its capacity for nurturing research talent and providing academic leadership. With a total of 16 supervisors, the institution has been able to effectively mentor research students, as evidenced by the enrolment of 29 research students at the centres and the successful awarding of Ph.D. degrees to six students. This highlights the institution's role in fostering the next generation of scholars and researchers.

Collaborations and Partnerships:

The institution has actively engaged in collaborations and partnerships, as indicated by the establishment of multiple functional Memorandum of Understanding (MOUs) with reputed educational institute, research institute, and industries. These partnerships serve as avenues for knowledge exchange, collaborative research endeavours, and the enhancement of academic offerings. Despite the challenges posed by the pandemic, the institution has maintained and even expanded its collaborative network, with a total of Seven MOUs established over the past five years.

Engagement and Knowledge Dissemination:

The institution has also been proactive in organizing academic events and facilitating knowledge dissemination activities. This includes the organization of conferences, workshops, seminars, and guest lectures. Despite the disruptions caused by the pandemic, the institution has managed to organize a total of 27 academic events that includes conferences, workshops, guest lectures etc providing platforms for scholarly exchange and discourse.

Additionally, faculty members have actively participated in various academic events, with a total of 446 seminars, conferences, and symposia attended over the past five years. This underscores the institution's commitment to staying abreast of the latest developments in their respective fields and contributing to academic discourse.

Financial Support and Grants: Despite the challenges posed by the pandemic, the institution has been successful in securing research grants from the government. With a total research grant of 10.00 lakh rupees over the past five academic sessions, the institution has been able to sustain its research endeavours and support faculty members in their scholarly pursuits.

Awards and Recognition:

- Dr. Amrut G. Gaddamwar, department of Chemistry and Dr. Anup P. Bhat, department of Electronics have garnered prestigious awards and fellowships, including the Dr. APJ Abdul Kalam Lifetime Achievement National Award, the International Scientist Award, the Pratibha Samman Golden Peacock Award-2020, the Vietnam Academy of Science and Technology, Maximum Author accolade from World Book of Record, and a Post-Doctoral Fellowship from Wageningen University and Research Institute, Netherlands, showcasing their dedication and expertise.

- Dr. S.S. Jadhav, Head, Botany Department, has authored nine books, impacting academic syllabi at Sant Gadge Baba Amravati University, and 20 Ph.D. students in Marathi Literature research across the Maharashtra state. He has initiated the establishment of the Mahakavi Wamandada Kardak: Adhyasan Kendra in 11 universities across Maharashtra state. The said Adhyasan Kendra has been established in 4 universities, including the affiliating Sant Gadge Baba Amravati University, Amravati. Additionally, he is engaged in social work and is a member of the Film Writers Association Mumbai.
- Dr. P.P. Joshi, Head of the Zoology Department, has authored three books titled: **“Yavatmalche Pakshi Vaibhav”**, published by the **Deputy Conservator of Forest, Department of Forest, Yavatmal, Maharashtra State**, **“Sthalantarit Pakshi: Yavatmal Sabhovatalchya Jalashayawar Pardeshatun Yenare”**, and **“Yavatmalche Sthanik Panpakshi”**, both published by Business Icon, Parvati, Pune.

In conclusion, the institution has demonstrated commendable performance and resilience in the face of challenges posed by the COVID-19 pandemic. Through its robust research output, innovation initiatives, academic leadership, collaborative partnerships, and knowledge dissemination efforts, the institution has maintained its commitment to academic excellence and scholarly contributions. Moving forward, it is imperative for the institution to continue fostering a conducive environment for research and innovation, while also adapting to the evolving landscape of higher education in a post-pandemic world.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The Amolakchand Mahavidyalaya, Yavatmal, was established by the Vidya Prasarak Mandal in 1956. The Mandal is registered under the Society Act No. XXI of 1860 (REGD. NO. F-YTL/122-55-56).

The objectives of the society are as follows:

- To impart and promote education in Literature, Science, Arts, Commerce, Law, Technology, and the diffusion of cultural and useful knowledge.
- To start and conduct new schools and colleges and to improve existing ones, enhancing methods of imparting moral, physical, cultural, literary, scientific, technical, vocational, and professional education.
- To undertake and facilitate research in all branches of knowledge.
- To carry out experiments with a view to improving methods of imparting instructions to youths and adults with the objective of making them better citizens of the world.
- To cooperate with approved institutions to help achieve the above objectives and adopt other measures as might appear desirable for carrying out the above objects.

Concluding Remarks :

A comprehensive explanation of how the institution function encompasses various facets. Firstly, primary goal of the institution is to provide advanced academic and professional training beyond the secondary level. The institution offers a diverse range of programs, from undergraduate to postgraduate degrees, and catering to various fields of study such as humanities, science and technology, and commerce and management.

Institutional functioning involved recruitment of qualified faculty members who engaged in teaching, research, and community service. These faculty members not only impart knowledge but also contribute to the academic discourse through research publications and collaborations.

Moreover, the institution is responsible for maintaining academic standards, ensuring curriculum relevance, and fostering an environment conducive to learning. This often involves continuous assessment and improvement of programs, facilities, and resources.

Administratively, the institution manages admissions, student services, financial aid, and facilities maintenance. The institution also cultivates partnerships with research and other educational institutions to enhance opportunities for students and faculty.

Furthermore, the institution plays crucial role in shaping students' intellectual, social, and personal development through extracurricular activities, mentorship, and counselling services.

Overall, the functioning of the institutions is multifaceted, involving academic, administrative, and societal dimensions aimed at advancing knowledge, fostering critical thinking, and preparing individuals for professional and personal success.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 871 Answer after DVV Verification: 620</p> <p>Remark : DVV has made changes as per the report shared by HEI and considered the repetitive teachers as one.</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>865</td> <td>895</td> <td>839</td> <td>969</td> <td>1021</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>861</td> <td>889</td> <td>833</td> <td>965</td> <td>947</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1105</td> <td>1105</td> <td>1105</td> <td>1105</td> <td>1105</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1105</td> <td>1105</td> <td>1105</td> <td>1105</td> <td>1105</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	865	895	839	969	1021	2022-23	2021-22	2020-21	2019-20	2018-19	861	889	833	965	947	2022-23	2021-22	2020-21	2019-20	2018-19	1105	1105	1105	1105	1105	2022-23	2021-22	2020-21	2019-20	2018-19	1105	1105	1105	1105	1105
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2.4.2	<p>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)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year</p>																																								

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	51	54	52	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	49	52	50	28

Remark : DVV has made the changes as per the supporting document and the changes has been made accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	06	03	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	08	06	03	04

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	28	54	47	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	12	07	07	01

Remark : DVV has made changes as per the report shared by HEI and considered only those research papers which are notified on UGC Care List.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	17	14	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	17	14	5

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	7	05	12	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	04	03	08	05

Remark : DVV has reviewed the supporting document and made changes accordingly.

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

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

Answer before DVV Verification : 101

Answer after DVV Verification: 53

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

5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <ol style="list-style-type: none"> <i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. ICT/computing skills</i> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has considered the supporting document and made changes accordingly.</p>																				
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D. 1 of the above Remark : DVV has considered the supporting document and made changes accordingly.</p>																				
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1350 1046 1485"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>7</td> <td>00</td> <td>23</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1563 1046 1697"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>03</td> <td>00</td> <td>04</td> <td>03</td> </tr> </tbody> </table> <p>Remark : DVV has considered the supporting document and has considered the event held in the same month as one.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	30	7	00	23	20	2022-23	2021-22	2020-21	2019-20	2018-19	05	03	00	04	03
2022-23	2021-22	2020-21	2019-20	2018-19																	
30	7	00	23	20																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
05	03	00	04	03																	
6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 																				

4. Examination

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	12	74	11	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	11	34	08	05

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

Answer After DVV Verification :

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

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>56</td> <td>59</td> <td>62</td> <td>59</td> <td>41</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	56	59	62	59	41	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
56	59	62	59	41																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

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58

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39