



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**SWAMI VIVEKANAND MAHAVIDYALAYA,
MUKRAMABAD**

AT/POST. MUKRAMABAD, TQ. MUKHED, DIST. NANDED.
431719

www.swamivivekanandmahavidyalaya.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Anusaya Shikshan Prasarak Mandal, Gojegaon runs Swami Vivekanand Mahavidyalaya, Mukramabad, Tq. Mukhed, Dist. Nanded. Swami Vivekanand Mahavidyalaya, Mukramabad, was established in the year 1999. The college is affiliated to Swami Ramanand Teerth Marathwada University, Nanded. The college runs two programs on regular basis. The college had been recognized by UGC in 1999 and it was under 2(f) till 4 Feb 2010 and received 12(b) recognition in 18 May 2010. Apart from regular programmes, the college offers Distance and Open University Programmes through affiliating university i.e Swami Ramanand Marathwada University, Nanded and Yashwantrao Chawan Maharashtra Open University, Nashik.

This College is located in the rural and Tribal area of Nanded district of Maharashtra state. Though, it is located in Maharashtra, the college is situated in between the borders of other two states of India i.e. Karnataka and Telangana state. Total student of the college belong to rural and Tribal background. Their Social, Economic and Educational condition is weak. The college tries to empower them from their all kinds of weaken background to develop their future. Further, the college is trying to develop the leadership quality amongst student and works for women empowerment amongst this rural location for the betterment of students, their family, society and ultimately for the nation. In 1999 Anusaya Shikshan Prasarak Mandal, Gojegaon has started B.A. faculty in the college in a very small building and campus but now the college has developed adequate campus to make teaching-learning process smooth. Later, college has introduced B.Sc. program in 2004-2005. The major importance of the college is no other college is situated within 25 K.M. form this college campus. So, this is only college, which provides opportunities to rural and weaken economic student for their higher education.

Vision

Vision

To develop competent students by enhancing national unity through Quality, Value added and Skill based education to students in rural areas.

Mission

Mission

- To uplift the rural youth with good education.
- Empower women through education.
- To serve the students community who are poor, needy and socially, economically and educationally weaker in the region.
- To provide value based education by integrating traditional and modern method of education.
- To promote teachers to update themselves with current knowledge and deliver knowledge to students.
- To encourage students for higher education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college provides education to the students of the rural and frontier area.
- It has Natural, Clean, Green and spacious campus.
- The college has Multi-faculty. The college is grant-in Aid College with ISO certification.
- The college has 2f & 12 B, accreditation.
- The college recognized “A” grade in Academic and administrative audit by the affiliating university.
- There are good interactions between students and staff members.
- There is Safe and Secure campus for Girls students.
- There is adequate infrastructure with spacious, well-furnished classrooms, laboratories, seminar hall, conference room and Cultural hall.
- The college has a spacious playground.
- Well Qualified staff members with 13 out of 19 faculty members are PhD holders.
- Student Mentoring System, Grievance Redressal mechanism, Anti ragging Cell, Sexual Harassment Committee, Yoga & meditation, center, Slow & advanced learners mechanism, competitive exam career guidance center.
- The college has completed gender audit. It conducts the gender equity and gender sensitization programmes.
- NSS Program is available for Students and welfare of society.

Institutional Weakness

- Most of the students in the college are having rural and Tribal back ground. They belong to weaken social and economic backward.
- They are weak in linguistic and soft skills too.
- Progression to higher education suffers, because most of the students are coming from economically weaker and agrarian sections of society who work and support their families during and immediately after graduation.
- Conservative culture tends the girl students to marry earlier which results in to decrease girl's admission ratio in higher education.

- Job opportunities for arts, science and commerce students are sparse due to lack of industrial development in the surrounding area.

Institutional Opportunity

- Enhancement of value added, need based and job oriented courses and programmes for students.
- Increase in the number of research papers published in Scopus.
- Opportunity to convert down-trodden masses into the main stream of the society.
- Opportunity to the students in the preparation of competitive examinations.
- MoU and collaborations
- To improve students' communication skills in English.
- Opportunity to increase higher education ratio.

Institutional Challenge

- Availability of industrial section.
- Availability of job in this rural section.
- Augmenting student's abilities towards ICT and Soft Skill.
- To run non grant courses.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Swami Vivekanand Mahavidyalaya, Mukramabad, Tq. Mukhed, Dist. Nanded runs two regular programs i.e. BA and B.Sc. affiliated to Swami Ramanand Teerth Marathwada University, Nanded. It is affiliated to Swami Ramanand Teerth Marathwada University, Nanded. The college strictly follows the rules and regulations of affiliating university to implement the Curriculum. The college assesses the effectiveness of curriculum in imparting knowledge, skills, and attitudes to students. The criteria evaluate the design, development, and implementation of the curriculum, the pedagogical practices used to deliver it, and the strategies employed for continuous improvement with proper planning in preparing timetable, teaching plan, syllabus completion report, project writing for both program run i.e. BA and B.Sc. Teaching plan includes course outcomes, course objectives, course content, reference books, web resources and gaps in the syllabus. The students are expected to achieve the course outcomes at the end of the semester. Teaching plan gives students an insight into the flow of topics that will be carried out throughout the semester. All staff member keep record of daily attendance and daily teaching dairy for the smooth running of teaching-learning process. The students are orientated towards semester course work, workshops, guest Lectures in every semester for the smooth running of teaching-learning process.

Teachers prepare teaching plan semester wise as well as every department prepares academic calendar followed by university academic calendar and the college academic calendar. The workload is distributed as per government rules and regulation to the teaching staff at the beginning of each academic year. Timetables are prepared based on the subjects allotted to the faculties.

There are six certificate courses run by the college during the assessment period. The college conduct seminars, workshop under the CES for students overall development as prescribed by the affiliating university. The curriculum has been framed with integrated cross cutting courses such as gender, environment and sustainability, human values and professional ethics. In addition to teaching – learning process, the college has been eternally inculcating human values among students by arranging social and cultural activities.

Teaching-learning and Evaluation

The College believes in overall development of the students. Hence, admissions are given to students on first come first basis. Student-centric methods of teaching-learning are instructional strategies that prioritize the needs and interests of the students, rather than focusing solely on the teacher or the content. All the teaching staff used different student centric method as:

Active Learning: Students take an active role in their learning, rather than passively receiving information from the teacher.

Problem-based learning: This approach emphasizes critical thinking and problem-solving skills.

Project-based Learning: This approach promotes creativity, teamwork, and self-directed learning.

Personalized Learning: This approach uses technology to provide customized learning experiences and individualized feedback.

The college has transparent mechanism for internal and external evaluation. Continuous assessment involves evaluating students' progress throughout the semester or academic year. This approach helps identify areas where students may be struggling and provides opportunities for targeted intervention. The college has examination cell which deals with the grievances related to examination and they are solved. Effective mechanisms of internal and external examination for higher education is on prioritize for the fairness, accuracy, and quality. The college has well stated Cos and POs by each department and they are uploaded on the college website. Both POs and COs are important to ensure that educational programs are relevant, effective, and meet the needs of students and employers. POs provide a framework for the overall design of a program, while COs provide specific guidance for course design, instruction, and assessment. The college has well organized method of evaluating Programme Outcomes (POs) and Course Outcomes (COs) to ensure that students are achieving the desired learning outcomes. The attainment level of Cos and POs is defined and measured based on the internal and external evaluation of the students. Thus, all kinds of efforts to make teaching-learning process effectively are made by the college.

Research, Innovations and Extension

- The college works for research and extension activities at its level best. All the teaching staff members motivated for research publication in popular journals, books and periodicals. The research oriented culture is created in the college for it. Apart from it, staff members and students are working for the

social wellbeing through NSS and at individual level. The college plays a vital role in the organization of social extension activities through NSS department of the college. The National Service Scheme (NSS) is a youth-oriented program introduced by the Ministry of Youth Affairs and Sports in India to promote social awareness and community service among young people. The NSS program is active in the college. Further, the college has a dedicated NSS department. The NSS department in higher education institutions plays a crucial role in promoting social service and community development among students. The activities as Celebration International Yoga Day, Cleanliness campaign, Organization of Personality development workshop, Celebration of World Aids Day, Organization Blood test camp, Organization of Special Youth Camp and Swachh, Swasthya Bharat Abhiyan for conservation of environment and natural resources. Tree plantation, Celebration of Saint Gadgebaba death anniversary, Celebration of Indian Constitution Day, Organization of Covid - 19 Vaccination Camp, Organization of Mission Youth Health Immunization, Organization of workshop on Challenges faced modern women, organization of Gender Equality Workshop etc. are conducted as an extension activities of the college. Several departments and teachers received appreciation letters for it from the local government authority of the nearby villages.

Infrastructure and Learning Resources

The College has total land of 03.4 acres It is on both base as owned and lease base land. The management of the college understands the value of infrastructure and other facilities in improving the teaching and learning process. The campus has outstanding facilities for teaching and Learning, professional advancement and further education. The management office 01, Principal office 01, administrative office 01, Examination department 01, Seminar hall 01, Classroom 10, Laboratories 05, Departments 09, reading room 01, Library 01, Girls common room 01, Boys common room 01, washroom 10, IQAC cell 01, canteen 01, are all located in the campus. All Departments have the required infrastructure in place to fulfill the ever increasing need for classrooms, seminar halls, Laboratories and enough space to accommodate all academic activities other facilities supplied to the students include clean washrooms and clean drinking water.

It is easily accessible to the students, the Staff. The library has a total number of 5630 books. The working hour of the library is 9:30 am to 5:30 pm during working days. The students can access the library physically during library hours. The software used in the library is open- Source software, e-Granthalaya. The library is partially automated. The accession of the library is computerized as well as manual. The version of the software is e-Granthalaya 3.0

The college offers a variety of information technology resources to assist students and Faculty with their studies. This includes computer, and internet access, on classroom is equipped with an LCD Projector, allowing teachers and students to use IT based teaching Learning methods, in the academic year 2004-2005 the college adopted in IT facility for the office. The Wifi- facility is available in the college Campus.

Student Support and Progression

The College is grant-in-college where several government facilities of scholarships are available for the students. The college has formed SC, ST, OBC cells which timely guides and helps students on the several scholarship schemes and methods to apply for it. It tries to support students to resolve their financial matter, they are suffering for. There are other committees as cultural committee, admission committee, anti-ragging committee, women redressal committee, discipline committee etc. student representation is the major characteristics of the college committees. The college sport and cultural department works for the overall development of the college. Competition and programs are organized by both the college sport department and cultural department. Alumni play an important role in the college. They are the ambassadors of their alma mater and contribute in various ways to the growth and development of the college. Alumni help to build strong networks between them and the current student with sharing their experiences through their guest lectures, expert talk, and Alumni act as mentors for current students and guide them in their academic and career pursuits. They can share their experiences and provide valuable insights into the industry. Thus, alumni are valuable resource for the college. Their contributions help to improve the quality of education, enhance the reputation of the institution, and create new opportunities for current students.

Governance, Leadership and Management

The college governance and leadership are in accordance with the vision and mission of the Institution. The college prepares the Institutional Perspective Plan. The college prepares many committees and cells as the part of Decentralization which helps for the smooth functioning of the academic and administrative work. The college has well set performance based appraisal system and effective welfare measures are defined and available for teaching and non-teaching staff with providing several facilities for the career development to attract and retain talented faculty and staff of the college. The college conducts regular financial audits, both internal and external, to ensure transparency and accountability in financial management. Regular and annual audits help the college to identify areas for the improvement and optimize resource allocation. At the college level internal audit is managed and chartered accountant is appointed for the external audit. Total transparency is maintained by the college for financial mobilization.

IQAC works with higher education institutions to develop and implement quality assurance mechanisms such as self-evaluation, peer review, and accreditation processes. IQAC works with higher education institutions to improve student support services such as counseling, mentoring, and career guidance. IQAC encourages higher education institutions to invest in infrastructure and facilities such as libraries, laboratories, and IT infrastructure. IQAC encourages higher education institutions to promote social responsibility.

Institutional Values and Best Practices

Best Practice: Availability of Question Papers Through QR Code”

Previous examination question papers have an incredibly valuable resource for students preparing for examinations. Previous examination question papers help students become familiar with the format and style of questions that they may encounter in the upcoming exam. This familiarity helps to reduce anxiety and increase confidence in approaching the exam.

The College made available of all previous question papers for all students through QR Codes. Year wise and paper wise QR codes are generated for all students. Previous examination question papers provide students with valuable feedback on their performance. By reviewing the solutions and identifying areas where they have made mistakes or could improve, students adjust their study strategies and improve their chances of success in the upcoming exam. **Best Practice: No Vehicle Day”**

The College is well aware about the environment protection. Hence, it has defined the day “**Tuesday**” as ‘**No Vehicle Day**’ which is also known as car-free day, vehicle free day. It is an initiative aimed to reduce the use of private vehicles on a specific day to promote more sustainable and eco-friendly modes of transportation such as walking, cycling, and public transportation.

The concept of a no vehicle day is not limited to just cars; it includes all forms of private vehicles, such as motorcycles, trucks, and buses. The initiative has gained significant momentum in recent years, as cities grapple with the negative impacts of excessive car use, including air pollution, traffic congestion, and greenhouse gas emissions. All the staff teaching and non-teaching both and students don’t come by vehicle on “**Tuesday**” as it is no vehicle day.

The Distinctiveness of college is special support to nearby economically weaken society.

Distinctiveness: There are many economical weakens living nearby the college. Considering their economic background, the college proves them the ground of college on free of cost for marriage ceremony of their children. provides ground and halls as shelter to nearby locality to ensure the safety and well-being of the affected individuals

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | SWAMI VIVEKANAND MAHAVIDYALAYA, MUKRAMABAD |
| Address | AT/POST. MUKRAMABAD, TQ. MUKHED, DIST. NANDED. |
| City | Mukramabad |
| State | Maharashtra |
| Pin | 431719 |
| Website | www.swamivivekanandmahavidyalaya.com |

| Contacts for Communication | | | | | |
|----------------------------|--|----------------------------|------------|------------------|---------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Vivek Gangadharrao Inamdar | 02461-267010 | 9890299932 | 02461-26701 0 | swamivm152@gm ail.com |
| IQAC / CIQA coordinator | Balbudhe Bharatbhusha n Wamanrao | 02461-267009 | 7588549223 | - | bharatbal20@gmai l.com |

| Status of the Institution | |
|---------------------------|--------------|
| Institution Status | Grant-in-aid |

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

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

Establishment Details

| State | University name | Document |
|-------------|---|-------------------------------|
| Maharashtra | Swami Ramanand Teerth Marathwada University | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 04-02-2010 | View Document |
| 12B of UGC | 18-05-2010 | 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 | AT/POST. MUKRAMABAD, TQ. MUKHED, DIST. NANDED. | Rural | 3.4 | 2014.32 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Arts | 36 | H.S.C and equivalent | Marathi | 372 | 277 |
| UG | BSc,Science | 36 | H.S.C and equivalent | English | 360 | 257 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 1 | | | | 1 | | | | 34 | | | |
| Recruited | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 18 | 1 | 0 | 19 |
| Yet to Recruit | 0 | | | | 0 | | | | 15 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 5 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 5 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 13 |
| Recruited | 6 | 2 | 0 | 8 |
| Yet to Recruit | | | | 5 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | 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. | 1 | 0 | 0 | 1 | 0 | 0 | 11 | 0 | 0 | 13 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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 | 1 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 6 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Details of Visting/Guest Faculties | | | | | |
|--|------|--|--------|--|-------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 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 | 325 | 3 | 0 | 0 | 328 |
| | Female | 200 | 6 | 0 | 0 | 206 |
| | 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 | 55 | 59 | 61 | 65 |
| | Female | 28 | 28 | 35 | 27 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 33 | 30 | 24 | 26 |
| | Female | 16 | 16 | 14 | 11 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 95 | 113 | 120 | 110 |
| | Female | 67 | 71 | 81 | 82 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 112 | 119 | 99 | 95 |
| | Female | 75 | 88 | 78 | 80 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 481 | 524 | 512 | 496 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | The college runs two regular basis program i.e. BA and B. Sc. The college is affiliated to Swami Ramanand Teerth Marathwada University, Nanded and it has to follow rules and regulations of the affiliating university. The university introduced CBCS pattern which allows students to select one course out of their selected from in second year and third year which emphasis on the multidisciplinary approach. Accordingly, students are motivated for selecting multidisciplinary subject under CBCS pattern. |
| 2. Academic bank of credits (ABC): | The College is affiliated to Swami Ramanand Teerth Marathwada University, Nanded and it has to follow |

| | |
|--|---|
| | rules and regulations of the affiliating university. The affiliating university asked to open the ABC account of every student on the university portal and accordingly, it is opened by every student and the all staff supported the student to open it in the college. |
| 3. Skill development: | The College is affiliated to Swami Ramanand Teerth Marathwada University, Nanded and it has to follow rules and regulations of the affiliating university. The university introduced CBCS pattern which allows students to select one course out of their selected from in second year and third year under the title of SEC which stand for Skill Enhancement course. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The College runs BA and B.Sc. program in which Hindi and Marathi is taught as the second language. Student has to select any one of these two and more focus in the curriculum is given on the language development and culture development. |
| 5. Focus on Outcome based education (OBE): | The College runs two programs i.e. BA and B.Sc. with 17 courses in each program. Students have to select the combination of three subjects out of defined subject group. Every course has defined objectives and accordingly each teacher prepares their statement of outcomes and with the achieved score, these outcomes are measured under the title of measurement of attainment level. |
| 6. Distance education/online education: | The college offers Distance and Open University Programmes through affiliating university i.e Swami Ramanand Marathwada University, Nanded and Yashwantrao Chawan Maharashtra Open University, Nashik. |

Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, the college has Voter awareness Club. NSS department, political science Department and Voter Awareness Club works together for voter awareness club. |
| 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? | NSS coordinator named Dr. S.L. Sajnure from 2017-19 and Mr. R. S. Dhokade supported to the coordinator of Voter Awareness Cell which is run by the head of political Science Department named Dr. S.L. Sajnure. Yes, ELCs are representative in |

| | Character. |
|--|--|
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | Voter Awareness Camp, Survey on the people completed age more than 18, registration of student voters, voter awareness campaigns, promotion for ethical voting, election duties etc. are conducted by the Voter Awareness Club in the college. |
| 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. | Surveys are conducted by the college voter awareness cell. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | The student volunteers worked with and supported to Voter Awareness Cell to extent of students above 18 years who were not enrolled as voter. Per year, Three NSS volunteers involved in this process with coordinators of voter awareness cell who took efforts for the enrollment of students as voters. |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---------|-------------------------------|---------|---------|
| 481 | 524 | 512 | 496 | 616 |
| File Description | | Document | | |
| Upload Supporting Document | | View Document | | |
| Institutional data in prescribed format | | View Document | | |

2 Teachers

2.1

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

Response: 24

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

2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24 | 24 | 24 | 23 | 23 |

3 Institution

3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-----------|-----------|-----------|----------|----------|
| 145.30145 | 128.26811 | 100.00918 | 86.61279 | 78.62614 |

| 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:

Anusaya Shikshan Prasarak Mandal, Gojegaon runs Swami Vivekanand Mahavidyalaya, Mukramabad, Tq. Mukhed, Dist. Nanded. Swami Vivekanand Mahavidyalaya, Mukramabad, was established in the year 1999. The college is affiliated to Swami Ramanand Teerth Marathwada University, Nanded. It is located in between three states of India i.e. Maharashtra, Karnataka and Telangana. The college runs two programs on regular basis i.e. BA and B.Sc. In BA, there are 14 courses in BA as Economics, English, Environmental Science, Geography, Hindi, history, Marathi, Mathematics, Military Science, Music, Political Science, Physical education, Sociology and soft skills. In B.Sc., there are 14 courses in B.Sc. as Biology, Botany, Chemistry, Computer Science, Crop Science, Dairy Science, Electronics, Environmental Science, Geology, Insectology, Mathematics, Microbiology, Physics and Zoology. Apart from it, English is compulsory subject and Hindi/Marathi is to be selected as second language in BA and B.Sc First year and Second Year. These all courses under two programs are run by the college under the affiliation of Swami Ramanand Teerth Marathwada University, Nanded. Curriculum planning is the part of affiliating university and to implement it effectively is the part of the college. The college strictly follows the rules and regulations of affiliating university to implement the Curriculum with defining the academic calendar of the college and department followed with the affiliating university academic calendar. To implement the Curriculum, the college prepares timetable and academic calendar.

The workload is distributed as per government rules and regulation to the teaching staff at the beginning of each academic year. Timetables are prepared based on the subjects allotted to the faculties. Notes, syllabus completion report, daily dairy, practical books, projects, internal assessment etc. activities are done regularly by the college and all teaching staff to implement the Curriculum effectively. All teaching staff maintains daily attendance of the students. They all prepare teaching plans annually. Teaching plan includes course outcomes, course objectives, course content, reference books, web resources and gaps in the syllabus. The students are expected to achieve the course outcomes at the end of the semester. Teaching plan gives students an insight into the flow of topics that will be carried out throughout the semester.

The College Governing body along with IQAC and CDC plans the academic schedule which will be given in academic dairy. The academic schedule comprises of semester beginning, end of semester, internal examination, external examination, holidays, seminars, educational tours and visits to historical places, guest lectures, workshops and faculty development programs schedules.

Students' interaction sessions are organized after the completion of admission process through orientation program of the college and departmental level. The students are orientated towards semester course work, workshops, guest Lectures in every semester for the smooth running of teaching-learning process. Thus, all best possible actions are taken by the college for implementation of curriculum defined by the affiliating university.

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

1.2 Academic Flexibility

| File Description | Document |
|--|-------------------------------|
| 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: 18 | |
| 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 |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Other Upload Files

| | |
|---|-------------------------------|
| 1 | View Document |
|---|-------------------------------|

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

Response: 50.86

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 303 | 311 | 309 | 248 | 166 |

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

1.3 Curriculum Enrichment

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

Response:

Swami Vivekanand Mahavidyalaya, Mukramabad, is affiliated to Swami Ramanand Teerth Marathwada University, Nanded. It runs two programs on regular basis i.e. BA and B.Sc. In BA, there are 14 courses in BA as Economics, English, Environmental Science, Geography, Hindi, history, Marathi, Mathematics, Military Science, Music, Physical education, Sociology and soft skills. In B.Sc., there are 14 courses in B.Sc. as Biology, Botany, Chemistry, Computer Science, Crop Science, Dairy Science, Electronics, Environmental Science, Geology, Insectology, Mathematics, Microbiology, Political Science, Physics and Zoology. Environmental Science is compulsory subject to these two programs run by the college. Further, English is compulsory subject and Hindi/Marathi is to be selected as second language in BA and B.Sc. First year and Second Year. The curriculum has been framed with integrated cross cutting courses such as gender, environment and sustainability, human values and professional ethics. In addition to teaching – learning process, the college has been eternally inculcating human values among students by arranging social and cultural activities. The cross cutting issues as professional ethics are taught under the language development skills in three languages i.e. English, Hindi and Marathi as development of writing skill and development of communication skill. Gender related topics are taught in Botany and Zoology. Human values are taught under the course of Political Science, Military Science, English, Hindi, Marathi and Sociology. Thus, crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum are run by the college as per university prescribed syllabus. Apart from it, several programs are conducted by the college as the crosscutting issues as Organization of tree-plantation program, the campus is maintained as plastic free campus, rain water harvesting plant is available in the college campus to protect environment. Political Science and Sociology department works to inculcate the human values amongst students as per given in their syllabus by the affiliating university. Thus, the college tries to work for the crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum defined by the affiliating university.

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

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

Response: 66.53

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

Response: 320

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

1.4 Feedback System

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

| 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: 94.19

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 211 | 206 | 238 | 256 | 272 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 240 | 240 | 244 | 260 | 272 |

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

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

Response: 87.37

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 115 | 96 | 115 | 128 | 127 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 128 | 128 | 128 | 138 | 143 |

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

2.2 Student Teacher Ratio**2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)****Response:** 20.04**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 uses student-centric methods such as experiential learning, participative learning, and problem-solving methodologies have become increasingly popular in recent years for enhancing the learning experiences of students. These methods are based on the idea that students learn best when they are actively engaged in the learning process and are able to relate the material to their own experiences and interests.

Experiential learning, for example, involves students in hands-on activities that allow them to explore and experiment with concepts and ideas. This approach helps students to develop a deeper understanding of the material and to apply it to real-world situations.

Participative learning involves students in group discussions and collaborative activities, allowing them to share their own ideas and perspectives and learn from one another. This approach fosters a sense of community and helps students to develop critical thinking and communication skills.

Problem-solving methodologies involve students in solving real-world problems or challenges, often working in teams to develop solutions. This approach encourages students to apply their knowledge and skills in practical ways, and to develop creativity, innovation, and problem-solving skills.

Teachers use ICT-enabled tools, including online resources, to support these student-centric methods and enhance the teaching and learning process. Online resources such as videos, podcasts, interactive simulations, and online discussion forums provide students with access to a wide range of materials and opportunities for collaboration and feedback. Teachers also use digital tools such as learning management systems, online quizzes and assessments, and virtual classrooms to create engaging and interactive learning experiences for their students.

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

2.4 Teacher Profile and Quality

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

Response: 70.66

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 33 | 35 | 32 | 32 | 35 |

| 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: 54.24

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14 | 14 | 13 | 12 | 11 |

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

2.5 Evaluation Process and Reforms

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

Response:

The college is well aware about the Mechanisms for internal and external assessment as they are essential components of the higher education system. They play a critical role in ensuring that students receive a high-quality education, that faculty members are held accountable for their performance, and that the overall education system is functioning effectively. To ensure that these mechanisms are transparent and

effective, the college has a robust grievance redressal system in place that is time-bound and efficient.

Transparency is maintained in internal and external assessment to build trust and credibility in the education system. The college examination Cell is established which clearly communicate the assessment criteria and process to students and faculty members. This includes providing information about the types of assessments, the weightage given to different components, and the methods of evaluation. This information is easy to accessible and to understand to all stakeholders.

An efficient grievance redressal system is developed in the college for internal and external assessment to address any complaints or grievances that students or faculty members may have regarding the assessment process. This system works to resolve issues in a timely and fair manner, ensuring that the rights of all parties are protected. The system provides a clear and accessible channel to submit complaints and appeals, and ensures that these are resolved within a reasonable timeframe for the students.

The college examination cell in addition to the internal assessment and external assessment works to maintain the quality of higher education in the college. External assessment helps to ensure that institutions are meeting the required standards and that the education provided is of a high quality which involve accrediting bodies or external examiners who evaluate the curriculum, teaching methods, and overall performance of the institution.

Thus, a transparent and efficient assessment system, combined with a robust grievance redressal mechanism of the college helps to ensure that the higher education system is functioning effectively and that students are receiving the education they deserve.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Programme Outcomes (POs) are statements are defined by the college that describe what students are expected to know, understand, and be able to do upon completion of a degree program. POs are typically developed by faculty members and program coordinators. POs are generally defined as the broad term and it focuses on the overall learning goals of a program, rather than specific learning objectives for individual courses.

Course Outcomes (COs) are more specific statements defined by the college which describe what students are expected to achieve in a particular course. COs are developed by individual course instructors and are aligned with the POs of the program. Cos includes statements about the knowledge, skills, and attitudes that students developed during the entire course as well as the methods of assessment which are used to evaluate student learning.

Both POs and COs are important to ensure that educational programs are relevant, effective, and meet the needs of students and employers. POs provide a framework for the overall design of a program, while COs provide specific guidance for course design, instruction, and assessment. By aligning COs with POs, instructors ensure that their courses contribute to the overall learning goals of the program and help students achieve the desired learning outcomes. The college has defined both POs and Cos statements and both are available on the college website. They are available with individual teachers for their concern subjects and even for all subjects they are available in the college library.

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

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

Evaluating the attainment of Programme Outcomes (POs) and Course Outcomes (COs) is an important process in higher education. The college has well organized method of evaluating Programme Outcomes (POs) and Course Outcomes (COs) to ensure that students are achieving the desired learning outcomes. Following methods are used to evaluate the attainment of POs and COs in higher education:

1. Direct Assessment: This involves evaluating student work to determine whether they have met the POs and COs. This includes assignments, exams, projects, and other forms of assessment.
2. Indirect Assessment: This involves gathering feedback from students, alumni, employers, and other stakeholders to assess the attainment of POs and COs. This is completed through surveys, focus groups, interviews, and other methods. Indirect assessment provides insights into the effectiveness of the program and helps to identify areas for improvement in students attainment of POs and Cos.
3. Portfolio Assessment: This involves collecting a collection of student work over time to demonstrate their progress and achievement of the POs and COs. Portfolios includes a variety of materials such as written assignments, research papers, presentations, and other work. This method is used for the internal assessment of the students to evaluate the attainment of POs and Cos.
4. Standardized Tests: Standardized tests are used to evaluate student achievement in specific areas, such as language proficiency, critical thinking skills, or subject-specific knowledge. These tests provide a standardized measure of student performance that can be used to compare students across different institutions or programs.

These are some of the methods that are used to evaluate the attainment of POs and COs in higher education. The teaching staffs of the college choose one or more of these methods depending on their

specific needs and goals, and use the data collected to make improvements to their programs and courses while evaluating attainment of POs and COs

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

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

Response: 70.75

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 101 | 109 | 117 | 65 | 87 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 130 | 130 | 139 | 107 | 171 |

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.84

| File Description | Document |
|--|-------------------------------|
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

The college has established research committee works to avoid the plagiarism in research work under the supervision of 5 research guides named Dr. V. G. Inamdar, Dr. M.M. Gaikwad, Dr. B.P. Kharabe, Dr. R. B. Madale and Dr. E.V. Bhingole. The college has Research, Innovation and Development Center of 9 faculties in this committee as Dr. V. G. Inamdar, Dr. M.M. Gaikwad, Dr. B.P. Kharabe, Dr. R.M. Bidve, Dr.J.P. Kale, Dr. S.L. Saknure, Dr. B. M. Muskawad, Dr. V.B. Pawar, Dr. D. M. Kale, Dr. R. B. Madale and Dr. E.V. Bhingole. The college conducted following workshops and Seminars:

2021-2022 Career Guidance Workshops on Geography

2021-2022 Geography Project Writing Workshop

2021-2022 Kargil Vijay Diwas

2021-2022 Compitative Exam. Guidance Workshop

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

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

Response: 15

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 03 | 00 | 01 | 04 | 07 |

| | |
|---|-------------------------------|
| 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: 1.38

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 6 | 15 | 11 |

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

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

Response: 5.46

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 31 | 31 | 15 | 33 | 21 |

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

3.4 Extension Activities

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

Response:

The college plays a vital role in the organization of social extension activities through NSS department of the college. The National Service Scheme (NSS) is a youth-oriented program introduced by the Ministry of Youth Affairs and Sports in India to promote social awareness and community service among young people. The NSS program is active in the college. Further, the college has a dedicated NSS department.

The NSS department in higher education institutions plays a crucial role in promoting social service and community development among students. Some of the key initiatives taken by the NSS department include:

- Celebration International Yoga Day,
- Cleanliness campaign App,
- Organization of Personality development workshop,
- Celebration of World Aids Day,
- Organization Blood test camp,
- Organization of Special Youth Camp and Swachh, Swasthya Bharat Abhiyan for conservation of environment and natural resources.
- Tree plantation,
- Celebration of Saint Gadgebaba death anniversary,
- Celebration of Indian Constitution Day,
- Organization of Covid - 19 Vaccination Camp,
- Organization of Mission Youth Health Immunization,
- Organization of workshop on Challenges faced modern women, organization of Gender Equality Workshop

Thus, the NSS department of the college plays an important role in promoting social awareness and community service among young people. NSS programs not only help students to become responsible citizens but also contribute to the development and welfare of society.

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

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

Response:

Maximum staff and the college received award during the assessment period from Government Sector /unit of registered NGOs as- The College received “Best Educational Institution” recognition from the Grampanchayat, Mukramabad in the academic year 2018-19 for conducting Blood Checking Camp. The College received “Best Educational Institution” recognition from the Panchayat Samiti, Mukhed, in the academic year 2019-20 for work in cleanliness campaign. The College received “Best Educational

Institution” recognition from the Panchayat Samiti, Mukhed, in the academic year 2020-21 for its work to fight against covid-19. The College received “Best Educational Institution” recognition from the Panchayat Samiti, Mukhed, in the academic year 2021-22 for its work social contribution. Dr. R. B. Madale received Excellent Assistant Professor Award-2017. Apart from it, Dr. Jitendra Pandhurang Kale received Mahatma Jyotiba Phule Internationak Award-2021 for his extraordinary work in Educational Sector. Dr. Maroti M. Gaikwad received Bharatratna Dr. A. P.J. Abdul Kakan International Honour Award 2021. Dr. Balaji P. Kharabe received Bharatratna Dr. A. P.J. Abdul Kakan International Honour Award 2021. Mr. Narayan H. Panchal received Bharatratna Dr. A. P.J. Abdul Kakan International Honour Award 2021. Dr. Bharatbhushan W. Balbudhe received Bharatratna Dr. A. P.J. Abdul Kakan International Honour Award 2021. Mr. Narayan H. Panchal received Life-Time Achievement Award 2022.

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

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

Response: 25

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6 | 3 | 4 | 6 | 6 |

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

3.5 Collaboration

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

Response: 6

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The College has total land of 03.4 acres It is on both base as owned and lease base land. The management of the college understands the value of infrastructure and other facilities in improving the teaching and learning process. The campus has outstanding facilities for teaching and Learning, professional advancement and further education. The management office 01, Principal office01, administrative office 01, Examination department 01, Seminar hall 01, Classroom 10, Laboratories 05, Departments 09, reading room01, Library01, Girls common room 01, Boys common room 01, washroom 10, IQAC cell 01 , canteen 01, are all located in the campus. All Departments have the required infrastructure in place to fulfill the ever increasing need for classrooms, seminar halls, Laboratories and enough space to accommodate all academic activities other facilities supplied to the students include clean washrooms and clean drinking water.

The college has total land of 03.4 acres. It is on both base as owned and lease base land. The management of the college understands the value of infrastructure and other facilities in improving the teaching and learning process. The college has 275 B.A. UG student and 258 B.Sc. UG student in regular mode 95 PG students in M.A. distance education and Y.C.M.O.U. Open University .B. A. and B. Com. 1000stludents & open university M.A. PG student 200 . The campus has outstanding facilities for teaching and Learning, professional advancement and further education. The management office 01, Principal office01, administrative office 01, Examination department 01, Seminar hall 01, Classroom 10, Laboratories 05, Departments 09, reading room01, Library01, Girls common room 01, Boys common room 01, washroom 10, IQAC cell 01 , canteen 01, are all located in the campus. All Departments have the required infrastructure in place to fulfill the ever increasing need for classrooms, seminar halls, Laboratories and enough space to accommodate all academic activities other facilities supplied to the students include clean washrooms and clean drinking water.

The following facilities as sport and cultural facilities.

The college has adequate facilities for sports Indoor and outdoor games with a Qualified director of physical education and sports such as carom, chess, Skipping, Table tennis and Ludo as Indoor games while outdoor sports such as Kabaddi, Kho-Kho, Volleyboll and Atheletic eventds, such as shotput, Discuss, and long Jump. The college teams organized two competition at state and University level. further inter collegiate compotation in the campus, such as chess and a Kho-Kho Tournament are organized.

CULTURAL – ACTIVITIES: The institution also encourage students, to participate in variety of cultural

and Literary activities as well as to excel in their field of interest , Aesthetic sensibility and an enthusiasm activities such as one act- plays, rallies, elocution computation debate computations, poetry reading computations Rangoli computation ,college computations, writing computations and so on the college also takes part in the SRTMU Nanded with festival participants and cultural activities receive assistance in the shape of costumes, Jewelry and transportation. In a special camp the NSS Unit organize a Yoga programmer for students.

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

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

Response: 1.21

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1.13500 | 0.15000 | 1.79280 | 1.75850 | 1.70990 |

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

4.2 Library as a Learning Resource

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

Response:

The library of the college is situated on the campus. It is easily accessible to the students, the Staff. The library has a total number of 5630 books. The working hour of the library is 9:30 am to 5:30 pm during working days. The students can access the library physically during library hours. The daily newspaper 07, Journals and magazines 05, M.Phil and Ph.D Thesis 09. The previous volumes of journals are 108 bounded and made available for the teachers and students. Considering the need for competitive exams, library has collection of books on competitive examination as MPSC, Polic bharti, Talathi and other Training and General Knowledge books.

The software used in the library is open- Source software, e-Granthalaya. The library is partially automated. The accession of the library is computerized as well as manual. The version of the software is e- Granthalaya 3.0 . The use of barcode, Reading room subscribed journal and Magazines are displayed on the magazine stand, Daily newspapers etc. are arranged in the reading room the students and the staff. The library has an N-List subscription. The previous volumes of journals are bounded and are made available for the teachers and students, considering the need for competitive exams. Library also provides books to the learners for the preparation for competitive examinations. The college also provides different ads for recruitment fields by displaying the advertisement of the displayed board.

The library uses e- Granthalaya 3.0 software. The software is used for Acquisition, cataloging, Processing and Issue and return of books. The use of barcodes and barcode scanners make efficient and error free.

- Name of software : e-Granthalaya
- Nature of Automation : Partially
- Version : 3.0
- Year of Automation : 2021

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

- The college offers a variety of information technology resources to assist students and Faculty with their studies. This includes computer, and internet access, on classroom is equipped with an LCD Projector, allowing teachers and students to use IT based teaching Learning methods, in the academic year 2004-2005 the college adopted in IT facility for the office which was previously operated manually and in the academic year 2015-16 the entire campus provide Wi-Fi access to all students and faculties, we currently have computers, in good working conditions as well as LCD projector and Ten Printer we have been provide N- List membership through our MOU with the Yeshwant College Nanded. Under Paramarsh scheme, for UG students the majority of Teachers uses an LCD projector for power point presentations, some of the faculties have Laptops, and most of them have internet access via, Wi-Fi and Jio mobile sim card internet presentation. The decision to upgrade or change the proposed infrastructure facility is taken by the Local management committee as The Principal and IQAC. The college has a campus of Academic classrooms, Administrative office a separate library with a reading room, Language Lab, seminar hall, Examination department, independent Girls common room, IQAC office, NSS office, sports department, play Ground. The college has 12 Classrooms with blackboards, a lecture podium, Desk, Fan, light, and steel dual desk. The classrooms boards and furniture facilities are utilized regularly by the students but it is also made available for the classes to open. The college has numbers of 25 the computers with internet. ICT classroom is an innovative solution to solve critical problems related to Quality of education and access to education which is rapidly transforming the way. Teachers and students learn in colleges with innovative and meaningful use of technology. The class and one seminar hall is facilitated with LCD projector. The departments use the classroom for guest lectures for Students seminars and for Audio Clipping etc. In office 02 computers for official work, 01 computer with printer and 01 Xerox machine in examination department. The maintenance and the cleaning of computers and Xerox machine are done with the efforts of the non-teaching staff and in major cases. The college goes for the maintenance contract with local experts. The college has separate sports activities. The college has a playground for volleyball, kabaddi, kho-kho and cricket. For indoor Games college has facilities for carom and chess. Department is well equipped with various instruments/ sports kits required for various games. College students actively participate in various tournaments. Sport director also works as a

coach and umpire for various sports competitions and Tournament University and other University level Games. The academic support facilities like the library, the sports and NSS are available for students but also to the entire stakeholder in

-

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

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

Response: 24.05

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

Response: 20

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)**Response:** 7.96**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|-----------|----------|---------|
| 6.50304 | 4.98252 | 11.117117 | 11.45708 | 8.85485 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 10.76

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 54 | 37 | 61 | 62 | 69 |

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

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

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

Response: A. All 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 |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

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

Response: 27.35

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 99 | 51 | 165 | 200 | 204 |

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

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

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | View Document |
| Proof related to Mechanisms for submission of online/offline students' grievances | View Document |
| Proof for Implementation of guidelines of statutory/regulatory bodies | View Document |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.2 Student Progression

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

Response: 4.59

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 7 | 3 | 1 | 1 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 101 | 109 | 117 | 65 | 87 |

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

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

Response: 0.22

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

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

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

5.3 Student Participation and Activities

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

during the last five years

Response: 4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 01 | 0 | 1 | 2 | 0 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | 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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 00 | 4 | 3 | 6 |

| 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:

The college has registered alumni association. Alumni play an important role in the college. They are the ambassadors of their alma mater and contribute in various ways to the growth and development of the college. Some of the key roles played by alumni college are:

Networking: Alumni help to build strong networks between them and the current student with sharing their experiences through their guest lectures, expert talk, and Alumni act as mentors for current students and guide them in their academic and career pursuits. They can share their experiences and provide valuable insights into the industry. Thus, alumni are valuable resource for the college. Their contributions help to improve the quality of education, enhance the reputation of the institution, and create new opportunities for current students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

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

The College has the following cells:

Administration Office: It takes care of administrative work, maintains records related to academic and non- academic work.

Examination Cell: It takes care about examination work such as; printing of exam paper, maintaining the record of results, allotment of exam duties and exam-hall arrangement.

Women Redressal Cell: It works for gender equality and welfare of women (employees, students) under the guidance of the Committee Head. They can address their issues to solve their problems.

National Service Scheme: The College encourages students to work for the welfare of the society.

Research and Development Cell: It keeps records and updates of the faculty, informs university notifications and acts accordingly. It includes science incubation center.

Grievance Redressal Mechanism: It has women cell committee, disciplinary committee, and anti-ragging cell to receive complaints and to take action accordingly.

Anti - Ragging: The College has Anti Raging Cell to fulfill student's safety measures and squad for menace of ragging in the college and immediate action always taken against the culprit.

Sports & Games: The College has sports instructor; under his guidance our students have participated in various tournaments and won the prizes.

Guidance for Competitive Exam & Placement Cell: It helps and guide students to secure jobs through competitive Exam & placement drives conducted in the campus.

Library Committee: The College has well developed and updated conventional library and e-library. It provides assistance/ guidance to the students to perform well in their academics.

The organogram of all these decentralization of work formation in the college is uploaded on the college

website.

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

6.2 Strategy Development and Deployment

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

Response:

The college has well defined perspective development plan with following aims and objectives:

Aims of the Perspective plan :

- To prepare a detailed plan for quality development of the college for Next five years, considering the next cycle of accreditation.
- To prepare the various stakeholder suggestions for made the plan.
- To evaluate college authorized committee.
- Plan of the recommendations made by the second cycle peer team committee members.

Objectives of the Perspective plan :

- To improve personality of the student.
- To inculcate civic responsibilities and social awareness among students.
- To identity and improve the potential in culture, sports and socio-work to uplift them.
- To create national integration and professional attitude among the students.
- To make them aware of national and socio-economic problems.
- The goals and objectives are made known to the stakeholders through the meetings with Students, Parents, Alumni, Extension Service.
- The display of Vision and Mission Statement in prominent places on the campus helps the stakeholders identify the goals and objectives of the college,
- Activities planned and conducted by the Students Union and various subject societies and clubs also serve to reiterate the mission and vision of the college.

The Strategic Perspectives Plan from the academic year 2017-18 to 2021-22 is given below:

- To strengthen the Internal committees structured for the Internal Quality Assurance.
- The college Planed Extra Curricular activities calendar for each academic year including Sports and Cultural Activities for intra College & inter College.
- The college has made planned to Apply for the NAAC accreditation of cycle one.

- To introduce Commerce faculties to rural students.
 - To promote and to increase in teaching Learning Resources by updating Library & Other Supporting System, Purchasing new books as well as digitalization of Library.
 - To encourage to Teaching & Non-teaching Staff for the overall development of them self. Relieve to them for participation in Refresher courses, Orientation Courses, S.T.C. Seminars, Conferences, and Workshops.
 - To promotes teachers to Publish Research Papers and take part in minor & major research project.
 - To provide different facilities the students' & tries to Increase Enrolment of Students.
 - To augment infrastructure and physical facilities.
 - To fulfill the vacant post of teaching and non-teaching under the guidelines of Affiliating University, State Government and University Grant Commission.
 - To conduct Various Courses for the Enhancement for Quality Education.
 - To introduced Bridge Course for the Students in their respective Subject.
 - To introduced Certificate Course in Respective Subject.
 - To introduced Remedial Course for Slow Learners.
-

| File Description | Document |
|--|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |
| Provide Link for Additional information | View Document |

6.2.2 Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The college has well set performance based appraisal system and effective welfare measures are defined and available for teaching and non-teaching staff with providing several facilities for the career development to attract and retain talented faculty and staff of the college. Here are some key benefits and initiatives that such the college implements:

Performance Appraisal System: An effective performance appraisal system provides feedback to faculty and staff on their performance and areas for improvement in the college. It helps to identify strengths and weaknesses and provides opportunities for professional development. This system is also used for making decisions about promotions, salary increases, and other rewards.

Welfare Measures: Welfare measures such as health insurance, retirement benefits, casual leaves, medical leaves and duty leaves are available in the college to improve the overall well-being of faculty and staff. These measures show that the cares about the health and happiness of its employees and can help to attract and retain talented individuals.

Career Development/progression: The College provides opportunities for career development and progression through training programs, mentorship, and networking opportunities. Such initiatives help faculty and staff to acquire new skills and knowledge, stay up-to-date with the latest trends and research in their field, and advance in their careers.

Overall, the College performance appraisal system, effective welfare measures, and avenues for career development/progression are likely to have a motivated and productive workforce that contributes to the growth and development of the college.

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

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

Response: 2.54

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

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

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

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

Response: 33.54

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 07 | 34 | 03 | 05 | 04 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 08 | 08 | 08 | 08 | 08 |

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

6.4 Financial Management and Resource Mobilization

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

Response:

The College is grant-aid College where salary of the college is paid by the Government and other expenses are totally depends on the fees collected from the students. The college conducts regular financial audits, both internal and external, to ensure transparency and accountability in financial management. Regular and annual audits help the college to identify areas for the improvement and optimize resource allocation. At the college level internal audit is managed and chartered accountant named Prakash Gattani is appointed for the external audit. Total transparency is maintained by the college for financial mobilization. The college adopted a strategic approach to financial management that prioritizes spending and ensures transparency and accountability. By adopting these strategies, the college ensures financial sustainability and provides quality education to their students.

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

6.5 Internal Quality Assurance System

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

Response:

IQAC/ADC: The Internal Quality Assurance Cell (IQAC) is an important component of the higher education system in India, which was established by the University Grants Commission (UGC) in 2003. IQAC is responsible to ensure the quality and relevance of higher education institutions in India by developing and implementing a range of initiatives and activities such as:

- The college IQAC/ADC works with higher education institutions to develop and implement quality assurance mechanisms such as self-evaluation, peer review, and accreditation processes.
- It encourages focusing on academic excellence by developing innovative and relevant curricula, fostering research and innovation, and promoting effective teaching and learning practices.
- It works to improve student support services such as counseling, mentoring, and career guidance.
- It encourages investing in infrastructure and facilities such as libraries, laboratories, and IT infrastructure.
- Further, it encourages promoting social responsibility by engaging with the community, promoting sustainable development, and fostering social inclusion and diversity.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide Link for 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 |
| Provide Links for any other relevant document to support the claim (if any) | 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:

The college is well aware about the importance of promoting gender equity and sensitization in their campuses. To achieve this, following implemented measures are included:

Gender Audits: The College has conducted gender audits to identify areas of gender inequity and to develop strategies for addressing them. This audit helped to create awareness among students, faculty, and staff about gender equity and the importance of promoting it.

Gender Sensitization Program: Students are taught about gender equality and are encouraged to reflect on their own attitudes towards gender and to respect differences in several gender sensitization programs conducted in the colleges including cultural events, sports, and clubs. These activities are designed to create awareness among students and to provide them with opportunities to reflect on gender equity issues. Awareness Campaigns are launched to sensitize students, faculty and staff about gender equity issues. These campaigns include posters, talks, and workshops, and they help to create a culture of gender sensitivity and respect on campus.

Facilities: The College created separate facilities washrooms, and sports facilities, to ensure their safety and comfort on campus. These facilities are equipped with basic amenities such as lockers, restrooms, and shower facilities.

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

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste

3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: B. 3 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 |
|---|-------------------------------|
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Certificates of the awards received from recognized agency (if any). | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

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

Response:

The college takes initiatives in providing the tolerance and harmony amongst students through the display of code of conducts for all stakeholders including Principal, teachers, students and non-teaching staff. The college celebrates important days to inculcate human, cultural and regional, linguistics and communal values amongst students. India has many national days, death anniversaries, and birth anniversaries that are observed throughout the year and the college strictly celebrates it. Few most significant days are given

below as an example that college celebrates every year as the part of providing communal sensitization and responsibilities:

National Days: Republic Day (26th January): Celebrates the adoption of the Indian Constitution on 26th January 1950.

Independence Day (15th August): Celebrates India's independence from British colonial rule on 15th August 1947.

Gandhi Jayanti (2nd October): Celebrates the birth anniversary of Mahatma Gandhi, the father of the nation, who was born on 2nd October 1869.

Birth Anniversaries: Swami Vivekananda Jayanti (12th January): Celebrates the birth anniversary of Swami Vivekananda, a prominent Hindu monk, and philosopher.

Netaji Subhas Chandra Bose Jayanti (23rd January): Celebrates the birth anniversary of Netaji Subhas Chandra Bose, a prominent leader in the Indian independence movement.

Sardar Vallabhbhai Patel Jayanti (31st October): Celebrates the birth anniversary of Sardar Vallabhbhai Patel, a prominent leader in the Indian independence movement and India's first Deputy Prime Minister.

Death Anniversaries: Mahatma Gandhi Martyrdom Day (30th January): Commemorates the assassination of Mahatma Gandhi on 30th January 1948. **Lal Bahadur Shastri Death Anniversary (11th January):** Commemorates the death of Lal Bahadur Shastri, India's second Prime Minister, who passed away on 11th January 1966. **Indira Gandhi Death Anniversary (31st October):** Commemorates the death of Indira Gandhi, India's first female Prime Minister, who was assassinated on 31st October 1984.

These events are an important part of Indian culture and history and are observed with great pride and reverence by the Indian people.

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

7.2 Best Practices

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

Response:

Introduction: Previous examination question papers have an incredibly valuable resource for students preparing for examinations. Previous examination question papers help students become familiar with the format and style of questions that they may encounter in the upcoming exam. This familiarity helps to reduce anxiety and increase confidence in approaching the exam.

Aims and Objectives of the Paper:

1. To practice with previous examination question papers by the students.
2. To help students identify areas where they may need to improve their knowledge or skills.
3. To get experiences of working through the questions and checking their answers against the provided solutions.
4. To help students for a better understanding of the concepts and skills required to succeed in the examination.
5. To help students practice their time management skills.

Content: The College made available of all previous question papers for all students through QR Codes. Year wise and paper wise QR codes are generated for all students. Previous examination question papers provide students with valuable feedback on their performance. By reviewing the solutions and identifying areas where they have made mistakes or could improve, students adjust their study strategies and improve their chances of success in the upcoming exam. Previous examination question papers help students learn from past mistakes. By reviewing the questions they got wrong in previous examination and identifying the reasons for their mistakes, students can better understand the concepts and skills they need to work on.

Problem Encountered:

The students, who don't have android mobile and internet facility in their mobile, face problem to get these pervious years question papers. Hence, after encounter of the problem, for such students papers are made available in the college library.

Conclusion Thus, it is important to note that while having access to previous question paper, it is always helpful for students. This practice best helps student for the best academic result. Students can also study the course materials thoroughly and understand the concepts rather than simply memorizing the questions and answers from past examination.

“Best Practice Two”

“Title of the Practice: No Vehicle Day”

Introduction: The College is well aware about the environment protection. Hence, it has defined the day **“Tuesday”** as **‘No Vehicle Day’** which is also known as car-free day, vehicle free day. It is an

initiative aimed to reduce the use of private vehicles on a specific day to promote more sustainable and eco-friendly modes of transportation such as walking, cycling, and public transportation.

Aims and Objectives:

1. To promote for more sustainable and eco-friendly modes of transportation.
2. To encourage people to reduce their use of private vehicles for at least one day in a week.
3. To opt for alternative modes of transportation such as cycling, walking, or public transportation.
4. To create a more sustainable transportation system that is less reliant on fossil fuels and promotes more eco-friendly alternatives.
5. To action for people to consider their transportation choices on a daily basis. By choosing to walk, cycle, or use public transportation, people can reduce their carbon footprint and contribute to a cleaner, healthier environment.

Content: The concept of a no vehicle day is not limited to just cars; it includes all forms of private vehicles, such as motorcycles, trucks, and buses. The initiative has gained significant momentum in recent years, as cities grapple with the negative impacts of excessive car use, including air pollution, traffic congestion, and greenhouse gas emissions. All the staff teaching and non-teaching both and students don't come by vehicle on "**Tuesday**" as it is no vehicle day. Because of it, many use by walking, by bicycle or public transportation not only on No Vehicle Day but also for maximum time and they are able to keep their health strong due to it. Many are coming by sharing vehicle. It is promoting for physical activity. It is encouraging people to walk or cycle instead of using cars or other vehicles can promote physical activity and improve public health. Regular physical activity has been linked to a variety of health benefits such as lower risk of heart disease, stroke, and diabetes. It helps to raises awareness. No vehicle day helps raise awareness about the importance of sustainable transportation and the negative impacts of excessive car use. It encourages people to consider alternative modes of transportation and make more eco-friendly choices in their daily lives.

Evidence: It is helping to reduce air pollution; one of the primary benefits of observing a no vehicle day is that helps to reduce air pollution caused by vehicular emissions. Cars and other vehicles emit harmful pollutants such as carbon monoxide, nitrogen oxides, and particulate matter, which can have negative impacts on human health and the environment.

Conclusion: Thus, a no vehicle day have many positive impacts, including reducing air pollution, promoting physical activity, reducing traffic congestion, and raising awareness about sustainable transportation. It is an important initiative that help to create a more sustainable and livable future for all.

Thus, previous examination question papers are an important resource for students preparing for exams. By providing familiarity with the format and style of questions, opportunities for practice, time management practice, feedback, and learning from past mistakes, these question papers help students prepare more effectively and increase their chances of success in the upcoming exam.

Success of Evidence: Every year maximum students download the paper through QR code and solve some times at their level and sometimes as teachers to help.

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |
| Any other relevant information | View Document |

7.3 Institutional Distinctiveness

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

Response:

“Distinctiveness of the College”

Introduction: The College plays a vital role in helping society by providing individuals with the knowledge, skills, and abilities needed to contribute to the well-being and progress of their communities. Swami Vivekanand Mahavidyalaya, Mukramabad, Tq. Mukhed, Dist. Nanded equips students with the critical thinking, problem-solving, and communication skills necessary to tackle complex social issues and create positive change with given practical experiences. The Distinctiveness of college is special support to nearby economically weaken society.

Providing the Ground for Marriage Ceremony to Nearby Locality: Swami Vivekanand Mahavidyalaya, Mukramabad, Tq. Mukhed, Dist. Nanded not only works for the education but also works as a supportive organization for the nearby people and locality. There are many economical weakens living nearby the college. Considering their economic background, the college proves them the ground of college on free of cost for marriage ceremony of their children.

Providing Ground and Few Halls As Shelter To Nearby Locality: Swami Vivekanand Mahavidyalaya, Mukramabad, Tq. Mukhed, Dist. Nanded provides ground and halls as shelter to nearby locality to ensure the safety and well-being of the affected individuals with aims as:

It helps to ensure the safety of nearby economically weaken people don't have their own homes or Shelters as they are very poor. They sleep in the ground of the college and few rooms are made available for them to stay in nights. They are daily wages based works who don't have their own place as shelter or home to stay in night. Providing ground and halls as shelters, the college helps them with providing the support and resources, communities can strengthen their bonds and build a stronger sense of unity and solidarity.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

- To provide education to the masses and educationally backward communities.
- To make the student disciplined and punctual citizens of the country.
- To provide educational training to face various challenges in the competitive world.
- To inspire our faculty for advancement in the research.
- To generate social responsibility among students.
- To motivate new trends in education.

Concluding Remarks :

conclusion

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2.1 | <p>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)</p> <p>Answer before DVV Verification : 18 Answer After DVV Verification :18</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>303</td> <td>311</td> <td>309</td> <td>248</td> <td>166</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>303</td> <td>311</td> <td>309</td> <td>248</td> <td>166</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 303 | 311 | 309 | 248 | 166 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 303 | 311 | 309 | 248 | 166 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 303 | 311 | 309 | 248 | 166 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 303 | 311 | 309 | 248 | 166 | | | | | | | | | | | | | | | | | |
| 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 : 320 Answer after DVV Verification: 320</p> | | | | | | | | | | | | | | | | | | | | |
| 1.4.1 | <p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> | | | | | | | | | | | | | | | | | | | | |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 294 | 317 | 335 | 321 | 371 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 115 | 96 | 115 | 128 | 127 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 360 | 360 | 360 | 370 | 375 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 128 | 128 | 128 | 138 | 143 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 33 | 35 | 32 | 32 | 35 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 33 | 35 | 32 | 32 | 35 |

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)

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 16 | 16 | 15 | 14 | 13 |

Answer After DVV Verification :

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14 | 14 | 13 | 12 | 11 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 101 | 109 | 117 | 65 | 87 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 101 | 109 | 117 | 65 | 87 |

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

Answer before DVV Verification:

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

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 04 | 1 | 5 | 04 | 07 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 03 | 00 | 01 | 04 | 07 |

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:

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

| | | | | |
|---|---|---|----|----|
| 0 | 1 | 6 | 15 | 11 |
|---|---|---|----|----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 0 | 1 | 6 | 15 | 11 |

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:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 31 | 31 | 15 | 33 | 21 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 31 | 31 | 15 | 33 | 21 |

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:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 6 | 3 | 4 | 6 | 6 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 6 | 3 | 4 | 6 | 6 |

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.**

Answer before DVV Verification :

Answer After DVV Verification :6

Remark : Value updated as per Data Template

| 4.3.2 | <p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 20 Answer after DVV Verification: 20</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 Answer before DVV Verification:</p> <table border="1" data-bbox="308 669 1046 804"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>00</td> <td>9</td> <td>8</td> <td>41</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 882 1046 1016"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>00</td> <td>4</td> <td>3</td> <td>6</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 16 | 00 | 9 | 8 | 41 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2 | 00 | 4 | 3 | 6 | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | 00 | 9 | 8 | 41 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 00 | 4 | 3 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.3.3 | <p>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</p> <p>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:</p> <table border="1" data-bbox="308 1375 1046 1509"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>33</td> <td>3</td> <td>5</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1588 1046 1722"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>34</td> <td>03</td> <td>05</td> <td>04</td> </tr> </tbody> </table> <p>6.3.3.2. Number of non-teaching staff year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1800 1046 1935"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 2013 1046 2080"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 6 | 33 | 3 | 5 | 4 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 07 | 34 | 03 | 05 | 04 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1 | 1 | 0 | 0 | 0 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 33 | 3 | 5 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 07 | 34 | 03 | 05 | 04 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 1 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|----|----|----|----|----|
| 08 | 08 | 08 | 08 | 08 |
|----|----|----|----|----|

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Value updated as per attachment

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 19 Answer after DVV Verification : 24</p> | | | | | | | | | | | | | | | | | | | | |
| 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>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>26</td> <td>26</td> <td>25</td> <td>25</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>24</td> <td>24</td> <td>23</td> <td>23</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 26 | 26 | 26 | 25 | 25 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 24 | 24 | 24 | 23 | 23 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 26 | 26 | 26 | 25 | 25 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 24 | 24 | 24 | 23 | 23 | | | | | | | | | | | | | | | | | |