



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**SHRI PUNDLIK MAHARAJ MAHAVIDYALAYA,
NANDURA RLY.**

NEAR NEW COTTON MARKET, BULDANA RD. NANDURA RLY.
443404

www.spmnandura.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

With the motto of serving the deprived section of the community, Shri Shivaji Education Society, Amravati was established. The very same objectives were put forth while establishing Shri Pundlik Maharaj Mahavidyalaya, Nandura. The institute was established in 1983. The Institute has a clear vision and mission for achieving excellence in the field of education. Currently, the institute offers undergraduate programs in all three faculties viz, Arts, Commerce, and Science along with a Master's program in Marathi. Institute has a research centre in Political Science. Along with the regular academic programs, the institute also offers several certificate courses for curriculum enrichment. The institute has upgraded its teaching-learning process by including ICT tools. Institute has collaborations and functional MoUs.

The institute is spanned over a land of more than 2 acres with required infrastructure including classrooms, laboratories, library, playground and green campus. The institute is NAAC reaccredited twice (C+ in first cycle and C with 1.86 CGPA in second cycle). The institute has 2 (f) & 12 (B) status of UGC, New Delhi. It also participates in assessment from national bodies like NIRF. It is certified with ISO 9001:2015.

Highly qualified and motivated staff is an important strength of the institute. The library is self-content and has enough books to fulfill the need of students. The institute has a NSS unit with 150 students (75 girls and 75 boys). The institute has a lush green campus with a botanical garden and an oxygen park. Institute is highly involved in extension and outreach activity for societal development.

Vision

To imbibe academic, scientific, physical and social temperament in rural students to produce responsible citizens striving for nation development.

Mission

- To provide high-quality education through student-centric and conducive academic environment.
- To assure an equal education opportunity irrespective of gender, race, religion, caste and creed.
- To empower the students socially and economically through personal growth, creativity, integrity and skill enhancement to serve the nation's development.

Core Values:

Our founder president Dr. Panjabrao alias Bhausahab Deshmukh was insistent of the necessity of education to every unit of society, especially the rural communities must get excellent education to be a part of mainstream. Shri Pundlik Maharaj Mahavidyalaya, Nandura (SPM) was established with this very primary objective of Shri Shivaji Education Society, Amravati, bringing excellent and complete education to the last corner of rural communities. Our commitment to the path shown by our founder is the main strength of our values.

We proudly say that **SPM** is the acronym for,

Socially responsible

Patriotic

Mentors with high moral

Core Values:

- Education for Everyone
- Morality
- Excellence
- Social Responsibility
- Accountability and Transparency

Goals & Objectives

- To develop morally and technologically competent students with required skills for local to global advancements.
- To create awareness amongst students about their responsibilities towards family, society and environment and help them to evolve as conscious citizens.
- To promote ethical values, empathy, rational thinking, team spirit and leadership in the learners and improve character development to inculcate patriotism and morality.
- To promote student friendly environment for accessible-to-all education.
- To help students to increase their employability and/or success in entrepreneurship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institute has a healthy academic environment and motivated, young and dynamic teaching staff.
- A green campus with environment friendly initiatives and conducive for teaching learning process.
- The institute is well connected by roads and rails.
- The institute has well equipped laboratories for each course.
- Blended use of advanced ICT tools for effective teaching-learning process.
- Continuous motivation and strong support for entrepreneurial activities.
- Highly focused to overall development of students through effective mentoring, co-curricular and extra-curricular activities.
- Introduction of Certificate Courses based upon skills required.
- Institute has good bonding with its neighbourhood community through various societal enrichment programs.

Institutional Weakness

- Located in rural and industrially underdeveloped region.
- Relatively less progression of students to higher studies and entrepreneurship due to their economic and social family background.
- Lack of postgraduate programs.
- Limited freedom of syllabi designing and revising course curriculum.
- Lack of communication skills in students.

Institutional Opportunity

- Postgraduate programs can be introduced in Arts, Commerce and Sciences.
- An opportunity for conducting agriculture-based research leading more lab to land technologies.
- Faculty and student exchange programmes with the reputed Universities and Institutes.
- Offering a greater number of vocational trainings and internships to students leading to improved employability and entrepreneurship qualities in students.

Institutional Challenge

- To reduce student dropout rate.
- To get linked with industries.
- To introduce industry-oriented programs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Institute is affiliated to SGB Amravati University, Amravati and follows the curriculum prescribed by University. The institute ensures that all the curricular and co-curricular activities are well planned. It prepares an academic calendar by following University's Academic Calendar. Teachers are given choice to select the topics for teaching according to their interests and expertise. An excellent blend of teaching methods such as ICT based teaching, traditional chalk and board and field based experiential learning makes the teaching-learning process more effective and joyous to both students as well as teachers.

Apart from University prescribed regular curriculum, the institute has introduced several certificate/add on courses which are helpful in enhancing skills and eventually the employability of students. Classroom teaching is strengthened by experiential and participative learning through group discussions, problem solving sessions, mini projects and internships. Students are given assignments, seminars as a part of regular academic activities. Continuous Internal Evaluation (CIE), is done through unit test, assignments, projects etc. To address various crosscutting issues such as professional ethics, environment and sustainability, gender issues and human values, institute organizes various activities such as workshops, seminars, webinars and conferences along with extension and outreach activities.

Institute has well-structured feedback system. Feedbacks on curriculum, teachers and infrastructure are collected, analysed and communicated with concerned.

Teaching-learning and Evaluation

The admission process of all the students adheres to eligibility criteria and reservation policy of state government which ensures absolute transparency in admission process. The institute has adequate number of experienced full time teachers for teaching and counselling the students. About 63% teaching staff is Ph. D. holder and remaining are SET/NET/GATE qualified. For effective curriculum delivery an academic calendar, Timetable, lesson plan, course outcomes, academic diary, lecture notes, and laboratory manuals are prepared and executed. The institute organizes various activities to assess student learning abilities. The internal assessment of students is done by the institute through unit test, projects, seminars, assignments etc. on a continuous basis and external evaluation is conducted through semester end university examinations. The student-centric methods are followed in teaching and learning process to ensure interactive, participative and experiential learning. ICT facilities are used to enrich the teaching learning process. Institute has teacher-guardian scheme for students counselling. The attainment of Course Outcomes is determined for each program. To provide practical exposure to the students regular industrial visits, seminars, expert lectures, workshops and value added courses are also arranged by the Institute.

Research, Innovations and Extension

In order to promote research, innovation and development activities at the Institute, a Research Promotion Cell (RPC) has been constituted. The Endeavour of Research Promotion Cell is to promote quality research and to disseminate information about research project grants. Some of the faculty members have applied for research grants from Government bodies for major and minor research. Institute has functional RPC which initiate qualitative initiatives to organize training programmes, IPR activities, conferences and skill based initiatives. The Institute organizes national level conference. Our faculty members have publications in reputed journals which are indexed in Scopus, Web of Science and UGC care lists. Faculty members are contributing to new CBCS curriculum designed by university in the form of books and edited book chapters in national and international publications. Few of faculty members have national and international patents. Students and faculty members received awards in many conferences and other events like Avishkar. Institute has developed linkages and signed MOUs with nearby community, industries and organizations. Faculty members also provide consultancy in the domain of their expertise to the community through well-defined policy for consultancy work. To sensitize students towards social issues institute undertake extension and outreach activities like awareness and social welfare programmes, blood donation camps and AIDS awareness in association with YRC, Red Cross, Tree plantation and programmes related to environmental protection throughout the year. Students are encouraged to participate in various community programmes through NSS.

Infrastructure and Learning Resources

The Institution has adequate infrastructure and physical facilities for teaching-learning like classrooms, laboratories, library, play ground etc. with 02 ICT-enabled smart classrooms equipped with LCD projectors with internet facility and CCTV cameras, internet facility/Wi-Fi/LAN facilities. The college library is self content with adequate number of books and partially automated with SOUL 3.0 software. It has a subscription of e-books and e-journals via INFLIBNET. Question papers are availed through a digital repository in the college library. The library is computerized with the application of bar-code technology. The students have access through OPAC. The institute has integrated the academic, administrative and admission processes with the latest IT facilities and updated periodically by increasing the number of computers, printers, scanners, LCD

projectors, Xerox machines, etc. Website is regularly maintained. The college has upgraded the internet connection bandwidth from 40 Mbps to unlimited 100 Mbps internet connectivity under broadband facility. As a part of Regular up gradation of Office Administration, ERP CCMS – Centralized Campus Management System containing various modules is available. The optimal utilization of the physical infrastructure and the academic and support facilities in the college is properly planned by the head of institution in consultation with the IQAC and the other related college Committees. All the physical, academic, and support facilities are augmented and maintained through various institutional committees such as College Development Committee, Library Committee, Purchase Committee, Campus discipline and cleanliness committee, etc. Regular maintenance reports are maintained at institute level and any new proposals for change/addition of infrastructure will be processed through proper channel.

Student Support and Progression

The institute motivate students to avail Government scholarships and freeships through dedicated scholarship committee, Teacher-Guardian Scheme, SC/ST/OBC Committee, Minority Cell. The capacity building and enhancement of the students is done through career counselling, soft skill development and certificate courses. Students are motivated to participate in various training programmes, sports and cultural events. Many of students won awards and medals at university level competitions. Institute publishes annual magazine-'Dnyanganga' to nourish the writing skill of the students. The students have active representation on various committees such as Students Associations, Library Committee, Cultural Committee, Internal Complaint Committee, Anti-Ragging Committee, etc. Student grievances regarding sexual harassment, ragging, caste based discrimination internal exam grievances, university exam grievances are resolved through time bound mechanism. The career guidance cell is proactive in providing training to the students. Career Counselling and Placement cell like Career Katta of government Maharashtra have been established in the institute. Alumni Association is actively involved in arranging alumni meet and seminars for the students. The feedback on the curriculum and academic practices are also obtained from the alumni and parents for further enrichment.

Governance, Leadership and Management

The Institute is committed for achieving its Vision and Mission under the visionary leadership. The perspective plan aligned with the Vision is made available on the institutional website. Institute has code of conduct manual which is also available on website. The institute practices decentralization and participative management through the working of various committees and cells like, College Development Committee (CDC), Internal Quality Assurance Cell (IQAC), Internal Complaint Committee (ICC), Grievance redressal committee, etc. All the service rules related to recruitment and promotion are followed as per the guidelines of the statutory bodies. E-governance initiatives in the area of administration, finance, admission and examination are implemented through a customized ERP software. Financial budget is prepared based on the requirements from various departments and accordingly, provision is made for all the academic and administrative activities. The financial audit is done by an external auditor annually. The Institute has taken many welfare measures for the teaching and non-teaching staff. Also, financial assistance is provided to the staff or attending staff development programmes, Conferences, Workshops, Seminars, etc. IQAC remained instrumental in implementing reforms in teaching-learning processes and in reviewing the feedbacks from all the stakeholders. The institute has made significant improvements and got recognition in last five years.

Institutional Values and Best Practices

Safety of staff and students is important priority of the institute. The institute organizes gender equity awareness programs regularly and ensures the safety of all the students and staff, equal rights and opportunities in the academic and administrative spheres. The campus is enabled with CCTV cameras, complaint box, regular visit of patrolling team which ensures the safety and security. The institute has made adequate provisions for differently abled persons like ramps, rails, rest rooms, etc. Environment consciousness and tree plantation programs are organized by the institute inside the campus and beyond the campus. Also, initiatives for waste management, vermicomposting, rain water harvesting and green practices are taken. Institute has installed roof top solar PV plant of 05 KW capacity. RO systems are installed to provide clean drinking water. To sensitize the students towards human values, constitutional rights and obligations institute organizes various programs like national festivals, birth/death anniversaries of great Indian personalities, tree plantation, cleanliness drive, blood donation, AIDS awareness programs etc. To promote inclusiveness, universal values, national values, human values, national integration, communal harmony many programs are organized. The Institute has introduced some best practices such as Empowerment of economically challenged women and Connecting to Nature through Ecoclub soft skill development programme, and national level techno-cultural event for the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Shri Pundlik Maharaj Mahavidyalaya, Nandura Rly.
Address	Near New Cotton Market, Buldana Rd. Nandura Rly.
City	Nandura Rly
State	Maharashtra
Pin	443404
Website	www.spmnandura.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	D. V. Hande	07265-221253	9422736736	-	dvhande@gmail.com
IQAC / CIQA coordinator	S. D. Tarale	-	8380027931	-	smita.tarale@gmail.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	Sant Gadge Baba Amravati University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	26-02-2010	View Document
12B of UGC	26-02-2010	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	Near New Cotton Market, Buldana Rd. Nandura Rly.	Rural	2.01	2595.931

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Botany	36	HSSC	English	120	90
UG	BSc,Chemistry	36	HSSC	English	120	114
UG	BSc,Physics	36	HSSC	English	120	24
UG	BSc,Zoology	36	HSSC	English	120	90
UG	BSc,Computer	36	HSSC	English	120	24
UG	BA,English	36	HSSC	English	220	140
UG	BSc,English	12	HSSC	English	120	114
UG	BA,Economics	36	HSSC	Marathi	220	115
UG	BA,History	36	HSSC	Marathi	220	137
UG	BSc,Marathi	12	HSSC	Marathi	120	38
UG	BA,Marathi	36	HSSC	Marathi	220	140
UG	BA,Political Science	36	HSSC	Marathi	220	137
UG	BCom,Commerce	36	HSSC	Marathi	120	79
UG	BSc,Urdu	12	HSSC	Urdu	120	76
UG	BA,Marathi Literature	36	HSSC	Marathi	220	31
PG	MA,Marathi	24	Any Graduate	Marathi	80	4

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	2				3				25			
Recruited	1	1	0	2	2	1	0	3	10	8	0	18
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	4	1	0	5
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	5	0	0	5
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	1	0	1	1	0	3	5	0	12
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	1	0	0	7	2	0	10
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	2	0	0	2
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	7	1	0	8
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	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	536	0	0	0	536
	Female	238	0	0	0	238
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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	103	103	76	107
	Female	63	79	69	65
	Others	0	0	0	0
ST	Male	10	6	4	10
	Female	1	4	9	7
	Others	0	0	0	0
OBC	Male	238	247	214	262
	Female	163	229	233	220
	Others	0	0	0	0
General	Male	64	62	24	35
	Female	47	36	22	25
	Others	0	0	0	0
Others	Male	72	72	57	68
	Female	48	65	59	64
	Others	0	0	0	0
Total		809	903	767	863

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<ul style="list-style-type: none"> • In order to develop the all-round capacities of the students – intellectual, aesthetic, social, physical, emotional and moral in an integrated manner, the institute is preparing to include multidisciplinary subjects as per the National Educational Policy 2020. • As institute is located in rural region with underdeveloped industrial area and keeping in view the problems faced by the students, the institute is planning to set up short term and vocational courses to make the students equipped, so that they don't need to rely on Government jobs but instead pave a way towards self-employment. • As the institute is preparing itself to have more of multi-disciplinary courses it tries to identify the programme outcomes
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	<p>along with courses outcomes that define the specific knowledge, skills and attitudes of learners. • Institute aims at establishing a cluster with the help of parent society to enrich innovation and research culture.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>• As per NEP 2020 “Academic Bank of Credits shall deposit Credits awarded by Registered Higher Education Institutions, for Courses pursued therein, in the Academic Bank Account of the student and the validity of such credits shall be as per norms and guidelines issued by the Commission from time to time.” • Institute aware students about the importance of ABC and regarding implementation of academic bank of credits. • Regarding the implementation of Academic Bank of Credits, the institution has initiated the process of Academic Bank of Credit for first year students for enrolment of examinations as per the university guidelines. • The pedagogical approach of the institution is student’s centric where the faculties’ pedagogical approaches are constructive, inquiry-based, reflective, collaborative and integrative.</p>
<p>3. Skill development:</p>	<p>• The affiliating university initiated the implementation of NEP for the UG programme which is consistent with the objectives of NEP of fostering quality and outcome-based education. • Institute is striving hard to adapt various skill based courses and activities and learning modes such as open and distance learning modes and use of the MOOCs. Measures are adopted to enhance the bench skills of the students such as the introduction of the Project work, Summer training programmes, internship and industrial training programmes, etc. • Career-oriented programs/Skill courses like mushroom cultivation and wildlife photography, chromatographic techniques, microbial disease are introduced as add-on and certificate courses at the UG level. • To set up as a centre of excellence offering courses on top demanding skills. The Institute will focus on the courses that encompass Basic Skill building, Sector-Specific training Pre-Employment Training and Allied Activities.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>• Teachers are motivated to prepare course material in the regional language and to translate vocational courses and value-added online courses run by the institute into the regional language. • Teachers are encouraged to write scientific articles in the local</p>

	newspapers and deliver popular science lectures in the regional languages. • The courses will be designed for the promotion and improvement of local skills in the local language.
5. Focus on Outcome based education (OBE):	<ul style="list-style-type: none"> • The institute always focus on outcome based education through conduction of various activities to inculcate the skills such as interpretation, analysis, evaluation and effective leadership. • Institute offers mini projects and internships to students for undertaking product-based research and to further improve their employability and entrepreneurship.
6. Distance education/online education:	<ul style="list-style-type: none"> • The institute is also preparing itself to offer vocational courses through ODL (Open Distance Learning) mode in due course of time. Keeping in view the convenience of the student. The various technological tools used by the faculties especially during the pandemic are Google Classroom, Zoom, Google, using videos as teaching and learning aids, Group collaboration and interaction and assignment and revision as well as the assessments have been conducted are some of the institutional efforts towards blended learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, institute has Electoral Literacy 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?	Yes. Mr. S. D. Jadhav-Nodal Officer Mr. S. J. Chavan-Nodal Officer Mr. D. M. Gond- Student Representative Mr. S. K. Aziz- Student Representative Mr. D. R. Rajgur-Student Representative Mr. A. S. Mapari- Student Representative
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	Institute has enormous faith in significance of electoral system in democracy. It always strives to contribute to enhance society's participation in electoral system. The ELC formed in institute conducts various programs and activities in this regard such as, voters' awareness rallies, celebration of voters' day etc. Institutional ELC organize activities for students to make them aware about election system and its importance. An essay competition was organized for students to which an

<p>citizens, etc.</p>	<p>enthusiastic response from student community was noticed. ELC conducts an awareness session for students during student induction program to encourage newly admitted students for registration in voter's lists. A voter's registration drive was organized for students by the ELC with the help of Tahsil office. Students were encouraged to participate in awareness rallies. They volunteered in spreading the message of importance of electoral system among nearby communities. Faculty members performs various duties and roles in polling assigned by state as well as district election administration. During voters' awareness rallies and sessions the participants and coordinators motivate voters for ethical voting. ECL along with students take efforts to convey the message that voting is one of important constitutional right as well as duty of every citizen. Irrespective of caste, gender and creed everyone should participate and encourage others for voting.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>ELC carry awareness drive through awareness sessions, rallies and celebrating voters' day.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>20% of students yet to be enrolled as voters in electoral roll. A drive with the help of Tehsil office for registration of students in voters' list is conducted.</p>

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
809	903	767	863	883

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

2 Teachers

2.1

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

Response: 28

File Description	Document
Upload supporting document	View Document
Institutional data in the 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
22	21	22	08	08

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
19.53	14.95	17.46	5.62	4.20

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:

Planning and Execution: The institute is affiliated to Sant Gadge Baba Amravati University, Amravati which offers UG, PG in Science, Humanities and Commerce. The Curriculum is designed by the affiliated university and implemented by the institute. The effective delivery of curriculum requires appropriate planning. The institute ensures that all the curricular and co-curricular activities are well planned. The institute organizes a meeting of heads to prepare the plan for the upcoming academic year. The academic calendar committee prepares academic calendar and is made available on the institutional website. The copies of academic calendar as well as timetable are available with all the heads of departments. The timetable committee prepares time table and is circulated among all the teachers and the same are displayed on notice boards. All the departments prepare departmental academic calendar and timetable for smooth conduction of the activities. The heads of all departments conduct departmental meetings to discuss and distribute the syllabi among the teachers. The distribution is made on the basis of interests and expertise of the teachers.

Institute organizes an induction program for freshers, where the students are made well acquainted with the COs, and POs. They are made well familiar with the teaching learning processes, university exam mechanisms, roles of library and its optimum utilization. This exercise helps students to become better receivers and adapt to the institutional culture. Institutional committees are constituted to distribute various responsibilities among the teachers.

It is ensured throughout the academic year that the classroom teaching is being strengthened by organizing activities such as seminars, group discussions, problem solving sessions, study tours etc. The conventional teaching learning is supported with ICT based teaching. The students are encouraged to use the e-contents. All the faculty members maintain an academic diary with an annual teaching plan, schedule of curricular and co-curricular activities. Continuous Internal Evaluation system is implemented to analyze and improve the overall teaching learning processes. The internal assessment is conducted through class tests, assignments, projects, seminars etc.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years**Response:** 31

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years**Response:** 31.83**1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
415	122	249	304	255

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 into the Curriculum****Response:**

Being an affiliated institute there are limitations over curriculum designing. However, the institute makes deliberate efforts to enrich the curriculum, so that the cross cutting issues relevant to professional ethics, gender, human values, environment and sustainability can also be imbibed in students. The institute has various undergraduate programs in Science, Arts and Commerce. The curriculum prescribed by university has integrated these issues upto some extent. Along with these syllabi the institute takes various steps to inculcate these values in all its stakeholders by organizing various programs.

Professional ethics: In order to imbibe professional ethics among students institute organizes several programs such as workshops on IPR, research methodology are organized. Institute has its code of conduct manual which helps students and staff to follow professional ethics. Apart from this institute organizes seminars, workshops, lectures by eminent persons.

Environment and sustainability: The parent university has a compulsory course in ‘Environmental Studies’ at second year of all programs. Along with this course the institute has an ‘Eco Club’, one of the best practices of the institute. This club organizes several programs which sensitize the students towards environmental issues. environmental day, world earth day, no tobacco day, ozone day, wetland day, water day are celebrated.

Gender Issues: The institute conducts a certificate course in ‘Gender Equity’. Department of Marathi has the best practice where efforts are made to inculcate various values in students such as women empowerment. International women’s day, yuvati melawa for AIDS awareness, rally on beti bachao beti padhao, workshop on cyber crime are organized.

Human Values: Anniversaries of national heroes are celebrated with activities such as essay competition, elocution competition which may help in imbibing the thoughts of these great leaders in students. Celebration of Constitution Day, Voter’s awareness day, integrity day, NSS foundation day, one week NSS camp, wall of humanity program helps to imbibe human values to reform student as a good citizen.

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: 72.19

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

Response: 584

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 (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 85.56

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
301	385	414	449	448

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
460	460	460	472	482

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 77.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
198	182	195	213	202

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
256	256	256	256	256

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

2.2 Student Teacher Ratio

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

Response: 36.77

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 using ICT tools

Response:

The institute is keen about the overall development of students. Various student centric methods are adapted to enhance students' participation and their experiential learning. The activities such as; study tour, group discussions, problem solving session, seminars, projects. Various departments organize quiz competitions which increase the participation of students and it also enhance rational thinking. Conducting seminars is a regular practice of all the departments. The seminars not only increase participation of students but it also motivates them for reading and presentations. Group discussion is one such activity which promotes participative learning and provokes thought process. The students are given projects where they work in groups under the supervision of a teacher. The allotments of these students are done at the beginning of semester. Various departments have departmental study associations which enhance their participative learning experiences. Some departments regularly arrange practical oral sessions to enhance their participative learning. Various ICT tools are used by faculty members in regular teaching which enhance learning experience of students. To develop problem solving aptitude in students some departments organize problem solving and brainstorming sessions. Teachers use powerpoints and other tools such as videos, animations for effective teaching. The institute has a smart classroom. The e-content developed by teachers is available to students through clouding. This material can be accessed by students 24*7 by visiting institutional website. Different activities such as seminars, various competitions, practical demonstrations, conferences are conducted online using different tools like zoom, google meet etc.

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: 54				
2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:				
2021-22	2020-21	2019-20	2018-19	2017-18
30	30	30	30	30
File Description	Document			
Upload supporting document	View Document			

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)				
Response: 90.12				
2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
20	20	21	06	06
File Description	Document			
Upload supporting document	View Document			
Institutional data in the prescribed format	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 institute assesses students internally by conducting class-tests, home assignments, seminars, presentations, group-discussions and project-assignments. The process of internal assessment along with mark distribution is conveyed to students at the beginning of academic session. Exam grievance committee with the help of departments monitor and maintain the transparency in internal examinations. The results of internal assessment are displayed on notice boards. The teachers discuss the results as well as the answers written with the respective students in case of any doubt or additional clarification. Besides this the students can register a complaint with the internal exam grievance committee by submitting application form which is available in department. The head instruct to resolve the grievances filed by the students and concerned teacher submit action taken report to head of department and it is conveyed to the complainant .The issues raised by the students regarding internal exams are resolved within seven working days after receiving the complaint. The parent university has its own grievance mechanisms to ensure the transparency in the assessments. The students can apply for the reassessment and/or photocopy of their answer books through institute grievance committee if they have any complaint. Institute monitors and support the students in these processes. University resolves these issues in due course of time and institute communicate with students.

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 and attainment of POs and COs are evaluated****Response:**

The institution continuously takes efforts to impart outcome based education to students to inculcate critical thinking, problem solving abilities, experiential learning and participative learning. The importance of learning outcome (PO, PSO and CO) has been accepted by the institute. Being affiliated to Sant Gadge Baba Amravati University, Amravati, the institution follows university syllabi for teaching, learning and evaluation mechanism. Assessment of students is done on the basis of CIE and SEE. CIE has 20% and SEE has 80% weightage. CIE comprises of unit tests, assignments, projects, group discussions, field visit reports etc. The institution framed the learning outcomes for the programs and courses offered by it in tune with the syllabi prescribed for the same parent University for the overall development of the students. Learning outcomes are framed and finalized by teachers of each courses. The Program, Program Specific and Course Outcomes (PO, PSO and CO) are displayed on the institutional website and are available in respective department. The COs, POs and PSOs are explained to all students at the beginning of their graduation, during student induction program which is conducted every year for first year students. Attainments of Cos and POs are designed based upon the semester end examinations (SEE) results of

students. Benchmarks for level of attainment are framed as below;

If pass percentage is 25 to 50 then level of attainment will be average.

If pass percentage is 51 to 65 then level of attainment will be good.

If pass percentage is 66 to 75 then level of attainment will be best.

If pass percentage is greater than or equal to 76 then level of attainment will be outstanding.

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

2.6.2 Pass percentage of Students during last five years

Response: 66.29

2.6.2.1 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
45	221	122	129	75

2.6.2.2 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
192	245	122	192	142

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.97

File Description	Document
Upload database of all students on roll	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, Chairs in the institution during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The institute aims at working towards the research and innovation which can address the societal needs of the rural and the deprived population of the region. Institute takes deliberate efforts to identify and solve the problems of society. Overall, the institutional ecosystem helps nurture innovative and creative research-oriented minds to develop their skills. The constant motivation from administration has resulted in significant number of standard research publications in reputed journals. Research promotion cell (RPC) has been established in the institute to promote research and innovation. Teachers in association with RPC motivate students to participate in various research activities. During academic session 2021-2022 students participated in Avishkar competition in various categories and bagged 1 st prize in agriculture category at district level. The theme of work presented by students were chosen considering the local needs. Some of these students have represented the institute in various competitions at taluka, district and university levels. All the departments have identified their thrust areas and trying to move ahead with their ideas. Various certificate courses have been introduced so that the students would be benefited. One of the faculty members has published two patents. Some of the faculty members have submitted proposals for research grant. Some of the faculty members have bagged awards from national bodies for their research activities. Workshops, webinars, conferences in the fields like IPR, Research methodology, sustainable development etc. are regularly organized by the institute to motivate teachers and students for undertaking research activities and to provide them with a platform for discussing their research ideas and outcome.

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: 47

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
14	06	13	09	05

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: 2.54

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
26	17	09	10	09

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

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.64**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
10	03	03	00	02

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

3.4 Extension Activities**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The institute believes that along with academic excellence the holistic development of its students are the prime objectives of education. We often motivate our faculty members and students to involve themselves in various extension activities in the neighborhood. The students must be sensitized to the issues in society such as importance of cleanliness and hygiene, water conservation, environment conservation, gender equality.

Health and Hygiene Issues: The institute organizes various activities and programs in association with its NSS and YRC, red ribbon club, lions club etc. The society was in need of support during the devastating conditions caused by the Covid-19. The institute was at forefront to help the neighborhood communities. The NSS unit conducted several awareness programs for people with the help of Municipal council at public places such as banks. Many of our faculty members worked as Covid warrior. The volunteers were also involved in sanitization drives during Covid-19 pandemic.

Gender Issues: Institute has organized rallies on various occasions such as International Women's Day, beti bachao rally etc.

Environmental Issues: The activities like tree plantation, eco-friendly holi celebration, Ecofriendly Ganesh idol making, nirmalya collection on Ganesh festivals are organized to sensitize the students towards environment. The institute also organizes the activities like preparation of paper bags, plastic free campus campaign to motivate students for environment conservation. Institute has a vermicompost project

which also encourage students to environment friendly agriculture as well as garden and agriculture waste management. Soil testing in neighbouring communities, an activity conducted by Dept of Chemistry help in promoting environment friendly agriculture, it also help reducing soil pollution by reducing excess use of chemical fertilizers by farmers, participation of students in workshops and programs conducted .

Civic Responsibilities: Voter's Day, Guidance sessions to self help group, no tobacco day, road safety rallies, Azadi ka amrut mahotsav, blood donation camps, eye check-up camp, health check-up camp. The institute has organized Covid-19 vaccination drive where the student volunteers were involved in awareness campaigning.

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:

Institute believes that the classroom teaching must go hand in hand with the sensitization of young minds to societal issues for their holistic development. Outcome of education must be reflected from involvement of students as well as teachers in various societal enrichment programs. Various extension and outreach activities are regular part of institute's academic programs. Different issues have been identified by the institute so that the expertise as well as man power can be channelized to address them. Being rural, the region needs support at different levels such as drinking water quality, soil health, cleanliness, health and hygiene, women empowerment etc. The extension work of institute such as soil testing program and water analysis program have been recognized by different government bodies. The expertise of institutional faculty members has been extended to nearby village women such as cake making workshops, self-help group guidance, health camps for women so that they could be empowered. The response gained by institute is women empowerment activities has made us to choose this as one of the best practices. Some of the selected extension activities which have been recognized by government bodies are;

- **HDFC Bank, Nandura** has recognized and appreciated the contribution of institute for upliftment of society through; tree plantation and blood donation camp.
- **Municipal Council Nandura:** Institute participate in various programs announced by government such as Swach Survekshan and Majhi Vasundhara Campaign. Besides these cleanliness drives are organized by the institute. The Municipal Council, Nandura has recognized and appreciated the institute is involvement in these promotional activities of government.
- **Tahsil Office:** Institute recognizes its social responsibilities and tries to contribute through different steps. One of such activities is awareness program for voters. The institute took initiative in organization of Covid-19 vaccination camp.
- **Gram panchayat:** The institute's extension activity through soil testing, water analysis has been proven useful to nearby villages and are recognized and appreciated by them.

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 NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 33

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	9	8	04	07

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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: 14

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The institute has undergraduate programs in three faculties namely, Arts, Commerce and Science. There are independent classrooms for each of the classes in all the three faculties. Total 12 well furnished classrooms are available on the campus. The institute has dedicated laboratories for each of the courses in science. Five laboratories are available on the campus. Along with classrooms the institute has two smart classrooms. Along with two smart classrooms institute has four additional projectors for ICT based teaching learning. A computer center with an adequate bandwidth internet is available for students for browsing and computer work. Free Wi-Fi facility is provided on campus. A power back-up system along with a generator is installed on the campus. Whole campus is under CCTV surveillance (Total 24 camera). Library is enabled with SOUL 3.0 software. Computer terminals with OPAC facility are set for students cataloging. The library has 5943 titles and 12691 books. A separate reading area for students and staff is available. The optimum utilization of smart classrooms is ensured by appropriate planning and timetable. An auditorium with audio-visual aids is available for different activities and programs. The institute has an open theater for cultural activities. Besides cultural activities the institute also engages its students in different sports facilities. A playground is available for various sports. The students are provided with the sports equipment such as carom, chess.

Volleyball, boxing, javelin, discuss throw, shot-put etc. A well-equipped gymnasium is available for students as well as staff. Dedicated grounds for sports like kabaddi, kho-kho, and long jump pit are available. A schedule is prepared and displayed for users. An entry book is maintained. The physical director maintains the issuance and return of sports equipment. Yoga sessions are conducted in the open space available on the campus.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 51.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
14.49	9.44	7.94	00	00

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The library is partially automated. The Library has SOUL software 3.0 version. SOUL 3.0 software is used for process of Acquisition, Ordering, Cataloguing, and Circulation. Dewey Decimal Classification Scheme is used for the classification of books. In addition to this the Library has OPAC. Students are made aware about all the facilities and processes of library use during the student induction program.

Computer terminals are arranged in the library for internet access and academic work for students and staff. Online cataloging is also available to users through OPAC, in the library. The Library has INFLIBNET subscription through which the students and staff have access to various databases of e-books, e-journals. A barcode system is used in entering the book information of issue-return.

At the beginning of academic year a budget is allocated to library for various expenses such as subscription of e resources and software, purchases of books etc. Besides it, the institute also takes efforts to enrich its library by approaching various government and non-governmental organizations for donations. E-resource like N-List is available in library through which users can access e-books and journals free of any charges. An entry book is maintained in the library for users so that the footfall can be monitored. Separate reading room is made available for users, where they can read newspapers or other reading material. Some of the journals are subscribed in hardcopy too.

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**Response:**

The institute has 49 computers. An independent computer lab is available with internet facility. The institute has multiple numbers of projectors. The computers are regularly maintained and upgraded with the advancements in technology. Hardware of computers like RAM, ROM are updated as per requirements. Software like antivirus, operating systems, Microsoft office etc are regularly updated. The campus has a wired as well as Wi-Fi internet facility. Students have access to free Wi-Fi. The internet facility is upgraded to 200mbps through optic fibers. The software like the operating system, antivirus, are regularly updated. An electricity backup system is available for uninterrupted use of IT facilities. The systems are upgraded as per the requirements through a third party. There are CCTV cameras installed across the campus. Library is partially automated with SOUL 3.0. Institute has subscription to N-LIST which offers free access to various E-resources. Administrative office also regularly upgrades its IT facilities. ERP EMS system is upgraded and is replaced with cloud based ERP CCMS Centralized Campus Management System containing modules viz, One Time Data Conversion, online student services. Institutional website is regularly updated and maintained. All the necessary information such as syllabi, question banks and notifications are regularly updated Academic departments develop e-content and is maintained on website which is accessible to students. An UPS power back is installed for uninterrupted power supply of IT facilities.

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: 18.81

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

Response: 43

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)**

Response: 30.52

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
3.13	4.13	3.45	4.37	3.77

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 Government and Non-Government agencies during last five years

Response: 40.4

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
390	432	337	259	289

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

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

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

Response: 36.14

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
402	188	354	297	286

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

5.1.4 The Institution has a transparent mechanism for timely 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: B. Any 3 of the above

File Description	Document
Upload supporting document	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: 27.03

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
20	61	41	19	19

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
45	221	122	129	75

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

5.3 Student Participation and Activities

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

Response: 19

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
02	00	02	07	08

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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: 17.2

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
20	04	22	19	21

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:

Alumni of any institute are its ambassadors to the outer world. The institute believes in maintaining its bond with its Alumni. Alumni association fosters the relationship between the alumni and present students. It bridges the widening gap between the former students and the institute to keep them in touch with the present growth, development and also the challenges before the institute. At the same time, its role in organizing socio cultural, educational and some other kinds of events in the college premises strengthen its relation with the institute with the passing off of each day. The institute has a registered alumni association

and its registration number is MH/180/21. Some alumni are employed in government services. They play an important role in academic and institutional development. Institute conducts Alumni meet.

The objectives of establishment of the association are;

- 1.To support and encourage mutually beneficial interaction between the Alumni and the present students of the college and between the Alumni themselves.
- 2.To encourage the development of students and institute as a means to increase participation of Alumni.
- 3.To provide the platform and to establish a bond between the alumni, staff, and students of the college.
- 4.To enable the alumni to participate in activities this would contribute to the general development of the institute.
- 5.To provide a forum for the alumni for exchange of ideas on academic, cultural and social issues of the day.

Contribution of Alumni:

- 1.Some of our alumni have supported the institute by donating books. Another alumnus has contributed in the form of building materials.
- 2.Some of the alumni who have established businesses support current students by allowing them to visit their industries/businesses. Department of Commerce and Arts students visits to industries set up by our alumni that provides exposure to current students.
- 3.Some of the alumni help in conducting guidance/training sessions 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 governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The institutional governance abides its vision and mission. Development of students as a responsible citizen can be achieved by providing conducive environment. The institute has various policies and practices which allows transparent and progressive governance. Institutional hierarchy offers distribution of duties and responsibilities among all its stakeholders such as management, administrative staff, teaching and non-teaching staff. Participative and decentralization in an institute's management helps in nurturing the qualities like leadership, a positive attitude which enhance the work efficiency, effective communication and high morale in its employees. Decentralization has an important role in strategy design, planning and execution of the education system. Policies which encourage people to participate in different operations in institute and a systematic mechanism for decentralization is necessary for improvement and effective delivery. We have a mechanism for giving authority and providing opportunity to all the various departments to work towards decentralized governance system. The institute has an active staff council, the council conducts a meeting of all the faculty members at the beginning of academic year. The institute has several committees for smooth running of academic administration such as, admission committee, scholarship committee, anti-ragging committee, NIRF committee, student induction program committee, library committee. These committees have a structure of, one co-ordinator, members, and student representatives. Parent society, college development committee, principal, IQAC, different internal committees, teachers, non-teaching staff, student representatives and alumni, all are empowered enough to give their inputs and execute their plans within the framework of institutional vision, mission and code of conduct. The decentralization and participative management can be seen in events organized by the institute.

Case Study 1. Organization of a National Conference (NCMR-2021)

The institute had organized a national conference in 2021. The conference was proposed by one of the senior members of IQAC. The principal discussed the plan of conference in the staff council meeting and proposed to look for potential collaborators.

IQAC chalked down the program and suggested that the Department of Lifelong learning and Extension, SGBAU, could be contacted for the collaboration. Upon acceptance by the department of lifelong learning and extension SGBAU, IQAC constituted various committees as per the choices and expertise of the faculty members. The committees executed the assigned work to make the program successful. This example shows the effective decentralization and participative management. The net outcome of the event management is that more than 100 participants across the nation had participated in the conference and around 63 full length articles were published in a book with ISBN.

Case Study 2. Organization of Student Induction Program

Institute organized one week student induction program for freshers. Conduction of the program reflects

decentralization and participative governance of the institute. Various committees were formed at the time of announcement of program. Faculty members were encouraged to propose their views and opinions for conduction of program. Different responsibilities were assigned to faculty members considering their interests and expertise. Head of institution monitored the seven days program which was conducted with the help of all coordinators and their supporting team.

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 functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

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

Institute is affiliated to Sant Gadge Baba Amravati University, Amravati and follows the guidelines and directions given by the university and parent society. Institute has its own organogram. It shows the hierarchy of duties and responsibilities. The executive body of parent society regulates the overall functioning of the institute through CDC. Principal operates academic and administrative affairs with the help of supporting units, IQAC, heads and other employees.

Decentralization of responsibilities and hierarchy enhance the functioning of various institutional bodies. The institutional governance works as per the institutional HR manual. All the committees and bodies in institute follow the HR manual hence there are very less chances of any ambiguity in roles and responsibilities of the stakeholders.

Staff recruitment and service conditions: The institute is a grant in aid and affiliated to SGBAU and abides by recruitment and appointment procedures of UGC, State Government and parent university.

Promotions: Employees have the opportunity to get promoted to higher positions as per their eligibility. In case of teaching staff, the guidelines given by parent university and state government's career advancement scheme (CAS) are followed for their promotions.

Leaves: Leaves admissible to employees as per the state government and parent university norms can be availed.

- **Deployment of institutional Strategic/perspective/development plan**

Institute has vision and mission of overall development of student by providing conducive environment. Plan for the duration 2016-2021 in which the institution's overall developmental aspects have been taken into account such as infrastructural development, introducing new programs / courses, skill-based/ add-on/ value-added certificate courses, enhancing research activities, providing academic and sports facilities to students, developing ICT enabled / Smart Classrooms, organization of conferences for teachers and non-teaching staff, etc. The perspective plan was approved by CDC and was reviewed every year in CDC meetings. IQAC prepared a deployment document and was executed with the help of different committees.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

Response:

Institution has some welfare measures such as financial support, various leave benefits for teaching and non-teaching staff.

Welfare schemes for Teaching Staff

- There is an employee credit cooperative society which provides a loan of Rs. 3 lakhs for longer period to our employees.
- Emergency loan of Rs. 20 thousand can be made available to all teaching staff at minimum interest rate. The society also gives a dividend to each member on their shares.
- There is a group insurance scheme for all employees. The premium is kept minimum for all insured group members and benefits of the scheme are awarded on his/her retirement.
- Faculty members get the benefit of all causal leaves, duty leaves, maternity leaves and medical

leaves according to necessities and government norms.

- Teachers are motivated for research activities by felicitation.

Welfare Schemes for Non Teaching Staff

- There is an employee credit cooperative society which provides a loan of Rs. 3 lakhs for longer period to our employees.
- Emergency loan of Rs. 20 thousand can be made available to non teaching staff at minimum interest rate.
- The society also gives a dividend to each member on their shares.
- There is a group insurance scheme for all employees. The premium is kept minimum for all insured group members and benefits of the scheme are awarded on his/her retirement.
- Teaching and non-teaching faculty members get the benefit of all Causal leaves, Duty leaves, Medical leaves according to necessities and government norms.

Performance Based Appraisal System (PBAS)

The institute follows the performance based appraisal system given by the parent university. There is a parallel assessment system for teaching and non teaching staff designed by the parent society of the institute. The staff fill the information of their academic performance in the prescribed format and submit it to the Principal through IQAC. IQAC verifies the information given, maintains the records of teachers' promotions and informs them well in advance of the required steps for CAS and also give recommendations regarding their API.

File Description	Document
Upload Additional information	View Document
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6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

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

Response: 61.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	22	12	04	05

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
02	03	03	03	00

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

Strategies for mobilization of funds:

The College Development Committee (CDC) and IQAC, monitors the mobilization of funds and makes sure that the funds are spent for the purpose for which they have been allocated. The purchase committee

takes care that purchases are done properly and in accordance with the rules. The quotations are invited from vendors before finalization of purchase orders. Principal, in concern with heads and IQAC allocate the budget to all departments. The CDC takes a review of the mobilization of funds and the utilization of these sources periodically in their meetings. A budget is allocated for minor and major repairs/maintenance works. Regular audits from the chartered accountant are done to ensure the mobilization of the resources is being done properly.

Internal Audit: Conduction of financial audits, both internal as well as external is a routine practice at the institute. Internal audit is done by checking each bill and vouchers by a team of the college. Every year the Principal constitutes this team, having one member from economics or from commerce. Accountant maintain cashbook, receipts, bills and vouchers. The team verifies all payments, receipts, vouchers of the cash transactions, ledgers and cashbook.

External Audit: The institute conducts a financial audit by an authorized external agency. A chartered accountant generates a certificate after reviewing all the bills, vouchers, ledger books, bank account details.

Optimal utilization of resources:

The time-table committee looks after the proper utilization of classrooms and laboratories. Institute runs in two shifts for optimal utilization of classrooms, playgrounds and library. The Library Advisory Committee takes care that the resources in the library are utilized optimally. Botanical garden is maintained by the department of Botany.

Campus cleanliness and its utilization is monitored by the campus cleanliness and beautification committee. Institute has campus monitoring committee in which responsibilities are allotted for optimum utilization. There is a system for reserving the auditorium in advance for programs to be conducted to avoid overlapping and ensure proper utilization.

Institute infrastructure utilizes for conduction of district level program like scout guide camp. During Covid-19 pandemic institute was given as centre for Covid patients.

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

6.5 Internal Quality Assurance System

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

Response:

The IQAC takes various steps to enhance and assure the quality education in the institute. Organization of conferences, workshops on IPR, Research Methodology, NAAC initiatives etc. The major initiatives of IQAC are; introduction of certificate courses and use of ICT.

Introduction of Certificate Courses:

Strategy: Changing trends of the market and increased competition have created a need for skilled manpower. Being an institute in an affiliating system we have less freedom to design curriculum. Hence we have introduced various certificate courses to enhance skills of our students.

Process: IQAC has identified certain areas in which the students can be trained. Various courses have been designed by the teachers. These courses are of 30 hours duration. Students are given choices to opt the courses as per their interests. The schedule of these courses are included in the academic calendar. Students enroll for these courses during academic session. At the end of course an examination is conducted and certificates are awarded to successful students.

Outcomes: The introduction of certificate courses is helping students to acquire additional skills. Many students found these skills useful in their higher education. These skills have also helped in alleviating confidence in students.

Use of ICT:

Strategy: There are limitations to conventional teaching learning processes. Use of ICT may overcome several shortcomings in traditional chalk-board teaching methods. We are continuously trying to incorporate more and more ICT based teaching methods in our regular teaching-learning processes.

Process: Teachers are provided with internet and computer facilities. They are consistently motivated to use ICT tools for teaching. They are also being motivated to participate in any such professional development programs, so that their skills of e-content development and related pedagogies shall be improved. E-content developed by teachers is available to students on institutional website.

Outcomes: This practice has led to enhanced use of ICT by teachers in regular teaching. Teachers are developing e-content in the form of PPTs, videos and e-notes. Students got easy access to these contents. Especially during the Covid pandemic this activity has helped students to study remotely. Teaching-learning process has become more interesting and interactive. Students themselves too have learned the methods of e-content development such as ppt presentations in seminars.

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); Feedback collected, analysed

and used for improvements

2. Collaborative quality initiatives with other institution(s)/ membership of international networks

3. Participation in NIRF

4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

The institute strives to maintain a gender unbiased and equal opportunity environment on the campus.

Safety and security: Safety of women and girls on campus is major priority of the institute. To ensure it the institute has requested the Police department for the patrolling and Damini Pathak (Police Squad) visits regularly to the campus which helps to control eve teasing. Fifty percent of the staff of the institute are female, which makes the campus environment girl student friendly and they feel comfortable to share their issues with the staff. A discipline committee is active in the institute to ensure the enforcement of code of conduct also, a campus monitoring committee is there to monitor the activities across the campus. Uniform and identity card is compulsory for students as well as staff. There are enough CCTV units across the campus, which is accessed and monitored by institute administration. There is a complaint box for students to register their complaints freely. The institute has an Anti- Ragging committee. The details of the committee are displayed on the campus. The students are made aware of the anti-ragging policy of the institute during their induction program. There are display boards across the campus warning that ragging is strictly prohibited.

Girls Common room: There is a Girls common room and rest room on the campus and it is well furnished with necessary things like first aid kit, drinking water, hand wash soap, disposal dustbin a sanitary vending machine is installed and maintained by the institute.

Promotion of Gender Equity Activities: Various activities to promote gender equity are organized by the institute. The institute also takes steps to encourage girl students. The institute always motivates girl students to participate in various curricular and extra- curricular activities; many of the prizes in sports are won by the girl students of the institute. Also, the institute's NSS unit has equal participation of girl students. The institute has a functional internal complaint committee (ICC) which assures that there are no incidences of any kind of harassment of women. ICC organizes various gender sensitization programs and counseling sessions. Various workshops, health check up camps and awareness sessions are conducted for students. In February 2020 Science Day was celebrated with theme "Women in Science" with various competitions. Faculty members deliver guest lecturers in NSS camps on women empowerment to promote gender equity.

Celebration of Commemorative Days: The institute celebrates all national and international commemorative days, events and festivals. These events are well planned and mentioned in the academic calendar at the beginning of the academic year. These events are celebrated with the objectives of imbibing the values like national integrity, constitutional rights, duties and responsibilities in the students as well as staff.

File Description	Document
Upload Additional information	View Document
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7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting 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: A. All of the above

File Description	Document
Upload supporting document	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 diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institute continuously takes efforts to sensitize its employees and students to the constitutional values, rights, duties and responsibilities. It is also ensured by the institute that every stakeholder experiences an inclusive environment. The governance of institute shows participative and inclusiveness at students as well as employees level. Students from different socio-economic backgrounds are given admission to programs of their choices depend upon their demands and eligibilities. Full considerations is given to all students while giving opportunities in different curricular, co-curricular and extra-curricular activities depend upon their choices, skills and not on their socioeconomic background, language, caste or gender. It

can be reflected from the students admitted to various programs. Institute has its own code of conduct manual which is available with all departments and institutional website which is followed by students and staff.

- Imbibing the values like gender equity, nationality, constitutional duties, rights and values is essential for holistic development of students. Different activities are conducted by the institute to make the employees and students aware about it.
- Institute essentially takes care to create a socially responsible environment with constitutional awareness. It celebrates various days such as constitution day, national integrity day, national voter's day, international women's day, NSS foundation day and organizes programs like blood donation camp, pulse polio vaccination drive, health checkup camp. Covid-19 vaccination camp was organized.
- Institute celebrates anniversaries of all national heroes, social reformers so that the students and employees would be sensitized to the legacy of their values and thinking's.
- The institute is being restlessly taking efforts to organize activities like Social Harmony Day, World Water Day, Anti-Tobacco Day, HIV-AIDS awareness, World Environment Day etc

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

7.2 Best Practices

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

Response:

Best practice 1.

Title: Empowerment of Economically Challenged Women

I. Objectives: • To empower the women from rural area • To cater business-oriented training to the rural women to make them self-dependent • To make them aware of the opportunities and resources available for small scale business development

II. Context: The institute continued its social contribution with the help of its NSS department. The best practice was introduced in the year 2019-2020 and was appreciated by the locals, hence we continued it. The institute has designed a systematic training program for women. The structure of the training program is inspired from different activities of MCED. The objective of the activity was achieved by motivating and training the local women for small scale businesses such food processing like pickles and papads, cake and pastry preparation and beauty parlor. Training in these businesses were selected through the discussions and survey of local areas and looking at the availability of resources.

III. Practice: The Department of Economics conducted a survey in local communities. Two nearby villages (Kolamba and Wadali) are selected for it. The local women suggested some of the training they are interested in and the institute worked on the suggestions and designed programs for upliftment of the rural women. The institute held discussions with experts in different areas from nearby institutes and designed training modules for the women. A wide publicity about the programs was done through circulation of handouts in nearby places. The female staff of the institute took initiative in these communications and motivated the women to participate. The experts conducted training lectures and hands-on training in the decided training programs. A practice session was conducted after each demonstration. An oral feedback during the training session were collected from participating women.

IV. Events Organized:

- Financial awareness program for women
- Live demonstration on cakes and pastry making
- Industrial visit to Anita food industry
- Awareness sessions on education
- Motivational sessions for social involvement of women
- Health and counselling sessions

V. Problems Encountered and Resources Required:

- The pandemic conditions created many challenges in conduction of such programs.
- It is challenging to reach out to the large number of population.
- Convincing women from rural areas is a difficult task. The family background and priorities create hurdle in motivating them for entrepreneurial activities.
- Making availability of experts is difficult.

VI. Evidence of Success:

- Now a days whenever institute organizes such a women empowerment program more number of women participate in it.
- Some of women started participating in self help group.
- Few women started their own cake and pastry making small businesses by inspiring from this practice.

Best Practice 2

1) Title of Practice: Connect to Nature Through Eco-Club

2) Objectives of the Practice:

- To mobilize students towards a scientific inquiry into environmental problem.
- To involve the students in efforts to preserve the environment.
- To motivate students on how to imbibe habits and lifestyle for minimum waste generation.
- To create a clean and green consciousness among students through various innovative methods.

3) Context: The institute is situated in a rural area and there is a scarcity of water. Day by day environment is changing rapidly. Being graduates, it's essential to have knowledge about the surrounding environment and imbibe the habit of nurturing and preserving nature and to make them sensitive towards environmental concerns to tackle environmental problems. In view of this, the institute has adopted the best practice to "Connect to Nature Through Eco-Club." It also enhances their ability to take on responsibility for self, build relationships with others in society and contribute to nation-building. These skills can be enhanced through experiential learning rather than a theoretical approach.

4) The Practice: Institute has established an Eco club which is monitored and mentored by Dept of Botany. This eco-club comprises active students of Arts, Commerce and Science faculty. Before commencing of academic session mentor calls a meeting and they chalk out their activities and implements them according to plan. For aspiring students, the college runs some activities regularly.

5) Evidence of Success: Due to this best practice, students get motivated for maintaining a plastic-free green campus. They enthusiastically volunteered in various environment conservation activities such as tree plantation, paper bag making workshop, seed ball preparation, cleanliness drives, vermicompost project are some to enlist.

6) Problems Encountered and Resources Required: In maintaining green and beautification of campus water scarcity is a major problem.

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:

Institute has its vision, 'To imbibe academic, scientific, physical and social temperament in rural students to produce responsible citizens striving for nation development.' Institute's core values are inherited from the thinking's of our founder president Dr. Panjabrao alias Bhausaheb Deshmukh who was insistent of the necessity of education to every unit of society, especially the rural communities must get excellent education to be a part of mainstream. Shri Pundlik Maharaj Mahavidyalaya, Nandura (SPM) was established with this very primary objective of Shri Shivaji Education Society, Amravati, bringing excellent and complete education to the last corner of rural communities. Our commitment to the path shown by our founder is the main strength of our values.

We proudly say that **SPM** is the acronym for,

Socially responsible

Patriotic

Mentors with high moral

Core Values:

- Education for Everyone
- Morality
- Excellence
- Social Responsibility
- Accountability and Transparency

With the above mentioned fortune of wisdom given by our visionary management the institute works in various fields so that the institute may achieve its distinctiveness in the areas of its thrust and priority.

Institute's commitment to provide equal opportunity of quality education to the rural students makes it distinct from others. This distinctiveness promotes and helps in inculcating the social harmony in our students as well as teachers. Social responsibility is one of the important core values of the institute. The institute keeps contributing to society through various social activities. We strongly believe in imbibing social values and civic responsibilities in students along with the modern education.

Institute has taken several initiatives to imbibe social values and civic responsibilities in students and teachers as well such as organization of blood donation camp, women empowerment programs, environment conservation programs etc. Institute was on forefront during Covid-19 pandemic and most of our faculty members served as Covid warriors, counsellors. Institute also provided its infrastructure for establishment of a Covid centre.

Institute takes every possible step to inculcate patriotism in its students as well as teachers. Apart from regular national festivals, institute celebrated 75 years of Independence through various marathon activities. Students were encouraged to participate in all of the programs organized during Azadi ka Amrut Mahotsav.

Being an institute from rural area the students admitted to the institute comes from rural background and have poor communication skills. The institute has student-teacher guardian scheme, which offer students a platform to interact with the guardian teacher. Teachers too, make sure that the students would interact with them without any hesitation. This scheme has boosted our students' confidence as well as their participation in various co-curricular and extra-curricular activities. Besides these, the institute started several certificate courses to enrich the skills and confidence among students. Certificate course in Marathi Grammar, Certificate course in English Communication, Certificate course in Chromatographic techniques are few to mention.

Apart from this, the institute continuously tries to introduce skill based programs for not only regular students but for anyone with basic qualification. This would give an opportunity for locals to get required skills and step forward in their career. Couple of skill based programs like wildlife photography and mushroom cultivation programs are designed by institute and are under consideration of University for implementation.

We understand our social responsibility and importance of women empowerment too. Institute organizes different programs as an effort to empower the rural women in neighbourhood. Selfhelp groups, small scale home industries, importance of health and hygiene are some of the important issues which must be understood by women. Institute organize guidance sessions, health checkup camps, workshops like cake making for these women to promote them.

In an effort to be 'Vocal for Local' the institute organize programs like Ranbhaji Mahotsav (exhibition of seasonal wild vegetable). The activity motivated rural from neighboring community to promote local products. It also spread awareness about health benefits especially to women and girls students who are otherwise prominently malnourished.

Current era needs multifaceted man power. Institute strives to develop multiple skills in students. One of such activities is writing skill. Department of Marathi has a writing enhancement program where students are encouraged to write, to edit. Also, different departments from science faculty motivate students for undertaking small projects which are chosen considering the needs of locals and which may give a prototype for lab to land transfer. Students participate in national competitions like Avishkar. Model developed by some of our students was ranked first in a district level competition held at Buldhana.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Shri Pundlik Maharaj Mahavidyalaya, Nandura was established in 1983 with the vision of our founder president Dr. Panjabrao Deshmukh which was, 'holistic development of rural students'. The goal of development of students is achieved through various student centric activities. Students are brand ambassadors which connect institute and society. Holistic development of students is achieved at various platforms such as; academics, sports, extension and outreach. Institute has adapted a system of planning-execution and checking for every activity conducted.

- Career kata is established in association with Maharashtra State Higher Education and Maharashtra Information and Technical Centre for career counselling.
- Institute has adapted CBCS pattern at undergraduate level from the academic year 2022-2023, which aligns its teaching learning process with NEP-2020.
- IQAC publishes a newsletter related to quality initiatives and programs conducted by the institute to provide the information on a single platform to all its stakeholders.
- Institute has signed MoUs with various institutes and small scale industries to make students aware about different fields through internships.
- Institute has created innovation ecosystem for students as well as teachers to promote quality research and innovations.
- Institute organizes workshops and conferences on IPR, research methodology and multidisciplinary national level conferences. Institute motivates faculty members for patents and research grants.
- Over the period of five years IQAC initiated several skill based certificate courses to enhance skills and employability of students.
- Some faculty members have represented in University at different positions like BoS.
- Faculty members have contributed to textbooks at university level.
- Institute is highly engaged in societal enrichment program through various extension and outreach activities.
- Institute takes various initiatives for environment conservation. It conducts various quality audits such as energy audit, green audit and environmental audits.
- Institute implements e-governance in functioning of institution to provide simpler and efficient system of governance which provides transparency and accountability with in the institution.
- Institute has organized a wild vegetable exhibition for being, 'Vocal for Local'.
- Institute encourages overall development of students by encouraging students' participation in various sports and cultural activities.
- Institute has around three acres of land where a sport complex is in plan.
- Institute organizes activities to aware students about their civic responsibilities through conduction of days like commemorative days.

Concluding Remarks :

Over the period of two NAAC cycles, the institute has made progress in different fields. As the number of faculty members increased a quality culture is strengthened in institute. As compared to last two NAAC cycles the institute has developed infrastructure and facilities and continuously striving for excellence.

- Institute has applied for various PG courses in Science faculty and Economics.
- Some of the faculty members have applied for Ph. D. supervisor.
- Some of the faculty members have applied for research grants from SERB, ICSSR etc.
- To provide additional skills to students, institute has applied for some university level skill based courses of duration three months.
- Some departments have applied for research centres.
- New infrastructures has been developed in form of new laboratories, classrooms and smart classrooms.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of students admitted year wise during last five years 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>301</td> <td>385</td> <td>417</td> <td>461</td> <td>469</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>301</td> <td>385</td> <td>414</td> <td>449</td> <td>448</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years 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>460</td> <td>460</td> <td>460</td> <td>472</td> <td>482</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>460</td> <td>460</td> <td>460</td> <td>472</td> <td>482</td> </tr> </tbody> </table> <p>Remark : Input is edited from data template.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	301	385	417	461	469	2021-22	2020-21	2019-20	2018-19	2017-18	301	385	414	449	448	2021-22	2020-21	2019-20	2018-19	2017-18	460	460	460	472	482	2021-22	2020-21	2019-20	2018-19	2017-18	460	460	460	472	482
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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460	460	460	472	482																																					
3.3.1	<p><i>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</i></p> <p>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:</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>50</td> <td>17</td> <td>09</td> <td>10</td> <td>09</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>26</td> <td>17</td> <td>09</td> <td>10</td> <td>09</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	50	17	09	10	09	2021-22	2020-21	2019-20	2018-19	2017-18	26	17	09	10	09																				
2021-22	2020-21	2019-20	2018-19	2017-18																																					
50	17	09	10	09																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
26	17	09	10	09																																					
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p>																																								

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
26	05	03	00	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	03	03	00	02

3.4.3

Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) 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/ Red Cross/ YRC etc., year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	16	20	08	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	9	8	04	07

Remark : Input is edited by considering the NNS programs.

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 : 14

Answer After DVV Verification :14

4.3.2 Student – Computer ratio (Data for the latest completed academic year)**4.3.2.1. Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 37

Answer after DVV Verification: 43

Remark : Input is edited from the stoke register provided in clarification.

4.4.1	<p>Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <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>5.85</td> <td>4.32</td> <td>5.25</td> <td>4.37</td> <td>3.77</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <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>3.13</td> <td>4.13</td> <td>3.45</td> <td>4.37</td> <td>3.77</td> </tr> </tbody> </table> <p>Remark : Input is edited from documents excluding electrical charges telephone charges.(recoupment charges)</p>	2021-22	2020-21	2019-20	2018-19	2017-18	5.85	4.32	5.25	4.37	3.77	2021-22	2020-21	2019-20	2018-19	2017-18	3.13	4.13	3.45	4.37	3.77
2021-22	2020-21	2019-20	2018-19	2017-18																	
5.85	4.32	5.25	4.37	3.77																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
3.13	4.13	3.45	4.37	3.77																	
5.1.3	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1176 1046 1310"> <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>402</td> <td>188</td> <td>354</td> <td>297</td> <td>311</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1391 1046 1525"> <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>402</td> <td>188</td> <td>354</td> <td>297</td> <td>286</td> </tr> </tbody> </table> <p>Remark : AS per data template input is edited.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	402	188	354	297	311	2021-22	2020-21	2019-20	2018-19	2017-18	402	188	354	297	286
2021-22	2020-21	2019-20	2018-19	2017-18																	
402	188	354	297	311																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
402	188	354	297	286																	
5.1.4	<p>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input is edited from the supporting documents from clarification documents.</p>																				

5.3.1	<p>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</p> <p><i>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</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 465 1046 602"> <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>02</td> <td>00</td> <td>08</td> <td>07</td> <td>08</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 678 1046 815"> <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>02</td> <td>00</td> <td>02</td> <td>07</td> <td>08</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	02	00	08	07	08	2021-22	2020-21	2019-20	2018-19	2017-18	02	00	02	07	08																				
2021-22	2020-21	2019-20	2018-19	2017-18																																					
02	00	08	07	08																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
02	00	02	07	08																																					
6.3.3	<p>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years</p> <p><i>6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1171 1046 1308"> <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>23</td> <td>22</td> <td>23</td> <td>09</td> <td>05</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1384 1046 1520"> <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>14</td> <td>22</td> <td>12</td> <td>04</td> <td>05</td> </tr> </tbody> </table> <p><i>6.3.3.2. Number of non-teaching staff year wise during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1597 1046 1733"> <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>02</td> <td>03</td> <td>03</td> <td>03</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1809 1046 1946"> <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>02</td> <td>03</td> <td>03</td> <td>03</td> <td>00</td> </tr> </tbody> </table> <p>Remark : one teacher conducted one program for the year ,input is edited according it.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	23	22	23	09	05	2021-22	2020-21	2019-20	2018-19	2017-18	14	22	12	04	05	2021-22	2020-21	2019-20	2018-19	2017-18	02	03	03	03	00	2021-22	2020-21	2019-20	2018-19	2017-18	02	03	03	03	00
2021-22	2020-21	2019-20	2018-19	2017-18																																					
23	22	23	09	05																																					
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
02	03	03	03	00																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
02	03	03	03	00																																					

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 : 29 Answer after DVV Verification : 28</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>23</td> <td>22</td> <td>23</td> <td>09</td> <td>09</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>22</td> <td>21</td> <td>22</td> <td>08</td> <td>08</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	23	22	23	09	09	2021-22	2020-21	2019-20	2018-19	2017-18	22	21	22	08	08
2021-22	2020-21	2019-20	2018-19	2017-18																	
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22	21	22	08	08																	