



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SHRI. DHABEKAR KALA  
MAHAVIDHAYALAYA,KAHDKI,AKOLA**

**AT KHADKI-CHANDUR, DIST. AKOLA 444004  
444004**

**[www.dkmkhadkiakola.edu.in](http://www.dkmkhadkiakola.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The college namely Shri Dhabekar Kala Mahavidyalaya, Khadki -Akola is one of important socially committed higher education institutes in the adjoining region of Akola urban areas. The main purpose was to provide education to the poor in rural areas. To fulfill its objectives, Shri Dhabekar Kala Mahavidyalaya, Khadki -Akola, was established in 2000, at Dhaba, a small village of Vidarbha region of Maharashtra. The college is affiliated to Sant Gadge Baba Amravati University, Amravati. From the inception, the college has been running a single program B. A. a three years degree program

Since then our college has been imparting education in the Arts at Graduation level. It has competent and experienced staff in teaching departments, well equipped and knowledge and resource centre, a computer centre, rich central library supported by spacious reading rooms, beautiful campus, botanical garden and playgrounds. It is always attempted to provide quality education to the students who are coming from all walks of life.

College introduced some Certificate courses. We have 8 teaching faculties. Out of them 6 faculties have been awarded with the Ph. D. Likewise there are 03 employees as non-teaching staff in Administrative Department.

### **Vision**

To fulfill the educational needs of people in rural areas, women and to equip them to participate in the nation building activity with a view, to promote their individual, social and national growth.

### **Mission**

To offer excellent education to the poor and the backward class students of the rural area.

2. To aim at the overall personality development of the students through extra and co-curricular

activities, social and cultural organizations.

3. To provide an opportunity to rural area students to face all the challenges of a competitive

world, with the utmost utilization of their potential in sports, athletics and other events.

4. Enhance the commitment of faculty staff and students to the centrality of diversity social

justice and democratic citizenship.

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

## **Institutional Strength**

1-s

Mission to impart quality education to all.

A rich heritage of ideal thoughts and visions in leadership..

A College located in the surrounding rural areas to get feeding.

Own Building and green campus with ground for outdoor programs. .

Emphasis on holistic development, social commitment and environmental consciousness.

Pioneer in offering higher education in the rural.

Representation of faculty members on the committees of Sant Gadge Baba Amravati University, Amravati.

Developed Flowery Green Campus with diverse Flora and Fauna.

Qualified, competent and committed faculty with a potent combination of Experience & Enthusiasm. Emphasis on career-based education, disciplined class room teaching, regular attendance of the students, well-conducted examinations and timely publication of results.

Numerous extension and outreach activities, programs as well as research publications

Developed ICT based facilities i.e. Computers, LCD projectors, LED, Laptops, Lecture capturing systems.

Library automated partially with online resources Internet.

Adequate sports facilities for indoor and outdoor games & well equipped gymnasium.

A robust Mentor-Mentee system. Secure & safe environment for girl students.

Eco-friendly campus with rain water-harvesting, energy conservation, waste management mechanism.

## **Institutional Weakness**

Economically weaker background of students limits scope to offer Add on and Career Oriented Programmes.

Limited or lack research grants from Government / Non-Government funding agencies.

Being mono stream college, limited scope for adopting any interdisciplinary innovative curriculum.

Lack finance for strengthening academia-industry linkages.

State Government stopped Non Salary grant.

### **Institutional Opportunity**

Expansion of Collaborations and Consultancy.

Collaborative research with research institutions.

Introduction of PG program

Introduction of more doctoral programs.

To apply for various schemes of National funding agencies to develop infrastructure and instrumentation.

Create ecosystem for promoting start-ups.

E-content development by faculty for national level.

Potential to introduce interdisciplinary courses and programs under NEP2020

### **Institutional Challenge**

Institutional Challenge Keeping pace with the rapid changes in higher education.

Sustaining quality along with access. Providing resources for marginalized students.

Generation of resources for up gradation of infrastructure.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Shri Dhabekar Kala Mahavidyalaya, Khadki -Akola is affiliated to Sant Gadge Baba Amravati University, Amravati (MS) The College has specified its vision and mission statements that integrate the new education policy.

The institution offers 1 U.G. programmes i.e. B.A., Besides 42 certificate courses are introduced during last five academic years. College prepares its annual academic calendar, after publication of parent university academic calendar and keep adherence with it. For effective curriculum delivery and transaction, the college has evolved a strong mechanism in the wake of ICT revolution. The college central library is updated and partially automated that helps to avail online resources. The college abide by providing an intensive experiential and participative learning through projects, assignments, industrial visits, field work study, educational tours, and continuous evaluation through unit tests seminars, group discussions, and practical. Examinations.

In line of contribution to curriculum design and development, we have 01 (one) senior faculty members who worked on various University academic bodies. Likewise many faculty members have worked as a Question Papers Setter, Moderator and Evaluator.

In the curriculum academic flexibility is provided through elective and CBCS patterns at undergraduate level. To ensure effective delivery of curriculum the Institute conducted internal/external academic audit and submitted its report to the College Development Committee for appropriate considerations. The curriculum designed and developed by the University takes care of overall development of the students. All cross cutting issues such as human values, professional ethics, gender sensitization and environment sustainability have been integrated in the curriculum. Stakeholder's feedback system is effectively implemented. Feedbacks are helpful for revision, redesign and to enhance learning effectiveness.

### **Teaching-learning and Evaluation**

The college constitutes admission committee to carry out the admission process at the first year of each degree program. At present though this process take place through dual mode is online and offline, but it is quite transparent. Eligibility criteria laid down by Sant Gadge Baba Amravati University, Amravati is strictly followed. The reservation policy of the government of Maharashtra is observed. Average percentage of enrolled students is more than 96.9% as figured out during the assessment period. Average percentage of seats filled against seats reserved for various categories of students is 100% in the assessment period. At the beginning of academic session, the teaching departments assess learning levels of admitted students and identify advanced learners and slow learners. Then the teachers adopt appropriate teaching methods for them. Teachers use experiential learning, participative learning and problem solving methods to enhance the learning experiences of students.

For better comprehension of the subject, more emphasis is given on laboratory teaching in science stream and experiential learning in humanities. Field work study and industrial visits, practical work is focused in teaching. Apart from this, workshops and seminars are organized for the students. The college academic and infrastructural facilities consists of rich library, well equipped laboratories, internet, computers and other ICT tools which facilitate the learning to make it more students centric. Teachers used ICT tools and software programs like Google Classrooms as digital platforms for teaching, learning and evaluation process. The college has 08 full time permanent faculty members of which 06 faculties are awarded with the Ph.D. in their respective subjects. Besides there is 03 temporary faculty appointed this year. All the teachers attended national and international conferences, seminars, workshops, orientation, refresher and short term training courses.

Being an affiliated college, evaluation of academic performance of the students is done by the college within the framework of the parent university. Programme and course outcomes of all programmes are communicated to students through website and discussed in the beginning of academic session.

### **Research, Innovations and Extension**

The college research activities.

The college faculty perform research work. They publish research papers in reputed journals and magazines. Most of the faculties have completed their Ph. D. Degree. There are 03 two supervisor recognized by SGBAU,

Amravati. They college faculty are engaged in research activities. They publish their research work in reputed journals and periodicals time to time. During the last five years total 59 full research papers are published by the faculty. The faculty members authored 06 chapters -in book, in edited volumes and 03 books are authored and published at national level. Promotional and developmental activities of research are maintained and monitored by the Principal, IQAC and RAC (Research Advisory Committee) of the college. The RAC and IQAC appeal the faculty members to apply for research grants to various funding agencies. In the last five years 01 national conference and 02 national workshops and around 30 college level workshops are organized.

The college has supervisors recognized by Parent University. Some of the departments have established linkages and MoUs with various national, regional agencies and firms for collaborative research. Various scientific and academic events are conducted for research promotion. The college has a good number of extension activities conducted by various departments and support services such as NSS, Sports, and Library. It includes community development, communal harmony, environment, water conservation, health-hygiene and awareness programs. During last five years, the college has received 01 taluka level recognition for the cleanliness awareness campaign and fieldwork in Swachh Bharat Abhiyan Mission. The students, who have been working in various sectors of community development are felicitated and awarded by various government and non-government organizations.

### **Infrastructure and Learning Resources**

Infrastructural and Learning resources of the institution are consistently developed and maintained. The college infrastructure consists of physical facilities and academic facilities. In physical we have spacious college building having total 04 teaching and learning class rooms and 01 fully equipped computer centre. The college campus comprises of playground- for sports like kabbadi ground, Vollely Ball, Long Jump, High Jump, Discus, Shotput, Javelin, hammer throw ground. Academic facility consists of students support facilities, Canteen, library, reading room, Girls common room, boys common room, administrative building, Vehicle parking area and various subject departments. Master plan of institution exhibits optimum utilization of infrastructure.

Total land area of the college is 8000 sq feet and total built up area is 6000 sq.ft. with G+1 floor and adequate parking facility. Construction of College Main Gate, Wall compound installation of Pavers, Boys/Girls Common Room. For the security of students, the college campus is fully under supervision of security guard. The fire safety system is also installed. The use LED lights helped to minimize the electricity consumption. There is 01 ICT cum Seminar halls, and IQAC meet hall. The college has learning resources- 10 Computers including 10 Laptops with internet facility, LCDs, Scanner and Printers, Smart Boards in class rooms. College has indoor and outdoor play grounds, Yoga centre, meditation hall, recreation hall for all round development of students. We have a good collection of Books, Journals, Reference books.

The students have an access to internet resources. College website <https://www.dkmkhadkiakola.edu.in> updated which provides current information to parents, students and also alumni. College installed Wi-Fi facility. The medical facilities are provided as per required. In addition to above, there is garden in the campus and Basket ball ground.

### **Student Support and Progression**

The college publishes prospectus and a college magazine. 36.58% student's avails scholarships and other financial assistance from the state and central governments. Besides, the college supports the economically

weaker students. The college conducts career counselling and guidance for competitive examination that helps to qualify NET or SET, as an instance our one PG student has cleared NET. The College provided all sports and games facilities to the students and conducted University Level Sports and Games competitions. Some students shown their outstanding performance in sport activities in last five years. The college organized sports events at intra college level also. Students participated in events arranged by University such as Youth festival, Avhan, Ashvamegh and Avishkar. College provided financial support to students for participation in sports and cultural events. The students are made aware of discipline, rules and regulations to be observed. Anti Sexual Harassment Cell monitors sexual harassment at work place. Grievance Redressal Cell and Anti-Ragging Committee are constituted as per State Government and University directives.

The institution is proud to have a registered Alumni Association comprising number of well settled college Alumni through different professions. The student success rate of the institution has been positively increasing. Students' progression rate in higher education is also very good. The college has NSS Unit which undertake regular activities. Each year, they conduct special camps in Nearby village. They are given extension and community work like Tree Plantation, Cleanliness Drive, Water Conservation, Blood Donation, Congress Grass Eradication etc. In their routine class room activities, they participate in seminars, conferences. Student's representatives participated in various academic and administrative committees. The college has organized guest lectures by inviting eminent scholars to create a scientific temperament among the students and the society.

### **Governance, Leadership and Management**

The Mission and Vision statements clearly reflect the distinctive characteristics of the institute. The executive members of the governing body, the principal and the faculty members have an active participation in College Development Committee (CDC), IQAC, College Council, Purchase Committee, Library Committee and UGC Interface Committee. Academic and Administrative performance of the college is reviewed and assessed through College Development Committee and IQAC. To strengthen the process of marching towards excellence, the college has developed IT access and E-governance is implemented in all administrative and academic matters. The Institutional authority provided complete autonomy under the supervision of the Principal, faculty heads and heads of the department for planning and implementing the teaching –learning plans, research, extension work, academic and extracurricular activities. The college has a culture of participative management through decentralization of work. The college prepares a perspective plan for teaching-learning, research, extension, extracurricular and co-curricular activities. Internal organizational structure and decision making process is undertaken by CDC, IQAC, College Council and Heads of the Departments. The plan of quality improvement strategies is designed. The college has established student's feedback systems. After analysing the feedbacks, the suggestions are forwarded to the higher authority. The institutional authority encourages faculty members to participate in Faculty Development Programs (Online/Offline). The college has various welfare schemes for teaching and non-teaching staff. Self-performance appraisal forms are considered for faculty's assessment and career advancement. The financial budget is prepared and approved in CDC. Financial audit is conducted by internal and external agencies. Audited statements are prepared by Chartered Accountant. The IQAC is functional, having the members from management, teachers, students, non-teaching staff, external experts and alumni. The academic audit is conducted on regular basis. The data collection and compilation of all academic activities is a regular practice. IQAC, in collaboration with the management and various college departments, organizes various events for the benefits of students.

## **Institutional Values and Best Practices**

Various initiatives are taken by the institution for the promotion of gender equity such as sensitization campaigns, training, workshops, programs etc. A safe and secured environment is provided to all. There is secured compound wall, common rooms and grievance committees for various issues. Water conservation facilities are also available in the institution. Use of renewable energy, water harvesting, check dam construction in the villages adopted by NSS unit, efforts for carbon neutrality, plantation and waste management are undertaken. Use of CFLs, LED lamps and other eco-friendly products with star rating minimized the power consumption. Quality audits on environment and energy are done from time to time. The college campus is green with lawns and Botanical garden. Efforts are taken to keep the campus green and clean by carrying out environmental promotion activities. The institution has a barrier free environment by providing ramps, washrooms, human assistance. The institution promoted an attitude of tolerance and inclusiveness towards linguistic, cultural, communal and socioeconomic diversities. Every student is equally treated and the environment of tolerance and belief is maintained. There is NSS unit conduct awareness rally, cultural programmes, and celebration of birth anniversaries of visionary leaders. Value based programmes are conducted to sensitize students and employees to the constitutional obligations. A Code of Conduct is prescribed for all. Various National and International days and events are celebrated in the institute with great enthusiasm in various ways.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI. DHABEKAR KALA MAHAVIDHAYALAYA,KAHDKI,AKOLA
Address	At Khadki-Chandur, Dist. Akola 444004
City	Akola
State	Maharashtra
Pin	444004
Website	<a href="http://www.dkmkhadkiakola.edu.in">www.dkmkhadkiakola.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sanjay Vasantrao Deshmukh	0724-2488965	9405169511	724-488965	sdkm233@sgbau.ac.in
IQAC / CIQA coordinator	Rahul P. Ghuge	0724-1111111111	9970147669	724-22222222	ghugerahul0909@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	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At Khadki-Chandur, Dist. Akola 444004	Urban	0.184	557.41

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bachelor Of Arts,English Marathi Economics Political Science History Sociology Music Home Economics MLT ELT	36	HSC	Marathi	360	239

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				6			
Recruited	0	0	0	0	1	2	0	3	4	1	0	5
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	7	0	0	7
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	2	0	2	1	0	6
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	
	Others		Total	
	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	161	0	0	0	161
	Female	78	0	0	0	78
	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	64	60	46	54
	Female	39	34	24	37
	Others	0	0	0	0
ST	Male	13	16	10	11
	Female	7	8	12	12
	Others	0	0	0	0
OBC	Male	47	28	44	73
	Female	34	33	41	37
	Others	0	0	0	0
General	Male	3	8	8	17
	Female	3	3	3	6
	Others	0	0	0	0
Others	Male	29	14	21	41
	Female	20	17	25	22
	Others	0	0	0	0
Total		259	221	234	310

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Shri Dhabekar Kala Mahavidyalaya, Khadki-Chandur, Dist. Akola is a single stream having elective courses to fulfill multi-disciplinary or interdisciplinary purpose of higher education. The institute offered UG Degree program and Ph D. program. In order to adopt the multidisciplinary approach, the college has streamlined its functioning through adoption of courses from wide range of electives system. The students have to select any three course from the optional- History, Political Science, Sociology, Economics, and Marathi Literature. The college has started offering new add on, value added courses since 2028-19. At present on record, it offered four add on courses as certificate</p>
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	<p>course at institutional level. Besides the college conducted one seminar on interdisciplinary approach. The institute has necessitated adequate research facilities. The faculty and students doing research are encouraged to undertake interdisciplinary/ multidisciplinary research projects. Along with the existing programs, and different courses there is well developed infrastructure that can be supportive to introduce Multidisciplinary as well as Interdisciplinary Courses. The academic collaboration with the established multidisciplinary sister branches is also possible. Such blend of core subjects and interdisciplinary approach will help students to shape their career options. So it is possible for us to transform the institute in one of excellent higher education Teaching centres as proposed in NEP 2020.</p>
2. Academic bank of credits (ABC):	<p>Our college namely Shri Dhabekar Kala Mahavidyalaya, Khadki-Chandur, Dist. Akola, is affiliated to Sant Gadge Baba Amravati University, Amravati and recognized by the state government of Maharashtra, it is bound to follow the courses, syllabus and other rules &amp; regulations of the affiliating University. In the light of recent move under NEP 2020, the students are encouraged to enroll their names to attend online courses provided by open learning resource centers. As per university directives all students have opened their online ABC where their credits earned may get accumulated as online repository. Owing to the implementation of National Education Policy, the affiliating University has already taken initiatives to introduce Credit Based System at Under graduate and Post-Graduate level. The Academic Bank of Credits (ABC) would provide digital platform for the students for credit recognition, credit accumulation, credit transfers, and credit redemption. The initiative undertaken by the affiliating University is at preparatory phase. Therefore, it sequential for the institute to register for the ABC of each student.</p>
3. Skill development:	<p>The affiliating university Sant Gadge Baba Amravati University, Amravati initiated the implementation of learning outcome based curriculum framework for UG programme which is consistent with the objectives of NEP for fostering quality education. It includes the translation of academic research into innovations for practical use to socio-economical</p>

	<p>development. Involvement of public and private sector investment in higher education will develop alternative learning modes such as open and distance learning modes. Introduction of the MOOCs will help students to develop their skills. Career oriented programs/Skill oriented courses such computing skill under ICT and soft skill courses that will help to bring change in perspective and manners will introduced at the UG level which have flexible entry and exit mechanism. The Institute is focusing on the courses that encompass Basic Skill building, Sector-Specific training, Pre-Employment training and allied activities. The institute having number of programs and courses, the students have a large amount of flexibility in choosing individual curriculum, certain subjects.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Today in the age cyber technology, it important to create repository of knowledge using this technological advancement. Teachers are encouraged to prepare subject material regarding development of social bonding and value-added online courses into the regional language. Teachers are suggested to write scientific articles in the local 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. The regional and local arts and crafts are promoted through entrepreneurship cell of the college. Some parts of syllabi of the subjects like General awareness and history are based on traditional and ancient aspect to promote regional knowledge and culture.</p>
5. Focus on Outcome based education (OBE):	<p>New Education Policy (NEP-2020) has focused on experiential, application-based learning and research based internship in the stream of Science, Technology, Engineering, Art &amp; Design, and Mathematics (STEAM). As a part of holistic and all encompassing education, students will be given internship opportunities in local industries and businesses. Local communities as well as research internships will improve students' employability. Students are encouraged to participate in various Tech-Fests, Science Fairs, Innovation, Competition, etc. for exploring the practical side of their learning and promoting innovation among students. The institute has been taking efforts for program outcome, program specific outcome and course outcome.</p>

6. Distance education/online education:	<p>It is true that NEP 2020 emphasized distance education and online education which expand the access to education and training for employed students. Its flexible schedule reduces the effects of the time constraints imposed by personal responsibilities and commitment. The Institute has already started working on these aspects. The ICT based facilities are created for imparting online education. This compel the institution to encourage teachers to create online add-on and skill based courses. Henceforth, the college has suggested to develop e-content and online teaching material. To cope up with the advanced teaching skills and to understand current online teaching trends, teachers are motivated to participate in advanced pedagogy training programs. The students are encouraged for enrolling on the SWAYAM-NPTEL courses from where they can earn credits from renowned HEIs. In future students and teachers will be instructed to register and complete SWAYAM and NPTEL courses. Institute has planned to start online certificate course and other skill development courses through online mode.</p>
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### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Yes, Shri Dhabekar Kala Mahavidyalaya, Khadki-Chandur, Dist. Akola has taken positive initiatives to promote electoral literacy and active civic engagement among the stakeholders. Recognizing the significance of voting as a fundamental democratic right and responsibility, the college has set up an Electoral Literacy Club on December 10th of 2022 in the event of celebrating world human rights day. It was decided to have dynamic team of students and faculty coordinators. Following the members as office bearers nominated on this Club. 1. Dr Sanjay Deshmukh Chairman. 2. Dr Amrish Gawande Co-Ordinator 3. Prof Rahul Ghuge Member 4. Dr Santosh Misal Member 5. Prof Dr. Rekha Adhau Member</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs	<p>The ELC has total 15 student as coordinators and 5 Faculty coordinators nominated by the college. The ELC is functional with following objectives: •</p>

<p>are representative in character?</p>	<p>Empowering its academic community with the knowledge and motivation needed to participate meaningfully in the electoral process. • Educating the students about the importance of voting in a democracy, their rights and responsibilities as voters. • Guiding on how to register to vote and help individuals understand the requirements and procedures involved. • Encouraging citizens to vote ethically, which includes voting without being influenced by money, gifts, or any other undue influence. • Empowering young people to become active participants in elections and civic activities. • The Electoral Literacy Club at Shri Dhabekar Kala Mahavidyalaya, Khadki-Akola is dedicated to fostering civic engagement and democratic participation among the student body through a range of innovative programs and initiatives.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Awareness Programs: These programs demystify the electoral process, covering voter registration and the electoral system to equip students with the knowledge they need to be active citizens. Guest Lectures and Expert Speakers: The club invites experts, including election officers, to provide valuable insights and facilitate direct student engagement with key figures in the field. Voter Registration Drive: The club conducts in-class voter registration drives, making it easy and convenient for students to register, ensuring their voices are heard in the democratic process. Panel Discussions: The club hosts panel discussions on political and social issues to encourage critical thinking, diverse perspective exploration, and constructive dialogue. Ethical Voting Promotion: Ethical voting is promoted to instill integrity and responsibility in student voters, ensuring they exercise their franchise ethically. Inclusive Participation: The club actively works to enhance participation among underprivileged sections of society by removing voting barriers. Voter Registration and Turnout: By conducting these initiatives, the club aims to boost voter registration and turnout among students, recognizing that an informed and engaged youth is vital for a resilient democracy. In conclusion, the Electoral Literacy Club at Shri Dhabekar Kala Mahavidyalaya, Khadki-Akola is committed to shaping informed, responsible, and active citizens through innovative programs. Their goal is to empower students to participate in the</p>

	<p>democratic process, promoting ethical voting, inclusivity, and the responsible exercise of their franchise, ensuring a brighter, more participative future for the society and nation.</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>The commitment of Shri Dhabekar Kala Mahavidyalaya, Khadki-Chandur, Dist. Akola to democratic participation goes beyond mere theoretical knowledge. The Electoral Literacy Club, a driving force on campus, is committed to transforming awareness into tangible action. One of the pivotal initiatives undertaken by the club is organizing voter registration drives on campus. These drives are strategically designed to simplify the often-complex voter registration process, ensuring that eligible members of the university community can exercise their fundamental right to vote. Under the able guidance of the club coordinators and in collaboration with election officials, eligible students are empowered to complete the voter registration process using a convenient mobile app. This proactive approach has streamlined the registration process, eliminating many of the hurdles that often deter individuals from participating in the democratic process. The Voter Registration Campaign led by the Electoral Literacy Club is a testament to their commitment to raising awareness about the significance of voting. This campaign has illuminated the crucial role of civic duty and highlighted the profound impact of individual participation in the democratic process. The campaign's innovative and informative strategies have engaged students and faculty alike, fostering a deeper understanding of the importance of active citizenship. Moreover, the university's students have taken a solemn pledge to uphold democratic values. This pledge represents a resolute commitment to the core principles of democracy, including the right to vote, the responsibility to stay informed about the issues that matter, and the duty to engage constructively in the democratic process. The pledge-taking ceremony was conducted simultaneously across all faculties and schools within the university, emphasizing the universality of these democratic values and the collective responsibility of the entire university community. By conducting these activities, the Electoral Literacy Club not only instills a sense of civic responsibility in its students but also actively</p>

	contributes to nurturing responsible and engaged citizens. The club's commitment to enhancing the democratic spirit within the university community
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The majority of the eligible students above 18 years of age have been encouraged to register as Voters in the Electoral Roll. From college itself about 20% of the students above 18 yrs of age were eligible to vote were yet to enroll as voters in the electoral roll who were now enrolled. Thus the club has initiated and helped to the process to increase registration in electoral roll by promoting the importance of voting as a citizen even. The club has declared that every student is required to submit his EPIC number even in the application to this club as a member. In addition to the above, the college Electoral Literacy Club conducts the process of collection of voter registration data out once at the outset of odd semester.

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
239	259	221	234	310

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 7

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

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

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	5.80	4.87	4.60	5.50

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

Shri.Dhabekar kala mahavidyalaya,khadki, Akola is affiliated to Sant Gadgebaba Amravati University, Amravati (MS) and it follows the curriculum prescribed by the university from time to time. To ensure effective curriculum delivery, the college undertakes the planning and the documentation of teaching learning process as under

IQAC conducts meeting accordingly and discussed all the modifications and changes made in the syllabi with the concern departments and teacher. The IQAC and various departments prepare the Annual Academic Calendar prior to the commencement of new academic year. The academic calendar is displayed on Notice Board & College Website. Meeting is held in each department at the end of the academic year to discuss about the course distribution for the next academic session. The teaching plan consist the allotment of topics term-wise to be taught. Syllabus of each subject for the academic session is provided to the students. Faculties from each of the department maintain a personal daily diary of teaching to execute effective academic planning, implementation and review of the curriculum.

Theory & Practical classes are held according to the Time-Table which is prepared prior to the commencement of the academic year by the head of departments. The time table is displayed on Notice Board for students & College website. Conventional classroom teaching is blended with reasonable use of ICT to make the teaching learning process more learner-centric. Experiential learning, participative learning & Problem Solving methods in addition to group discussion methods of teaching are also used for effective curriculum delivery. Classroom teaching is supplemented with seminars, workshops, special lectures, Tutorials, Departmental Quiz, paper presentation by the students, projects, group assignments, term-papers, educational tours, field trips and industrial visits for effective delivery of curriculum, which are done in a planned manner.

The College Central Library is used as resource centre for effective teaching and learning resulting into the effective delivery of curriculum. All Internal Examinations like unit test, common test are conducted to check whether the students have acquired knowledge as outlined in the objectives of the curriculum. Tutorials are held regularly to monitor the progress of the students. Remedial or some guest lectures are conducted for slow learners. Advance Learners are provided with the practice of solve University Question papers and efforts are made by Professors to improve their performance. Record of the regular attendance, mark lists and progress of the students are maintained and preserved by the respective departments. The college encourages faculty members to attend Orientation/Refresher courses, workshops and present papers in seminars conducted by the affiliating and other Universities for acquiring necessary skills for effective delivery of the curriculum.

Value-added courses/enrichment programmes are offered to ensure holistic development of students and to inculcate moral and ethical values, employable and life skills and better career options.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 03

File Description	Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

### 1.2.2

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

**Response:** 11.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	90	00	00	00

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

The efforts are directed to integrate cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into curriculum. The syllabuses of Science, Humanities, Home Science and Commerce have all the above said topics in its curriculum. Chapters related to Professional Ethics are prescribed in the subjects Commerce and Management. Gender Equity issue is covered in the subject of Humanities. Human Values are taught in the subject of Humanities and Social sciences. Environment and Sustainability is covered in the subject Environment Science and the subject of Life Sciences. The students are taught these issues with equal vigour along with other contents. Apart from the regular teaching on these issues, the college has other mechanisms to address them which support the teaching of content of the syllabus

The health awareness programmes are carried out every year in college. To boost the confidence of girl students special programs in the line of women's development are arranged. Such programs sensitize the students about the gender issues taught in the syllabus.

In fourth semester of all faculties, Environmental Studies is a compulsory subject, in which the students get detailed information on the issue of Environment. To give a participatory learning experience, the institute conducted various programmes to let student to be aware of the sustainability of the environment. Every year, students are taught importance by introducing to nurture the "Forest Conservation" in college campus. This made students aware about conservation and protection of forest and its ecological importance. At the same time, the college follows it practically and has a "Green Campus". We also donated a small solar lamp installed in our adopted village that saves energy and boost the college initiatives in energy conservation.

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File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 1.3.2

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

**Response:** 25.1

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

**Response:** 60

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1**

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 96.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	120	127	156	158

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

2022-23	2021-22	2020-21	2019-20	2018-19
130	130	130	160	160

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

**2.2 Student Teacher Ratio****2.2.1**

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

**Response:** 34.14

**2.3 Teaching- Learning Process****2.3.1**

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

**Response:**

The institution adheres to the academic calendar including for the conduct of CI.

Internal evaluation is important to trace track the overall development of the students. The important measures taken to enhance academic standards and equity in higher education include innovation and improvements in curriculum, teaching–learning process, examinations and evaluation system.

Several initiatives have been taken by Sant Gadage Baba Amrawati University, Amrawati from time to time upgrade and enhance examination reform and develop the skilled minds and skilled hands. The university introduced the semester systems from the academic year 2017-18 for B.A. First year courses. In semester system, the assessment consists of End of Semester Examination (ESE) and Continuous Assessment (CA). The CA is a Continuous activity (Internal) conducted by concern college and ESE will be conducted by university. The college has undertaken following reforms:

1. Different committees have been formed to supervise and look after activities of the college. Each Committee is headed by a convener. e.g. (Examination committee -Part I , Part II, Part III and Academic

Sub Committee) each committee is assigned with the task of conducting the different examinations .

2. Various academic programmes like Quiz tests, objective tests, essay writing and current affairs Competitions are organized in which students are assessed.

3. This is followed by remedial and, parent teacher meeting and if required counseling by the teacher.

6. Collaborative group work, field work, and student presentations have been made an Essential part of most courses. Project work is also increasingly a part of most courses.

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 77.78

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

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

### 2.4.2

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

**Response:** 54.29

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

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

#### File Description

#### Document

Institution 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 mechanism of internal assessment in the institution is transparent and robust. It follows the regulations and guidelines of Sant Gadge Baba Amravati University, Amravati (MS) for the internal evaluation process of theory & practical subjects. At the beginning of academic session, college forms internal examination committee for effective implementation of internal assessment of the students. Internal examination committee prepares yearly calendar with the consultation of all the heads of departments for smooth functioning of internal assessment. The process of conducting internal assessment and examination is informed to students and parents during the orientation/induction program. The programme of internal examination is prepared and displayed on the institution's notice board and circulated for staff and students through Whats App groups.

The syllabus for internal assessment is informed to students in the class by the subject teachers one week in advance. The question papers and scheme of evaluation are prepared by the subject teachers as per university syllabus and guidelines. The departmental internal exam coordinator and HOD moderate the question papers after considering Programme Outcome and Course Outcome. To ensure transparency, students have to write answers in the answer books.

The internal evaluation begins in the classroom by conducting unit tests. For every subject, two internal assessment tests are conducted as per university directions. The marks obtained in internal assessment tests are included in the mark sheets. Throughout the academic year, the performance of the students is assessed by assignments submission, project works, seminar presentation, group discussion, study tour and practical work. Subject teachers evaluate the answer sheets and give suggestions to students with counseling on how to improve the answers. The evaluated answer sheets are provided to the students for their overall observation.

Transparency in internal evaluation is ensured by displaying marks on the departmental notice board. If any grievance, students consult to the subject teachers for the corrections. The subject teachers deal with the students problems regarding evaluation and allotted marks. If the student is not satisfied, the matter is placed before the Head of department.

After Internal assessment process, the answer books, assignments, projects, survey reports, field visit reports are collected and preserved in the departments. For transparency in internal assessment, advance mentoring, academic calendar, grievance redressal, and displaying of internal marks are practiced.

Written-Test, Practical Examination, Multiple Choice Question (MCQ), Online Exam, Quiz Competition, Assignments Submission, Projects Reports, Seminars Presentation, Group Discussion, Study Tour, Industrial Visits and Field Visits are the modes of conducting Internal assessments

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

The college a Graduate Program entitled "Bachelor of Arts" offering courses of electives which come under the Faculty of Humanities of Sant Gadge Baba Amravati University, Amravati. Program outcomes (PO), Specific Program outcomes (SPOs) and course outcomes (COs) were formulated reflecting the Vision, Mission and Strategies of the College. They are displayed on website of the institution. Students are made aware about PO, PSO & Cos targeted by the College in Induction program. In general the following expectations in PO, PSO and CO are discussed frequently with the students by the faculty.

1. Recognize ways in which political, social and economic issues which affect their daily lives across time and space.
2. Develop skill in Communication, imbibes the values of the Indian constitution and their significance in everyday life.

Developed Scientific outlook for upgrading the aspects related to life, Acquired skills in handling instruments, planning and performing laboratory experiments.

1. The developments of team work and leadership abilities are imbibed to give importance of safe laboratory skills.
2. Each course has a defined set of course outcomes and corresponding evaluation criteria. The course outcomes are mapped to the program outcomes which are used to provide the quantitative measurement of how well the program outcomes are achieved. The performance of the students in the examinations during the semester in each course is used to compute the level of attainment of the POs, COs and PSOs. The mapping of POs, COs and PSOs is prepared by IQAC Coordinator in consultation with other faculty members. Assessment methods include direct and indirect methods.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 2.6.2

***Attainment of POs and COs are evaluated.***

**Explain with evidence in a maximum of 500 words**

**Response:**

Sant Gadge Baba Amravati University guidelines have given a weightage of 20% for internal assessment and 80% for external assessment in the form of internal and external examinations. Internal evaluation takes into account journal writing, timely assignments submission, seminar presentations, unit tests, tutorials. The faculty members review students regularly on these criteria and provide opportunity for students to improve their performance. Students' participation in competitions, seminars and conferences, research competitions and other events support the attainment of the stated outcomes. The internal and external assessment systems are off course a way of evaluation. Furthermore, students are observed for their involvement in participatory learning, eagerness to take initiative in activities, improved learning capabilities, development of confidence and personality building etc. Observation and conversation accurately reflect what is achieved from the curriculum. Through external examination, academic performance is assessed. College level meritorious students are recognised by felicitating in the institution on Republic Day celebrations and awarded scholarships from the fund raised by teachers and philanthropists. University results are thoroughly reviewed and analysed during Academic audits of departments and discussed in Staff Council Meetings as well as in College Development Committee. Through students feedback mechanism the program and Course outcome are evaluated. Number of Students' progression to higher studies reflected the Program and Course outcome. Maximum Students go for Higher studies like UG to PG. Students also appeared for Eligibility and entrance exams like SET/ NET etc. Some Students opted for competitive exams held by Government and non-government organisations. Placement, self-employment, entrepreneurship status and social initiative of the students show the result of Program and Course Outcome as stated by the Institution. Students after their study

**File Description****Document**

Upload Additional information

[View Document](#)**2.6.3****Pass percentage of Students during last five years (excluding backlog students)****Response:** 47.16**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	18	41	35	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	53	41	36	62

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.4

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

The institute has created a type of mechanism for innovative activities as well as creation and transfer of knowledge. The college authority has always been positive to support and accelerate the innovative ideas of the students and teachers. During this accreditation period, Teachers have completed their Doctoral research degrees. They will now submit the proposals to various funding agencies for research grants. During this assessment period, the college organized 01 National seminar, 02 National workshops, and several college level/ University level workshops. The college has 03 MOUs with nearby prestigious institutions and industry.

During last five years, the college teachers published around 41 research papers and articles in various (UGC notified, and reputed peer reviewed) journals. The faculty members have also published books and chapters in books. The college encouraged faculty and students to participate in the events like Youth Festival, Indradhanush and Avishkar (Research Festival) at university level where the dais for research orientation is made available to the students along with cultural activities. Apart from this, college organized college level festival, seminars, skill development programs and workshops for students. The

campus flora, field industrial visits also gave experiential learning to students. Along with career counselling, the in-house mentoring of the students resulted into establishments of trades and firms by some students.

### 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:** 0

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

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

#### File Description

#### 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:** 12.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	16	17	21	18

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 2.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	9	4	04	01

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1

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

**Response:**

The college organized various extension activities with the active involvement of teachers to inculcate the awareness and responsibilities among the students regarding the common social issues i.e. International Yoga Day, Tree Plantation, Voters Awareness Rally, Polio Awareness Programme, Social Equity Week, Girls Security Programme, Corona Vaccination and Safety Awareness Programme. Students are encouraged to develop a social mind-set for the betterment of society and social harmony. Some major extension activities are as follows:-

Cleanliness Drives: The cleanliness drives are conducted during various occasions by NSS unit. It is

prime and regular practice. Along with actual workout, students created awareness about the cleanliness at varied public places like, Renuka temple Hill, bus stand etc. The work of NSS unit in this field was awarded by District level award. The Municipal Corporation and Tahsil office recognized the college for its cleanliness drive.

Awareness Programs: Various departments organized awareness programs like Aids Awareness Program by NSS Unit, Environment Day, World Wetland Day celebration and tree plantation Programs, Ozone Day, Wildlife Week, World Consumer Day etc, many such awareness programs have impacted the society.

Plastic Ban Campaign: Plastic is the greatest threat to environment, therefore, a campaign to eradicate plastic and plastic ban was organized to make the students aware and to spread this message to the society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

Actually the college organizes various extension activities with the active involvement of students and teachers. These activities addresses the common social issues such environment awareness, health, Yoga, Tree Plantation, Voters Awareness Rally, Polio Awareness Programme, Social Equity Week, Girls Security Programme, etc. Even during pandemic, they took part in Corona Vaccination and Safety Awareness Programme. Students are encouraged to develop a social mind-set for the betterment of society and social harmony. Some major extension activities are as follows:

These activities are appericiated by the local governemnt and non government agencies and NGOs.

The work of NSS unit in this field was appreciated the Municipal Corporation and Tahsil office recognized the college for its cleanliness drive.

Awareness Programs: Various departments organized awareness programs like Aids Awareness Program by NSS Unit, Environment Day, World Wetland Day celebration and tree plantation Programs, Ozone Day, Wildlife Week, World Consumer Day etc, many such awareness programs have impacted the society.

Plastic Ban Campaign: Plastic is the greatest threat to environment, therefore, a campaign to eradicate plastic and plastic ban was organized to make the students aware and to spread this message to the society.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**3.4.3**

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

**Response:** 21

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	3	4	3

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** 3

File Description	Document
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The infrastructure set up of the entire campus aids teachers and students towards achieving academic excellence. The infrastructure is adequate and shared by all the stakeholders of the institute. There are 04 class rooms and 01 room as common room, well established library with the facility of special reading rooms for boys, girls and staff. Moreover there are two common rooms one for girls and one for boy students. The college has a land area of 8000 sq feet and total built up area is 6000 sq.feet, with G+ floors scope and adequate parking facility. The institution has equipped classrooms with LCD projectors, laboratories, computer labs, and seminar halls, central and departmental libraries for the effective teaching learning process. There are 10 computing systems with round a clock Wi- Fi facility with 100 Mbps bandwidth. The institution follows ICT enabled, practical oriented, learner- friendly modes of instruction to make student centric teaching learning process. To make learning process practical and research oriented, the department and research laboratories are well equipped and timely upgraded with advanced equipments. The college has a dedicated English language laboratory to engage students to actively participate in language learning activities. It has 10 computers with other accessories. The college has a hall with seating capacity of around 80 with LCD facility to facilitate cocurricular and cultural activities and 03 seminar halls to cater the needs of audio visual necessity of the events such as guest lectures, seminars, meetings and conferences.

The central library is computerized with remote log-in access to e-resources. The library is enriched with a large section of reference books, text books, e- resources, and reading hall with capacity of 30 students.

**Additional Infrastructural Facilities:** In campus, there is Canteen, rain water harvesting system, a fire extinguisher. There is a facility of ramps for the physically challenged students to move by the wheel chair without any difficulty. Available physical infrastructure is optimally utilized beyond regular teaching to carry out projects, certificate courses, co- curricular activities, staff meetings etc. Terraces of all buildings are also utilized for necessary facilities like installation of Solar Panels, Water storage tanks etc. College has Green beautiful campus with ornamental plants and landscapes. The Plants in the garden have medicinal and economic importance. The flora and fauna in the campus also serve as a means of environment and biodiversity conservation. One water bore well is dug around 200 feet deep to water storing capacity of 3000 thousand litres.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**4.1.2**

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

**Response:** 13.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	1.68	1.21	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1**

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

**Response:**

The central library is computerized with remote log-in access to e-resources. The library is enriched with a large section of reference books, text books, e- resources, and reading hall with capacity of 30 students.

In addition to providing access to its printed resources such as books, periodicals, the library is well equipped with e-resources such as for faculty and students. Remote access facility for E-resources is provided to Users. The library is partially computerized with the application of barcode technology. The students have access. The newly enrolled students are given orientation about facilities and services. Training about use of internet resource is provided to Research students and Staff.

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

The Institution frequently updates its IT facilities including Wi-Fi There are 10 computers and 10 laptops available in the institution. The configuration of the computers is upgraded as per the advancement in the technology, starting with Intel Pentium Dual core, RAM – 1GB, HDD- 255GB, Monitor- 19.5” and continued with recent Intel Pentium 3.1 Ghz. II, RAM-8 GB, HDD- 1 TB, Moniter-27.0”, Dell Keyboard

Average 50 students and staff optimally used Library. and average 30000 thousands spent on Purchase of Books and Journals.

Computer lab /Commerce lab, office and Library were separate computer systems were installed. Later on Computers are connected with LAN facility. A separate computer system is provided in most of the departments. At the beginning, Internet facility was provided with wired connection to Administrative office and Departments. Then it is updated with Broad Band through LAN with increasing connections. Now, fibre optic connection with 100 MBPS & Leased line connection are setup in departments. Wi-Fi facility is available with free access for each student in College Campus. Antivirus named Quick Heal Pro, Quick Heal Total Security Net Protector Pro and total Security are installed in all Computers and updated regularly. For continues power backup. Advanced Licensed Softwares are available in college: Microsoft OS – Windows XP, 8,10, Windows Server 2008, 2012, Microsoft Office 2007-2019, programming language Compiler: C- Language, C++, Java, Acrobat Master Pack, Shri Lipi, Devratna 7.0, ISM, Statistical Package for Social Science (SPSS 20), Tally ERP9, Dreamweaver, Corel Draw 14, Page Maker 7, Photoshop CS, Geological Tools Based S/W,

Overhead projector (OHP), LCD Projector, Printer, All-in-one printer, Laptop, Photocopy Machine, Visualizers, canon Printer, Digital microscopic camera. College website is regularly updated. In the time of pandemic for online lectures and Google Classroom, Google Meet, ZOOM, YouTube including live streaming and WhatsApp platforms are also used for the same.

#### 4.3.2

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

**Response:** 47.8

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

Response: 05

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 72.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	4.87	4.60	5.50

### File Description

### 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 institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 34.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	93	77	80	135

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

#### 5.1.3

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

**Response:** 24.94

**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career**

**counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
192	0	0	88	35

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)**5.1.4**

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

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

**Response:** D. 1 of the above

**File Description****Document**

Proof related to Mechanisms for submission of online/offline students' grievances

[View Document](#)

Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances

[View Document](#)**5.2 Student Progression****5.2.1**

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

**Response:** 9.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	03	02	04	01

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	18	41	35	13

**File Description****Document**

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

**5.2.2**

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

**Response:** 0

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

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

**File Description****Document**

List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

**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: 9**

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3.2

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

**Response: 3**

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	01	01	04	05

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

the college has formal alumni Association. They meet once in a year. They share their experience with the students. This year in the recent meeting with notable Alumni it was decided to obtain financial help from the alumni who are settled. Our Alumni Association works for the overall development of students and the institution. It helps not just financially, but in terms of academic planning, placements of students, career guidance and technological guidance also.

**Following are the main objectives of association:**

To arrange visits of eminent pass out students having substantial contribution in the field of business, social work, sports, cultural and the like.

To extend opportunities related to jobs, internships and campus placements

To build an environment that is conduct to mutual growth of alumni and students.

The objective has been the same, to build a strong alumni network which will participate in keeping the Alumni Association banner flying high. Involvement of alumni, in student development through participation in ongoing

To boost academic activities including teaching, research, workshops and conferences. Our former faculties and alumni have been keenly involved in all major college functions such as the Annual Cultural Program, superannuation Program, Prize distribution program of the college, NSS programme & social Activities.

As an attainment of objectives, the Association remained very active and conducts various activities in the line of overall development of students and institution. Following are some of the major activities conducted by Alumni Association.

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

The college is guided by the vision of this institution specified as to achieve “ Excellence in higher education, empowerment through knowledge, inclusive growth for socio- economic change and sustainable development”, it has been functioning in the line of mission stated as:

To impart quality education to the poor, downtrodden masses and to the last man of the society. To provide facilities for the acquisition of knowledge and information and advancement of culture.

To promote quality teaching and learning through suitable academic environment. To undertake quality research in basic, applied and interdisciplinary sciences.

To empower students through education to make them strong, self-reliant, responsible and secular human beings, professionals and citizens.

To help the needy and economically weaker students in education.

To inculcate discipline, sincerity and devotion among the students to make them most dutiful citizen. To foster Regional, National and Global competencies among the students.

As of now under the directives of parent University the college has adopted New Education Policy, the basis of which is to decentralize and remove the monotony of education by accepting multidisciplinary approach. In this regard the college has constituted interdisciplinary study centre. This centre promotes skill education in the college and many add on courses are started by various department providing opportunity to learn new courses. The students of different other streams are also given admission to these courses.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

The institution prepares perspective in advance through College Development Committee meetings. The governing parent society not only encourage but also assists in the overall development of college. The perspective plan of the institution is chalked out through interaction with the IQAC. It was decided to work on implementation of the plan effectively for academic, co-curricular and infrastructural development of the college. This institutional perspective plan is deployed by hosting on the college website. Following is the list of activities implemented during the assessment period

The college has to undertake development work in the direction of enhancing student support services. Considering this the college has created reading room facility for students and library hours are increased. The college has created mechanism to assist students for digital access by providing internet facility and computers where they can apply online for government schemes and obtain subscriptions for educational resources.

Student feedback was collected analysed and suggestions were communicated to the staff and students.

Alumni Association was registered and many student oriented initiatives were undertaken by them for example Alumni donated 150 reference books for general preparation of students on their own.

The placement cell and career counselling cell was established.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**6.2.2**

*Institution implements e-governance in its operations*

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

**Response:** C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

As the college intends to create academic environment imparting quality education to students, it was obligatory to lay down a performance appraisal system to assess its human resources on regular basis. The college encouraged each faculty member to take up activities related to teaching-learning and evaluation, co-curricular, research and extension, professional development etc. The College follows academic based self- appraisal mechanism as prescribed by Sant Gadge Baba Amravati University, Amravati. Every member of the teaching faculty is supposed to maintain his/ her Performance Record. These records are duly verified by the heads of the departments annually and submitted for the assessment to the Principal through IQAC. At the time of promotion, the faculty members have to produce his/her yearly academic appraisal forms provided by University PBAS with the documents to scrutiny committee for verification. Then the appraisal forms are signed by Coordinator of IQAC and Principal. Screening and selection Committees recommend the faculties for career advancement. Thus, the college has constituted an internal assessment committee through IQAC as assessment mechanism. The College Staff Council meeting with the Principal of the college works as a corner stone for the quality assessment. Students feedback works as the chief external assessment mechanisms. The performance of the faculty is assessed by the students during such feedback. The feedbacks collected are compiled and consolidated outcome is handed over to the Principal for the further necessary action. Every department also prepares its academic action plan which is considered as a department calendar. This plan is reviewed occasionally during the department staff meetings and priorities are re- reset. Every department tried to adhere to the direction of college authority while following the departmental calendar. The college follows similar mechanism laid down by the parent society for the assessment and evaluation of teaching and non-teaching staff. At the end of the academic session, confidential reports of the teaching and non-teaching staff are prepared and duly assessed by the head of Departments, the Principal and the Secretary of the parent institution. On the basis of confidential report, non-teaching staff is recommended for their promotion. The Grievance Redressal platforms is available to resolve the issues related to teaching and non-teaching staff. Some other schemes implemented by college for the employees: Maternity leave is available for female faculty up to 9 months; Faculty appointed prior to 2005 are eligible for pension benefits after retirement; Faculties joined after 2005 are covered under DCPS; GPF, gratuity; Casual leave, Earned Leave and Medical leave facility; Duty Leave for attending Seminars, Conferences and Workshops

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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: 5.71**

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

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

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**6.3.3**

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

**Response: 22.86**

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	7	4	3

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

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

  

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

Actually, this college is grant-in-aid having some courses as self-financed courses. Hence our financial resources are salary, non-salary & UGC. Besides college Tution and other fees, donations from alumni, philanthropers and managements are also a source of financial support. For the optimum utilization of financial resources, the college constituted Planning, Purchase, Building construction, internal audit committees. The parent institute appointed registered Chartered Accountant for Internal financial audit. The budgetary provisions are approved by the College Development Committee. All the Departments are bound to follow the budgetary provisions for the optimum utilization of funds. The accountant maintains all the accounts as per account norms. For purchasing, tender notice is published in the news paper every year. The quotations for the purchase of all the items are called and scrutinized by the central store of the college. The comparative rate statements are placed before the purchase committee. After going through the rates, quality of the items and negotiation, the purchase committee takes decision to place the orders for purchasing. Through this process, the financial resources are optimally utilized. The building construction committee also follows the same process. It looks after the quality of material and constructions. The fees are collected from the students as per University directions and utilized under the proper heads. Departmental Budgetary Provisions are communicated to the head of the Departments for purchasing of consumable and non-consumable items. The donations received from alumni and philanthropists are spent on academic and infrastructural development as per their suggestions. As per the institutional requirement, the management provided financial support for infrastructural as well as academic development. UGC grants are optimally utilized as per their guidelines. Optimal Utilisation of Resources: Academic and infrastructural resources are optimally utilized. The college academic work is in two shifts i.e. morning and noon shift.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:

Internal Quality Assurance Cell (IQAC) has significantly contributed for creating the quality in education by implementing quality enhancing scheme and practices.

**Research Culture:** The IQAC has taken initiative to certificate, value added courses. Besides, the faculty assign research projects to UG students which increased the skill of using research tools. Such as reference books, journals and E- Books. During last five years, faculties have published 41 research papers and articles on the behest of IQAC. This publication includes number of research papers in UGC enlisted journals and various other digital databases. The faculties have also published 02 books and 42 chapters in books published by reputed publication houses of National and International standards. Further, IQAC recommended every department to organize conferences, seminars for the benefit of faculty members as well as students. So far during previous five years, various departments of College had organized 01 National conferences and 02 national workshops as well as college level workshops and competitions.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.5.2

**Quality assurance initiatives of the institution include:**

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

**Response:** D. Any 1 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

The college Shri. Dhabekar Kala Mahavidyalaya, Khadki, Akola is co-education higher educational institute where both girls and boys are given admission without gender bias. Our college regularly takes initiatives in organizing various gender sensitization and Women's Empowerment activities. Students from different socio-economic classes participate together in various activities. The college has established equal opportunity cell that looks at issues, needs and problems of students. Institution shows sensitivity in providing facilities such as Gender Equity and Sensitization: The gender issues are discussed as a part of the teaching learning process of various course contents viz: in Prose, Poetry, Fiction, Drama, etc. History, Economics and Regional languages. NSS, Anti Ragging Cell. The college having nearly 60% girl students admitted to various programmes. Gender equity promotion programs in the college: During the academic sessions 2018-19, 2019-20, 2021-21, 2021-22, 2022-23 the college has celebrated world women's day to promote gender equity and opportunity for women.

The following activities were held: One day workshop on prevention of sexual harassment of women in the Gender equality. Women's Empowerment Week programmes

Elocution competition

birth anniversary of Swami Vivekananda

Jijamata

Kargil victory Day

Constitution day

Birth anniversary of Mahatma Gandhi

National Voters Day

Republic Day and Independence Days

August Kranti din

Marathi official language day

Coronation ceremony of Shivaji Maharaja

Birth anniversary of Savitri Bai Fule

Jayanti & Punyatithi of Sant Gadge Baba

are observed every year.

Safety and Security: Protected Campus: The security is managed properly by the staff and it is protected with fencing wires. Security related problems are handled by security and college discipline committee. Complaint box is installed in the college building and its follow up is taken by the Grievance Redressal Committee. The safety and security measures for women Sexual Harassment Redressal Cell/ Internal Complaint Cell, Boards with helpline numbers, Girls Common room, Fire safety, Sanitary napkins vending machine and friendly washroom.

Girls' safety and security is the first priority of the institution in this case. 1 .Safety and Security : Our institution gives first priority to Girls' safety and security. For this purpose, we have women Empowerment cell, and 'Woman Grievance Redressal Cell'. These Cell are conscious about the issues regarding girl students. Besides, we have Complaint Box placed and take follow up of the complaint if any. The Woman empowerment cell and N. S.S organizes some programmes like-Hemoglobin Test, Guest Lecture about women health issues, Diet and safety and security. Common Room: Our college has a Girls' Common Room. There is a well arrangement for girl students in the common room. It is very useful for them as they come from rural and remote areas. 3. Programme for Gender equality ; for safety, celebrating women's day and Savitri bai Fule jayanti.

### 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
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>

### 7.1.3

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

- 1.Green audit / Environment audit
- 2.Energy audit
- 3.Clean and green campus initiatives
- 4.Beyond the campus environmental promotion activities

**Response:** B. Any 3 of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

#### 7.1.4

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

**Response:**

Following academic calendar, the college celebrate birth anniversaries of national leaders whose life and works has the message to follow and even they themselves taught values of national integrity irrespective of caste, class, creed and culture barriers. Some of them have worked to bring about social reformation. To mention few, as an instance the college organizes a special program to celebrate Gandhi Jayant on Oct 2 of each year. On this occasion information relating to journey of the father of nation, his teaching of nonviolence and tolerance. The principle of tolerance is our great cultural asset. Therefore, we the Indian people, though divided in several castes and many religions as well as in the culture of these respective castes and denominations, live together in harmony. Likewise, the college also celebrates Birth Anniversary of Bharat Ratna, Dr Babasaheb Ambedkar on 14th April, and "Mahaparinarvan Din" on 6th Decmeber of every year. He is the profound scholar and popularly known as an architect of Indian Constitution. His philosophy of the India as a nation is the great value we strive to inculcate, when the college celebrates the birth and death anniversary of this great leader. Apart from celebration of the anniversaries, the national days like "The republic Day, environment day and independence Day of India are also celebrated to impart national integrity. On this we are reminded of those great sons of the mother India who sacrificed their lives for the independence.

Our students and staff belong to diverse communal and socioeconomic families. A culture of social harmony is inculcated in students. Students from different socio-economic classes participate together in various activities. Various sensitization activities are organized. Activities organised for Linguistic Harmony were Celebration of Mother Tongue Day, Marathi official language Day Educational Tour.

India is a vast country, with people belonging to different religions, community, culture and languages living amicably for centuries together. Now a days, it is our duty to maintain such communal harmony to unite country. For this purpose we are always ready to contribute to maintain integrity and peace. The institution's initiatives to maintain harmony and tolerance etc.

- 1.Sadbhabna Din Rally
- 2.Vachan Prerna Din (Dr. A PJ Abdul Kalam Jayanti)
- 3.Debate Competition
- 4.Independence Day
- 5.Republic Day
- 6.Gadagebaba Jayanti
- 7.Mahatma Gandhi Jayanti
- 8.Jijau Jayanti and Swami Vicekanand Jayanti
- 9 Chatrapati Shivaji Maharaj Jayanti
- 10.Savitribai Phule Jayanti
- 11.Mahatma Jyotiba Phule Jayanti
- 12.Dr. Babasaheb Ambedkar Jayanti
- 13 .Independence Day
- 14 .Constitution Day
- 15.Human Rights Day
- 16.Voters' Sensitization Rally and Registration
17. Reading/distribution of Constitution's Preamble
- 18.Democracy Day
19. 'Environment Day'
- 20 .International Yoga Day
- 21.National Sports Day ( Major Dhyanchand Birth Anniversary)
22. Teachers Day ( Dr. Sarvpalli Radhakrishnan Birth Anniversary)

23. Maharashtra day

## 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 Practise No -1

**Title:** Women Empowerment

**Context:**

The government has also launched several women empowerment programmes to motivate them for taking up various jobs. It is desired that with higher percentage of women coming forward in education and other fields, they are supposed to get equal status and equal work, women are able to thrive economically and rise out of poverty. Protecting women and girls from violence and abuse while challenging the stigmas against reporting crimes would overall create a much safer society

**Objectives:**

To create awareness among girl students regarding human rights and health problems.

To enlighten girl students with power of knowledge.

To develop creativity, art and environment-friendliness in them.

To free the female students from the patriarchal clutches of traditional society.

**The practice:**

Shri. Dhabekar Kala Mahavidyalay, Khadki, Akola has been organizing various programs in the line of bringing about women empowerment. During the last five years, the special programs to be mentioned includes health and hygiene awareness, legal guidance, employment opportunities, women's right to equality as human. Women's safety and security is the priority of college governance. From this point of view the college has accommodated girls' common room with first aid facility.

**Evidence of success:**

Consequently, it is found that many girls from all strata of society have enrolled their names in the

college in all programs. Actually girl students are higher in number. Many students have shown their talent in sports and cultural activities as well as in studies. Number of programs of women empowerment have been increased consecutively. It is important to cultivate the values of self-dependence and self-confidence in young women and also make them financially independent. This should happen at an early age. Education does not guarantee employment at present and hence self-employment has become very important. There are glaring problems of divorcees, widows and other deprived women in the society.

#### Problems Encountered:

Women were very less interested in their participation in the awareness program.

### Best Practice No.2

**Title:** Awareness about road safety.

#### Objectives:

To aware students about all factors affecting the safe use of public roads.

Promote and encourage the safe use of public roads by all classes of road users.

To conceive, develop and implement programmes to improve road safety..

#### Context:

India ranks high when it comes to number of accidents on the road. However, in the recent years, improvement has been seen in this area. With the rapid increase in the number of vehicles on the road, the traffic conditions are under a lot of pressure. Therefore, road safety is one of the most serious public health issues in our country. It has an impact on everyone, whether one drives a vehicle, walks or rides a cycle.

#### The practise-

Our college organise various awareness programs Understanding Road Safety. Road safety refers to the measures which must be adopted by everyone while using roads. These safety methods are meant for reducing the risk of accidents and injuries or casualties on the road.

Safety Devices Two-wheeler Helmet The primary goal- of a two-wheeler helmet is to protect the rider's head during impact, thus preventing or reducing head injury or saving the rider's life. Some helmets provide additional conveniences, such as ventilation, face shields, ear protection, etc. Of all the organs in our body, the heart and brain are the most vital ones. When a two-wheeler rider meets with an accident, it is the brain that is at a greater risk of injury. A brain injury can result due to skull fracture,

**Evidence of Success :**Shri. Dhabekar Kala Mahavidyalay, Khadki, Akola has been organizing various programs in the line of bringing about awareness of road safety. During the last five years, the special programs to be mentioned includes guest lecture demonstration or role play on street ,taking oath about

safety. it is found that many students from all strata of society have enrolled their names in the college in all programs. Number of programs of awareness about road safety have been increased consecutively.

#### **Problems Encountered:**

students were not very serious about following the guidelines related to their safety. Hence they experienced forced following activity.

### **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:**

Our college established in the year 2000 and has been working for the educational, social and economic development of students for last 24 years. The college is located in rural area and most students are children of the rural farmers and we are trying to bring them into the main stream of education. The institute has been always taking efforts to achieve newer heights to fulfil the vision. Prioritising ways for attaining the mission of imparting quality education and providing facilities for acquisition of knowledge to all the strata of the society are the objectives of all the stakeholders. We have amalgamated maximum facilities and programmes under one roof.

What makes our college distinctive is that this college has maximum opportunities of learning through almost all courses from under graduation to research with maximum facilities and infrastructure. The primary focus of institute is on excellence in core mission activities of teaching, secular approach, conscious efforts to promote values, inclusiveness of all diversities, extension and outreach activities, practically focused quality learning experience empowering students by providing them with all possible opportunities in various fields, wide range of extension activities through NSS.

Experiential learning methods are intensively used. The Department of sports has mentored number of students for the performance of sports activities which has shown extra ordinary talents and brought medals to the institute. The core vision of the institute is student centred. We attempted to maximize academic skills, social skills, athletic skills and entrepreneurial skills of our students. Students are encouraged by providing them with adequate opportunities in all forums and appreciating them for their efforts. Earn & Learn Scheme has been implemented in the institution under which five students are given earning with learning support.

Teachers have sponsored awards, prizes and scholarships to students. In the CORONA pandemic period, we have successfully organised vaccination camps. Another important thing which makes this college distinguishable from others is that the college provide higher education facility to the deprived section of the society, they are mostly the farmers and farm workers sons and daughters. Keeping in view the vision of institute, we have strived hard to achieve the mission and goals to impart quality education to poor, downtrodden masses and provided facilities for equitation of knowledge, information and advancement

of culture. The Management, teaching staff and supporting staff have been working unitedly to achieve our objectives of building a knowledgeable society by effectively blending the quality teaching, research and employability.

Decentralization of administration is effectively implemented through IQAC. The quest for excellence has to be fulfilled, a value system has to be inculcated, and global competencies are to be fostered for creation of the personality of the student to contribute in National development. The infrastructural adequacy and academic ambience is important as most of the students come from the so called backward strata. Not only have we assembled the systems-the building, infrastructure, stakeholders, human resources, but also we have handled these skilfully with a skilled, focused expertise.

The college campus is beautifully nurtured with different plants and trees. This is one of point of attractions due to which many students take admissions. The student who belong to different socio-geographical background instanced by the feeding from nearby villages from hilly areas of forest are provided with the higher education, quality higher education facility.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

During this very small span of its development, the college has greatly contributed to the society by bringing education and welfare of the many deprived families. As the admission data shows, there is good demand ratio for each of the program. In future it seems that we will have to ask for additional courses.

The institution claims its philanthropist approach by providing admissions to the under privileged section of the society. As an instance, we find that we have more than 50% students in the academic session 2021-22 who belong to the Scheduled Caste (SC & ST) category which is more than the allowed reservation for this category. Likewise there are many students of OBC category. This number also exceeds far more than reservation allotted to them. This shows that the institution is more liberal in its higher education policy. We are providing education to the very lower strata, working class community students of the society. This is the strength point of institution that shows our community oriented work.

The college has almost equal admission from gender point of view. The girl students come forward to take part in all curricular and co-curricular activities like boys equally. From this point it can be stated that the college has been working positively in the direction of gender equity promotions. This strength of the institutions lies in its working ideally in the direction promoting women in the society by providing adequate safeguard. The female member including students and staff experience a safety and honour for their association with one of the good colleges in the vicinity.

### **Concluding Remarks :**

Though the college is situated in the urban areas, it lacks the urban amenities and urban students who are well off. It is like rural base college out from main urban areas where students from semi urban back ground take admissions and access to higher education. Considering their rural background the college has been credited with the name and fame for its service of the have nots around. They are connected to the main stream flow of the higher education by making optimal use of the academic resources. Through the experience of last many bygone years, it has been found that there is a lot potential among these deprived students as we evidenced a larger quantity to be fit to serve in the army and to the nation.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :03</p> <p>Remark : DVV has made changes as per the report shared by the HEI</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>140</td><td>140</td><td>00</td><td>00</td><td>00</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>60</td><td>90</td><td>00</td><td>00</td><td>00</td></tr></table> <p>Remark : DVV has made changes as per the report shared by the HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	140	140	00	00	00	2022-23	2021-22	2020-21	2019-20	2018-19	60	90	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
140	140	00	00	00																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
60	90	00	00	00																	
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
2.1.2	<p><b><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></b></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
197	203	179	179	223

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
197	203	179	179	223

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
05	08	03	09	06

Answer After DVV Verification :

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

Remark : DVV has considered value 0 as none of the workshop/seminar were related to Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	18	19	24	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	16	17	21	18

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	16	13	12	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	3	4	3

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.96	1.68	1.21	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	1.68	1.21	0	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	97	81	89	141

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	93	77	80	135

Remark : DVV has made changes as per the available information.

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

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
198	0	0	92	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
192	0	0	88	35

Remark : DVV has made changes as per available information

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	03	01	06	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	01	01	04	05

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	01	07	14	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	7	4	3

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

6.5.2

**Quality assurance initiatives of the institution include:**

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: D. Any 1 of the above

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

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**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: A. 4 or All of the above

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

## 2.Extended Profile Deviations

ID	Extended Questions														
1.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 8 Answer after DVV Verification : 7														
1.2	<b>Number of teaching staff / full time teachers year wise during the last five years</b>  Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	8	8	8	8	8
2022-23	2021-22	2020-21	2019-20	2018-19											
8	8	8	8	8											

Answer After DVV Verification:

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