



# **SELF STUDY REPORT**

**FOR**

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

**SANT. BHAGWAN BABA KALA MAHAVIDYALAYA  
SINDKHED RAJA DIST. BULDANA**

SANT BHAGWANBABA KALA MAHAVIDYALAYA, T-POINT NAVHA ROAD  
SINDKHED RAJA PIN - 443203 DIST. BULDANA

443203

[www.sbbacs.ac.in](http://www.sbbacs.ac.in)

**SSR SUBMITTED DATE: 16-06-2023**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2023**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Sant Bhagwanbaba Kala Mahavidyalaya, Sindkhed Raja is affiliated to Sant Gadge Baba Amravati University, Amravati Maharashtra, and was founded on 26th September 1997 by Mauli Shikshan Prasarak Sanstha, Kingaon Raja, Dist. Buldana under the great visionary Bhanudasji Mundhe, who is Ex. Principal of Bhagwan Baba Arts & Commerce College, Lonar to impart quality higher education to the rural population in and around Sindkhed Raja. The institution is grant-in-aid recognized by the government of Maharashtra. The institution is registered under the All India Survey of Higher Education (AISHE) by MHRD and the Management Information System (MIS) of the government of Maharashtra. From its humble beginnings, the institution has come a long way. Today, it is a leading institution at Sindkhed Raja with a consistent record of good results at the University, which is a hallmark of its quality and excellence.

### **Vision**

#### **Vision:**

To bring higher education to the doorsteps of economically underprivileged students for socio-economic upliftment through value-based and skill-oriented education.

**Moto: Education is the key to Self-Development and Empowerment**

### **Mission**

- **Mission:**
- To disseminate quality education to equip the students with tools for gainful employment. To bring higher education to the doorsteps of economically underprivileged students through the approved framework.
- To introduce value and skill-based courses in the curriculum.

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

### **Institutional Strength**

#### **Institutional Strength:**

- The greatest strength of the institution is its consistent academic excellence which is indicated by the

increasing number of students receiving from the University examination.

- Academic consistency is the result of the effective curriculum delivery mechanism of the institution.
- The presence of 100% faculty, who are competent and well qualified in their subjects with quality research experience (M. Phil, Ph. D) and NET/SET.
- Bridge programs and remedial measures for slow and medium learners.
- Functional Alumni Association
- The sprawling lush green campus of 03 acres.
- The consistently increasing number of girl students.
- Supportive management.

## **Institutional Weakness**

### **Institutional Weakness:**

- The greatest weakness of the institution is the lack of sufficient financial resources.
- Inadequate physical infrastructure.
- Inadequate IT infrastructure.
- Insufficient number of books and other facilities in the Library as a knowledge resource center.
- Lack of LMS software for the academic and administrative management system.
- The locational disadvantage.
- Students' urgent need is to earn money to help their families or help their families by working in their agriculture.
- Students are from poor financial backgrounds. So, they do not have smartphone/Computer facilities to avail the benefits of ICT-based learning.

## **Institutional Opportunity**

### **Institutional Opportunity:**

- To transform itself into a holistic multidisciplinary institution.
- To strengthen the vocational education and soft skills of students with NSQF within the approved framework.
- After accreditation ample opportunities for further development.
- Submission of proposals to RUSA, and UGC for development assistance.
- 100% ICT-enabled teaching.
- Introduction of job and skill-oriented courses for rural students.
- Introduction of Skill/ Job oriented certificate courses for girls.
- Introduction PG Courses.
- Developing a beautiful and Green campus.
- Facilities for Sports and Games.

## **Institutional Challenge**

### **Institutional Challenge:**

- Financial crunch to fulfill the aspirations.
- Students as first-generation learners.
- Vast student diversity: Economic, Social, Educational Intellectual.
- Increasing dropout of girls due to early marriage syndrome in rural society.
- Lack of placement opportunities and employability in rural areas.
- Lack of quality and competitive atmosphere in the surrounding regions.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

#### **1. Curricular Aspects:**

- The Institute has been prepared its academic calendar as per SGB Amravati University Calendar at the beginning of each academic session.
  - The Institute strictly follows the affiliating University academic calendar.
  - Time table is prepared concerning the academic calendar.
  - Guidelines/SOP is given to faculties for effective curriculum delivery.
  - Every faculty prepared its annual teaching plan based on the curriculum provide by affiliating SGBA University.
  - Flexibility and use of ICT are promoted within the approved framework.
  - Conduct continuous internal assessment as per guidelines in the teaching scheme provided by Affiliating SGBA University.
  - The Institute offered skill/job-oriented Add-on/Certificate Courses.
  - For ICT or Market Demand Skills, the Institute started MKCL MS-CIT Centre on the Campus.
- 
- The institution has a dynamic mechanism of curriculum delivery 100% of Teaching posts are filled up in the institution and among them.
  - 80% are Ph.D. holders and 20% are M. Phil holders.
  - With the potential, the institution can deliver the curriculum designed by the University very smoothly.
  - The institution has a strategic plan, by following the academic calendar of the University.
  - The IQAC after its establishment has a Curriculum Monitoring Committee to monitor the whole thing.
  - As a part of curriculum enrichment, an environmental study is mandatory for second-year students.
  - The students of Sociology, History, Political Science, Economics, and Home Economics undertake various subject-related field projects.
  - The skill-oriented and subject-based certificate courses in communication skills and Personality Development offers by the institution Yoga and Meditation and Marathi Karykram Patrika and many more etc.
  - The students are encouraged to practice Yoga and Meditation for increasing the efficiency of their mind and body.
  - The institution takes feedback from students, teachers, parents, and alumni and after analyzing it, prepares a report to ensure an improved quality in its performance.

## Teaching-learning and Evaluation

### 2. Teaching-Learning and Evaluation:

- The institution has recruited 100% of faculty against sanctioned posts.
- Giving admission to socially, economically, and educationally deprived students, the institution for fulfilling its mission.
- 90% of the students admitted to the institution are from the reserved categories. There is large-scale diversity in the learning levels of the students. For addressing this problem of diversity, the institution has initiated so many remedial measures.
- The faculty members are competent and well-qualified with experience (Ph. D, M. Phil. and NET/SET. The average teaching experience of teachers is more than 20 years.
- The institution has promoted to shift from traditional methods of teaching to modern methods with the use of ICT.
- With the adoption of CBCS patterns, the teaching-learning process has become more experiential and participatory.
- Continuous Internal Evaluation (CIE) ensures the participation of the learners.

## Research, Innovations and Extension

### 3. Research, Innovation, and Extensions:

- The teachers regularly present and publish papers at conferences and reputed research journals.
- The students and teachers adopt ICT-enabled methods for collecting information about various government-funded projects and the data thus collected is transferred to the Gram Panchayat.
- Research conclusions of teachers also help to inculcate and spread the importance of critical thinking and human values for bringing about socio-transformation.
- The Institution recognizes several extension activities in the neighbouring villages.
- These activities are helpful in sensitizing students to issues like Gender Equality, Cleanliness, Protection of the Environment.
- Water Conservation, and Superstitions. Health and family planning, Education of girls, Road Safety, Sexual Harassment of Women, Domestic violence in rural life, etc.
- The institution promotes various government schemes and programs like Swachh Bharat, Digital India, Saksharata Abhiyan, and Sarvshiksha Abhiyan under the banner of NSS.
- The institution has a functional MoU with SPM College, Chikhali Dist. Buldana and Bhagwan Baba Arts Commerce College, Lonar, Dist. Buldhana for students training and internship for faculty/students exchange, and joint conduction of activities.

## Infrastructure and Learning Resources

### 4) Infrastructure and Learning Resources:

- The institution has a sprawling campus of 03 acres. It also has an adequate building to run a single faculty.
- One classroom is ICT enabled, and the library is also upgraded with computers high-speed internet connectivity, a reprographic facility, and a Wi-Fi facility.

- There is a separate common room for the institution that has limited facilities for sports and cultural activities.
- There is a well-furnished library with a sufficient number of books, journals Periodicals, and newspapers. With the help of this facility, students have access to unlimited open e-resources for learning.
- The institution has also adequate IT faculty for the smooth functioning of the institution.

## **Student Support and Progression**

### **5) Student Support and Progression:**

- The institution has a support mechanism such as a Students' Council, Students' Grievance, Redressal Cell, Anti-Ragging Cell, and Committee for SC, ST, and minorities, women's Cell.
- Career Guidance for competitive examinations, Remedial Coaching. Yoga and meditation. Induction Programme for freshers and farewell program for the outgoing students.
- The institution organizes various cultural and sports activities regularly and publishes Students' Magazine for all creating exposure for the students to celebrate Annual Sports Day and Annual Social Gathering for their sports and artistic potential.
- The institution encourages and ensures maximum participation of students in all the activities of the institution. The institution has a functional Alumni Association.
- The prominent Alumni are serving in different positions and places in Maharashtra and outside Maharashtra from Teaches to clerks, defense to police personnel.
- Most of them are self-employed in the sector like agriculture, business, and transportation. Since the majority of the students are from rural and agricultural families. They are successfully developing their farms and contributing to agricultural production and thereby helping nation-building.

## **Governance, Leadership and Management**

### **6) Governance, Leadership, and Management:-**

- The institution has an effective leadership and coordinative and participative management mechanism for the fulfillment of its vision and mission. The statutory governing body has three elected teacher representatives and one non-teaching staff member. The body functions on democratic principles based on participatory decision-making.
- The Participatory and democratic function of the recently constituted CDC has extended its scope and meaning by including more stakeholders in it as per the Maharashtra Public Universities Act 2016.
- The institution has intensified the practice of decentralization and participative management. The successful completion of SSR well within time is the result of decentralization and maximum participation of the teachers. The institution preparing to fulfill the procedure of permanent affiliation. The institution registered with AISHE & DHE-MIS, SSR preparation IIQA submission is the result of the strategic plan.
- The institution supports fully various welfare measures for the staff.
- The institution has PBAS only for teachers.
- The teaching faculties are inspired to undertake and complete the Orientation Course, Refresher course and Short Term course, and FDP Course for their career advancement.
- The institution has implemented. E-governance into area examination and trying its level best to

increase the area of operations.

- The institution has a proper mechanism for audit. As far as the mobilization of funds is concerned, the institution, with all limitations in physical infrastructure and financial resources has adopted its strategy.
- Over the years, for maximum mobilization and utilization of valuable resources.

## **Institutional Values and Best Practices**

### **7) Institutional Values and Best Practices:**

- The institution ensures the safety and security of girl students inside the campus and conducts gender equality programs and counseling programs.
- The institution has limited scopes of solid waste management systems with limited scope for rain-water harvesting.
- The institution encourages practices like tree plantation, and green landscaping and promotes the slogan, Green Campus, Clean Campus.
- The institution has been supported by proper physical facilities for handicapped students.
- The institution makes a very attempt to address locational advantages and disadvantages by organizing various activities. It also honestly attempts to contribute to this local community through social activities. The institution organizes Blood Donation Camp.
- The institution also organizes programs to increase consciousness about national identities, fundamental duties, and national festivals, Samvidhan Quiz and Sadbhavna week are regular activities of the institution.
- Birth and Death anniversaries of national leaders are celebrated in the college with due respect.
- The institution has effective and continuous Best Practices like “Lets Welcome Girls Child” 2) “Care by cleaning and Promotion of Heritage Sites in Historical Place Sindkhed Raja”.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANT. BHAGWAN BABA KALA MAHAVIDYALAYA SINDKHED RAJA DIST. BULDANA
Address	Sant Bhagwanbaba Kala Mahavidyalaya, T-Point Navha Road Sindkhed Raja Pin - 443203 Dist. Buldana
City	Sindkhed Raja
State	Maharashtra
Pin	443203
Website	<a href="http://www.sbbacs.ac.in">www.sbbacs.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Kishor Haribhau Walse	07269-234031	9689271947	07269-23403 1	principal.sbbacs@ gmail.com
IQAC / CIQA coordinator	Taterao Bapurao Nikalje	07264-243789	9730463755	07264-24378 9	taterao.2009@redif fmail.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



<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	Sant Gadge Baba Amravati University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Sant Bhagwanbaba Kala Mahavidyalaya, T-Point Navha Road Sindkhed Raja Pin - 443203 Dist. Buldana	Rural	3	788

## 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,English Marathi Elt Mlt Economics Home Economics Sociology History Political Science Evs Goec	36	HSSC	Marathi	560	340

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				5				6			
Recruited	1	0	0	1	3	2	0	5	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			

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

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	5	0	0	2	1	0	9
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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	204	0	0	0	204
	Female	136	0	0	0	136
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	40	35	30	18
	Female	39	24	16	18
	Others	0	0	0	0
ST	Male	0	1	1	0
	Female	3	0	1	0
	Others	0	0	0	0
OBC	Male	86	34	56	19
	Female	56	18	31	8
	Others	0	0	0	0
General	Male	59	65	4	30
	Female	42	33	9	17
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		325	210	148	110

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<ul style="list-style-type: none"> <li>• Sant Bhagwanbaba Kala Mahavidyalaya Sindkhed Raja is a single Arts faculty programme Bachelor of Arts (B.A.) grant-in-Aid Institution located in rural, one of the tahsil of Buldana district.</li> <li>• Govt. of Maharashtra sanctioned B.Sc. and B.C.A on permanent no grant basis in the academic year 2009-10.</li> <li>• Due to financial constraint and poor response from students, Institution didn't start the B.Sc. and B.C.A course.</li> <li>• But now, in consideration of demand from students, institution proposes to Executive Committee to start B.Sc and B.C.A from academic session 2023-24.</li> <li>• Executive Committee already forwarded proposal to State Govt. to reinstate the earlier permission and forwarded proposal to</li> </ul>
--	--

	<p>affiliating university to continue its affiliation to B.C.A. which was affiliated but was not started. • The Institution offer flexible and innovative curricula that includes credit based courses and projects from academic session 2022-23. • Institution offers/encourages projects in the area of community engagement and service though NSS. • Environmental studies and value based education is already imparted in curricula by affiliating university. • As an affiliated college, the college has to follows the curriculum prescribed by the University. • The Institution plan to start research centre in all departments from academic session 2023-24 that will engage in more multidisciplinary research endeavours to find solutions to society’s most pressing issues and challenges. • As a practice, the college has been offering a number of certificates/adds on/value-based courses of interdisciplinary nature, every year.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>• The affiliating university already offers credit-based courses from the academic year 2022-23. • The Affiliating University already registered in Academic Bank of Credits (ABC) as proposed in NEP 2020 from Academic Session 2022-23 and now ABC id is mandatory for enrolment for students. • From Academic Session 2022-23, credits to MOOCs online courses has been approved by Affiliating University. • The Institution has encouraged faculties to design their own certificate/add-on courses within approved framework. Faculties are also encouraged to develop/circulate teaching material/ assignments/ Assessment through online within approved framework. • Most of students of the Institutes are from rural background, so institute’s mentor-mentee and office staff help the students to register for Academic Bank of Credits. Through WhatsApp guidelines videos are circulated.</p>
<p>3. Skill development:</p>	<p>• The Institution already offered Personality Development &amp; Soft Skill Course to the students prescribed as Generic Open Elective Course. • At present, the Institution doesn’t offer any vocational education course but from upcoming academic session, the Institute plan to start vocational education with proper permission. • The present CBCS curricula provided by affiliating University has components of value based education to inculcate positivity amongst the learner that include the</p>

	<p>development of humanistic, ethical, Constitutional and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values and life-skill etc. • The Institution ensures that all students take at least one job-oriented/skill based certificate/add-on course in each semester before graduating which is designed by the each department within approved framework. • The Institution offers MKCL MS-CIT and skill based 32 courses through MKCL KliC Centre established in the campus of institute. • The institution looking forward to promotes vocational education and soft skill development of students through various establishments like the Institutional Innovation Council (IIC) which establish recently.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<ul style="list-style-type: none"> <li>• As students of the Institute are from rural background, it is very necessary that classroom delivery must be in bilingual mode. So, the faculties are providing classroom delivery in bilingual mode that helps students to understand concepts. • Marathi, Marathi Literature, History, Political Science, Sociology, Economics, Home Economics are taught in Marathi. Whereas English and English Literature are taught in bilingually. • The Institute is looking forward to start study centre for “Mahanubhav Panth and Prakrut Language” and Study Centre of History dept on “Raje Lakhuji Jadhav”</li> </ul>
<p>5. Focus on Outcome based education (OBE):</p>	<ul style="list-style-type: none"> <li>• • The affiliated University already implemented its curriculum based on OBE from academic session 2022-23 • The Institution creates awareness among the faculties and students regarding Outcome based Education. • Every time teachers ensures the outcome while teaching-learning and evaluation • Students are made aware of the various course outcome, and program-specific outcome through the curriculum and orientation program. Attainment of outcome is analysed and assessed at the end of the program.</li> </ul>
<p>6. Distance education/online education:</p>	<ul style="list-style-type: none"> <li>• The Institute promote to use blended learning as situation demands. • The enrolled students at the Institutes are from rural background and under privileged society. Most students' families are engaged in agricultural activities. • During agricultural season, wages for agricultural labours hikes, students unable to attend classes. • So the institute encourages using technology tools like</li> </ul>



whatsapp, power point presentations, google classroom and youtube for learning. • The institution started to promotes teaching-learning through virtual platforms. Faculty members have sufficient experience in their subject. • But faculties not having sufficient experience of e-content development and the use of technological tools for the teaching-learning process. • The Institution has started training on e-content development for faculties. • The Institution has started approved MS-CIT centre in the campus to promote ICT skill among faculties and students. • The institution does not have a learning management system (LMS) for academic practice and follows innovative teaching methods. • The Institution has approved Distance Learning Centre of Yashvantrao Chavan Maharashtra Open University (YCMOU) for B.A. and M.A(Marathi) since 2009. More than 4500 students are benefited till date.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. The Electoral Literacy Club has been setup in our college on 03rd Sept 2022 for the academic session 2022-23 and 2023-24. Earlier club activities were conducted by the department of NSS and Political Science jointly. Application for Registration of ELC with District Election officer, Buldana has been submitted on 04th May 2023.</p>																												
<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 are representative in character?</p>	<p>Yes. Student's Co-ordinator (Convener) and Co-ordinating Faculty members (Nodal Officer and others) are appointed by the college. ELC of college is functional. Yes, ELC of our college is representatives in character. SBBKM Electoral Literacy Club Composition</p> <table border="1"> <thead> <tr> <th>Sr. No.</th> <th>Name of Member</th> <th>Designation</th> <th>Mobile Number</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Dr. Kishor H. Walse</td> <td>Principal</td> <td>9689271947</td> </tr> <tr> <td>2.</td> <td>Prof. T. B. Nikalje</td> <td>IQAC Co-ordinator</td> <td>9730463755</td> </tr> <tr> <td>3.</td> <td>Prof. S. N. Nagre</td> <td>ELC Nodal Officer</td> <td>7798071156</td> </tr> <tr> <td>4.</td> <td>Dr. Priya Boche</td> <td>ELC Asso. Nodal Officer</td> <td>9422856433</td> </tr> <tr> <td>5.</td> <td>Dr. Sangita K. Walse</td> <td>HoD Home Economics</td> <td>8975798841</td> </tr> <tr> <td>6.</td> <td>Mr. Mithun S. Pawar</td> <td>ELC Convener</td> <td>9834663453</td> </tr> </tbody> </table>	Sr. No.	Name of Member	Designation	Mobile Number	1.	Dr. Kishor H. Walse	Principal	9689271947	2.	Prof. T. B. Nikalje	IQAC Co-ordinator	9730463755	3.	Prof. S. N. Nagre	ELC Nodal Officer	7798071156	4.	Dr. Priya Boche	ELC Asso. Nodal Officer	9422856433	5.	Dr. Sangita K. Walse	HoD Home Economics	8975798841	6.	Mr. Mithun S. Pawar	ELC Convener	9834663453
Sr. No.	Name of Member	Designation	Mobile Number																										
1.	Dr. Kishor H. Walse	Principal	9689271947																										
2.	Prof. T. B. Nikalje	IQAC Co-ordinator	9730463755																										
3.	Prof. S. N. Nagre	ELC Nodal Officer	7798071156																										
4.	Dr. Priya Boche	ELC Asso. Nodal Officer	9422856433																										
5.	Dr. Sangita K. Walse	HoD Home Economics	8975798841																										
6.	Mr. Mithun S. Pawar	ELC Convener	9834663453																										
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral</p>	<p>Activities conducted by ELC: • Celebration of National Voter's Day • Conducted Awareness Rally • Rangoli Competition on theme of Voter's</p>																												

<p>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 • Awareness campaign on College Facebook, Whatsapp, Instagram, youtube and twitter account. • Democracy Wall in the College Campus • Invited Guest Lecture on National Voter’s Day • Jointly conducted Voter’s Registration Camp for who are not yet registered. • Path Nattya for Awareness in public places • Workshop on Awareness about National Voters Service Portal <a href="https://www.nvsp.in">https://www.nvsp.in</a></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>• Conducted Awareness Rally • Rangoli Competition on theme of Voter’s Awareness • Awareness campaign on College Facebook, Whatsapp, Instagram, youtube and twitter account. • Democracy Wall in the College Campus • Path Nattya for Awareness in public places • Workshop on Awareness about National Voters Service Portal <a href="https://www.nvsp.in">https://www.nvsp.in</a></p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>With the help of Local Booth Level Officer (BLO), Institute is arranging Voters Registration Camp in College and in adopted village by ELC with the help of NSS unit of Institute.</p>

## Extended Profile

---

### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
325	210	148	110	115
File Description		Document		
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: 9

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

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

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
5.39111	0.60772	0.93380	0.54812	0.30062

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:

- The institution is affiliated to SGB Amravati University.
- An affiliating University introduced the CBCS curriculum from the academic session 2022-23
- The institution strictly follows the academic calendar provided by an affiliating University
- IQAC and an academic committee of the institution prepare the institution's academic and activity calendar by following the University's Academic Calendar which covers all activities to be conducted in the year.
- The teacher's Council of the institution finalizes the workload and the timetable committee prepares the academic timetable for the session.
- Time-table displayed on the notice board and also uploaded on the college website and the faculty wise syllabus internet link is also provided to the students through the university and institution's website.
- At the beginning of an academic session, every teacher prepares his/her annual and monthly teaching plan and follows the teaching plan strictly.
- Teachers may follow different teaching methodologies depending on the topic to be covered but as per guidelines prescribed by the University in the teaching scheme such as seminars, discussions, quizzes, and case studies, field visits, for effective delivery of curriculum to the students.
- Study material notes and samples of question banks are provided to the students in the class and through the WhatsApp group.
- Departments are arranging guest lectures on the latest topics in the subject. Use is promoted for effective teaching-learning by the teachers.
- The institution is conducted skill-based short-term certificate courses for the future career development of the student.
- field visits, industrial visits, and tours are organized history department and cultural department.
- The institute organizes the "Induction Program" for newly admitted students at the beginning of the session. This program orients the students for the vision and mission of the institution, code of conduct and discipline, curriculum delivery policy and process, facilities and welfare scheme available for student and extracurricular activities, and different type of scholarships available to the students.
- The teacher of the institute conducts the internal assessment as per guidelines provided in the teaching scheme and syllabus of the subject which is continuous.
- The institute collects feedback from the faculty, students, alumni, and employer.
- The collected feedback are analysed and used for further improvement of the institute.

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:** 08

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
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:** 79.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
192	208	98	110	115

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 institution is affiliated to SGB Amravati University
- The institution has to follow the curriculum provided by affiliating University.
- To address the crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability, the affiliating University included courses on these crosscutting issues in the curriculum.
- As per the orders of the Honorable Supreme Court, the subject of Environmental Studies was introduced as a compulsory subject in 2003 at the undergraduate level in all the streams.
- To create awareness among today's generation on pressing environmental problems, the University Grants Commission (UGC) has made it mandatory for universities to introduce a course in environmental studies and teach students about the eco-system, pollution, and problems concerned with the environment.
- An affiliating University Course named Environment Studies is mandatory for all students in the second year of the Undergraduate Programme B.A. degree by its Ordinance 42/2005.
- The National Service Scheme and Environment Study Group conducts various activities including:
  - tree plantation in the campus and off the campus, water conservation through rainwater harvesting, ponds,
  - Study tour,
  - Field visit by individual students to a local area to document environmental assets - river/forest/grassland/hill/mountain.
  - Visit a local polluted site - Urban / Rural / Industrial / Agricultural.
  - Study of common plants, insects, and birds.
  - Study of simple ecosystems - pond, river, hill slopes, etc.
- The institution is a co-educational institution. The majority of the girls and boys are from poor families.
- They are first-generation learners who are deprived socially, educationally, and economically. Many of them are not aware of the issues of gender equality and gender discrimination.
- To address these issues, Internal Compliant Committee and Student Grievance Redressal Cell are constituted in the institution. A course named Gender Sensitization is offered as a Generic Open Elective Course in the Undergraduate Programme B.A. degree from the academic session 2022-23.
- Various programs are organized by the cell in coordination with the department to create awareness among the girls' students about their rights, safety, healthcare, personal hygiene, and right to equal opportunities with boys. The program includes educational counseling, pre-marriage counseling, motivational training, and gender equity.
- The institution celebrates days of National and International importance such as Republic Day, Women's Day, Independence Day, Teacher's Day, and Human Rights Day to make students aware of values.

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:** 43.69

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

Response: 142

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	<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>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 62.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
134	123	109	74	60

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

2021-22	2020-21	2019-20	2018-19	2017-18
220	220	120	120	120

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list as published by the HEI and endorsed by the competent authority	<a href="#">View Document</a>
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	<a href="#">View Document</a>

#### 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:** 76

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

2021-22	2020-21	2019-20	2018-19	2017-18
72	86	52	45	49

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

2021-22	2020-21	2019-20	2018-19	2017-18
110	110	60	60	60

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<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:** 36.11**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process****Response:**

- In addition to traditional teaching-learning methods like lectures and practical, the institute implemented student centric methods such as experiential learning, participative learning and problem solving methodologies for enhancing the learning experience.
- These methodologies include illustration, special lectures, seminars, group discussion, field visits, case-studies, project-based-methods, experimental methods.
- Experiential learning: - Practical classes are conducted in the laboratories of departments of Home Economics.
- Surveys methods are used by the department of Home Economics, Political Science. Sociology, Economics, etc.
- Entrepreneurship development cell are the platform for experiential learning.

- The teaching departments arranged students' visits to industries relevant to the courses and its curriculum.
- Project work: - Project work is a part of curriculum in most of the under graduate studies.
- Participative Learning: - Teachers motivate students in the classroom to participate in teaching learning process. All the teaching departments organized student activities to promote the participative learning.
- College has active NSS unit which promoted participative learning.
- Our students participated in Village Adoption, Tree Plantation, Swatchh Bharat Abhiyan, Health Awareness Camp, Cultural and Sports Competitions, Exhibitions, Skill Development Programs.
- Many workshops are conducted throughout the year under the guidance of teachers.
- Students participated in workshops, seminars and competitions, organized in and out of the institution.
- Institute published “**Sugandhai**” magazine every year, edited by students and teachers.
- Study tours, Field visits, and extension activities are arranged to engage students in participative learning.
- Problem solving methodologies: - Students developed logical thinking and gained practical knowledge essential to solve new problems by working on projects.
- Problem solving methods are extensively used in the teaching of Sociology, Political Science, and Home Economics.
- Free internet access in the library and Wi-Fi facilities in campus promoted students to solve the problems.

Group discussion developed problem solving strategies among the students.

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

## 2.4 Teacher Profile and Quality

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

**Response:** 81.82

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

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

**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:** 77.78**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
07	07	07	07	07

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

**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 Examination rules, regulations, and patterns are stated by SGB Amravati University as the institution is an affiliated college to SGB Amravati University.
- For each course for the B.A. program, the university specified internal and external evaluation patterns in the syllabus and scheme.
- The subject teacher is bound to follow the evaluation pattern specified in the course syllabus.
- As per the Teaching Scheme and syllabus of Courses for the B.A. program, internal assessment depends on performance in course assignments, viva-voce, seminar presentation, and field visits by the student. The total weightage is 20% for internal assessment.
- For External Assessment, the student has to appear in the final examination conducted by the university at the end of the semester. It carries 80% weightage.
- The faculty Members are informed about evaluation criteria procedures and methods by checking the university website.
- The evaluation is done by the course-handling faculty members within two or three days from the date of examination. The evaluated answer sheets randomly are verified by HOD to ensure the

standard evaluation process.

- If any student may not be satisfied with the marks obtained in the internal assessment, he/she can approach the concerned subject teacher or submit his/her grievance in writing to the principal or drop into the suggestion box or call for grievances and resolve the concerns issues in a time bound.
- The final semester-wise examination result has been declared on the universities official website.
- If any student is not satisfied with the marks obtained in University's external examination, regarding these grievances, he /she can apply for challenge revaluation, re-assessment, and scrutiny form by paying the university fees within 10 days, after the declaration of the result through his/her login id on University Examination portal.
- Students can apply to the University to obtain a photocopy of their answer sheets from the university. The University declared the result of challenge scrutiny on their website in a time bound.

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

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

- The institution is an affiliated college to SGB Amravati University. So, the institution has to follow the curriculum provided by University.
- From the Academic Year 2017-18, University has implemented a Credit Grade System (CGS) with a revision of the Syllabus step-by-step for the B.A. program. But University did not state the *Programme Outcomes (POs) and Course Outcomes (COs) for B.A. Program*.
- *The Faculty Members of the institution have prepared Programme Outcomes (POs) and Course Outcomes (COs) for B.A. Program for their courses with the help of the subject experts.*
- *The College Development Committee (CDC) has approved Programme Outcomes (POs) and Course Outcomes (COs) for B.A. Program.*
- *The Institute has displayed the approved Programme Outcomes (POs) and Course Outcomes (COs) for B.A. Program on Institution's website.*
- *The Faculty members of the Institution provide wide awareness among the students through WhatsApp groups of students and at the beginning of the academic session.*

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:**

- Our Institute is affiliated to Sant Gadge Baba Amravati University, Amravati
- We offered Under Graduate Bachelor of Arts (B.A.) under the Faculty of Humanities
- For these programs and courses, the institute followed the curriculum designed by our affiliated university.
- The Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution and the same are communicated to the students in the formal way of the discussion in the classroom and departmental notice board.
- For measuring attainment of POs , PSOs and COs, implemented the mechanism as follows:
  - All the subject teachers prepared Semester-Wise evaluation Reports.
  - Internal examination committee analyzed evaluation reports of results.
  - Attainments of CO's are calculated by using university examination results.
  - Attainment levels are finalized at college level and conveyed to IQAC through Internal Examination Committee.

The attainment level of each CO is computed by setting weights as follows:

- Attainment Level “O” (75% & above Marks)
- Attainment Level “A” (60% to 74% Marks)
- Attainment Level “B” (46% to 59% Marks)
- Attainment Level “C” (Student secured less than 45% Marks)

The averages attainment of COs of each course is mapped to POs & PSOs. Sample sheet attainment of COs, PSOs and POs for B.A. is attached in additional information.

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

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

**Response:** 62.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	16	19	11	8

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

**the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
41	19	20	16	31

<b>File Description</b>	<b>Document</b>
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>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process****Response:**

<b>File Description</b>	<b>Document</b>
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)**

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

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

### 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:**

- Although the institution run only B.A. programme, but the importance of innovation ecosystem can't be underestimated.
- The Institute already setup a IPR Cell to promote Intellectual Property Rights related activities.
- The institution has setup a Institution's Innovation Council (IIC) in the campus of Sant Bhagwanbaba Kala Mahavidyalaya, Sindkhed Raja .as per the norms of Innovation Cell, Ministry of Education, Govt. of India during the academic year 2022-23.
- The Institution has 04 functional MoU
- The IQAC regularly used to organize seminars and workshops on related themes of Intellectual Property Rights. The basic motto was to make the teachers and students aware regarding the need and role of IPR.
- The Institution conducts Entrepreneurship awareness programme for students regularly.

**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**

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

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

### 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: 4**

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	2	1	11	13

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: 1.22**

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	0	3	1	1

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>
Provide Links for any other relevant document to support the claim (if any)	<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:

- Although the institution runs only a B.A. program, the importance of the innovation ecosystem can't be underestimated.
- The Institute already set up an IPR Cell to promote Intellectual Property Rights-related activities.
- The institution has set up an Institution's Innovation Council (IIC) in the campus of Sant Bhagwanbaba Kala Mahavidyalaya, Sindkhed Raja .as per the norms of Innovation Cell, Ministry of Education, Govt. of India during the academic year 2022-23.
- The Institution has 04 functional MoU
- The IQAC regularly used to organize seminars and workshops on related themes of Intellectual Property Rights. The basic motto was to make the teachers and students aware of the need and role of IPR.
- The Institution conducts an Entrepreneurship awareness program for students regularly.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

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

##### Response:

NIL

**3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.****Response:** 66**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
15	0	17	19	15

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:** 04

File Description	Document
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 institution has adequate facilities for teaching-learning performance.

- The institute has suitable and adequate physical facilities such as buildings, laboratories, a library, books, and equipment required for teaching and research as per conditions of affiliation and recognition in section 108 (3) of the Maharashtra Universities Act- 2016.
- The institution has a sprawling campus of 3.5 acres.
- There are five classrooms out of these, one classroom is ICT enabled with projector and screen.
- There is a common room for girls with the necessary facilities and a sanitary napkin vending and disposal machine.
- The library is with adequate facilities. The library has two computers and a printer with LMIS software.
- There are ten computers with high-speed internet connectivity exclusively for students' use.
- A reprographic facility is provided to students and teachers.
- Wi-Fi facility is available on the institution's campus.
- Those teachers with smartphones are exclusively allowed to use Wi-Fi facilities.
- Two laptops are used as teaching tools by the teachers.
- Wi-Fi Microphone
- Public Address System
- The open platform and space with 4000 Sq.Mtr. is available to organize annual gatherings and cultural events, and youth festivals.
- To organize a small event seminar hall is available with all facilities.
- The institute has adequate infrastructure facilities for indoor and outdoor sports and games.
- The institute has a playground for Kabaddi, Kho-Kho, and Volley Ball games.
- A Yoga Centre with mats is available. The faculty from the institute act as certified yoga teachers.

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:** 43.88**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
3.41433	0	0	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 institution has a well-furnished library with a sufficient number of books. At present the library has 2389 books and subscribes to 10 Journals and Periodicals.
- Library automation is in process with the customized software developed. The process of Acquisition. Cataloging is done through Software. Circulation is under development. The Library is partially computerized.
- To access free online e-resources, 100 Mbps broadband internet is available.
- Free open e-resources are available.
- The students can search for books in the library available in the library by going through the database of books installed on the library computer.
- The students are also provided with a Wi-Fi facility in the library and they can search for required study material from various sites and get printouts of the desired material.
- The recognition under 2(f) of the UGC Act is in process, the institution didn't apply for membership in the NLIST program of the INFLIBNET center.
- All the teachers are registered with the National Digital Library (NDL), an ambitious collaborative project with MHRD and other colleges. This is an opportunity to access an unlimited subject.
- The institution has NDL Club and students are encouraged to be a member of the NDL Club.

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

**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 has adequate IT facilities and internet facilities for smooth functioning. There are 12 desktop computers and two laptops in the institution.
- Two desktop computers are used for administrative support in the office. One Laptop is used in the principal's office.
- One desktop computer is used in the library.
- All these computers are attached to printers.
- Ten computers with internet facilities are made available exclusively to the students.
- The institute has 100 Mbps broadband internet through fiber optics.
- Outdoor Access point to provide Wi-Fi facility on the campus.
- There is a classroom with an LCD projector with a screen for ICT-enabled teaching.
- The institution has an inverter for power backup.
- The institution campus is under CCTV surveillance.

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

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

**Response:** 32.5

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

Response: 10

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

**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: 56.12****4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
1.97679	0.60772	0.93380	0.54812	0.30062

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 36.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	82	70	46	39

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

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

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



File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 0

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

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

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

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

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

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

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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: 22.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	05	3	2	4

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	16	19	11	8

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 16.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	1	1	4

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## **5.3 Student Participation and Activities**

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

**Response:** 5

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

*five years*

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	5

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	3	3	8

File Description	Document
Upload supporting document	<a href="#">View Document</a>
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:**

- Alumni Association of the Institution is registered with Charity Commissioner of Maharashtra
- Alumni of the Institution are contributed to the development of the Institution through various services and through the guest lectures to the existing students of the Institute.
- Some alumni are self employees contributing the services of their business.

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

## 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 institution has through the years, achieved good governance through effective leadership for fulfilling the vision and mission by optimal utilization of existing human resources.

**Vision:**

To bring higher education to the doorsteps of economically underprivileged students for socio-economic upliftment through value-based and skill-oriented education.

**Moto:** Education is the key to Self-Development and Empowerment

**Mission:**

- To disseminate quality education to equip the students with tools for gainful employment.
- To bring higher education to the doorsteps of economically underprivileged students through the approved framework.
- To introduce value and skill-based courses in the curriculum.

**Visible Institutional Practices:**

- The Institution has a setup of various committees as per guidelines of the Maharashtra Public University Act, 2016, UGC, State Govt of Maharashtra, and SGB Amravati University.
- The Institution has various statutory committees like the Executive Committee, College Development Committee, IQAC Committee, Head Council, Staff Council, Student's Council, Internal Complaint Committee (ICC), Anti Ragging, and Collegiate Students' Grievance Redressal Committee.
- Apart from these statutory committees, the institution has constituted various representative committees for decentralization and smooth functioning of day-to-day administration.
- All the stakeholders of the Institution participated in the decision-making process through representation on the various committees.
- The Executive Committee which represents the Management body is at the top of the organization in the structure of the institution.
- For decentralization and effective participative governance, Executive Committee and College Development Committee delegate the power to various subordinate committee(s) for making decisions.
- The Institution has well-defined functions and procedures for the effective working of various committees.
- There is scope for addressing grievances, suggestions, and suitable recommendations.

- For effective implementation of NEP 2020, the institution offers skill-based short-term certificate courses within the approved framework at the institution level.
- The institution has taken the initiative to awareness regarding Academic Bank Credits (ABC) and its benefits among students through social media.
- By constituting IQAC, the steering committee, and various other smaller committers committees, the institution has initiated and promoted the practice of decentralization and participative management in the institution.
- The functioning of IQAC is the best example of the practice & decentralization and participative management. The steering committee of IQAC has monitored the criterion-wise committee for the preparation of the SSR within the stipulated short period the criterion-wise committees successfully completed their work through decentralization and maximum participation of teachers. The institution has experienced the benefits of the practice of decentralization and participative manatees. It is an eye-opener for the future functioning of the institution.

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:

- Being an affiliated college, the Institution has to follow the rules and regulations decided by the University to which it is affiliated.
- At the same time being a grant-in-aid HEI, the institution is bound to follow the rules of the State Govt. and the UGC.
- The Institution was established by the Mauli Shikshan Prasarak Sanstha.
- The institution has to seek permission from the Management in all significant academic as well as administrative affairs.
- The Management of the Institution consists of a President, a Vice[1]President, trustees, a secretary, and a treasurer.
- At the institutional level, the principal is the final authority who reports to the President of the Management.
- The meeting of the Management with the heads of the institution is held regularly.
- Being the head of the Institution, the Principal is responsible for all the academic and administrative activities of the Institution. He can take all the important administrative decisions consulting to the various Committees as per affair.
- In the Administrative staff, there are eight permanent employees
- Several mandatory committees are formed as per Maharashtra Public University Act, 2016, and UGC. Apart from these, some other important administrative committees are formed as per

requirement.

- All the committees are free to work their way but as for the budget allocation, they have to seek the permission.
- The Institution has to follow the rules and regulations regarding appointments and services set by the University, the State Government, and the UGC.
- The recruitment and promotion of academic and administrative staff are done as per the norms decided by the University, State Government, and the UGC.
- The Institution also follows the State Government and the UGC rules regarding leave. The HOD keeps abreast of the other faculties in the department of the proceedings of the meetings.
- They also voice the views and suggestions of the faculties in their department.
- The academic staffs present their problems in the staff Council meetings
- An Internal Complaint Committee, Women’s Cell is formed to solve the academic, personal, and social problems of the girl students as well as the female staff members.

**The institution has policies on:**

- E-Governance
- Financial Support to attend conferences/Workshop/Membership of Professional Bodies
- Waste Management
- Water Conservation
- Divyanjan-Friendly Barrier-Free Environment
- Environment and Energy
- Green Campus Initiatives

**Administrative Setup:**

- The Executive Committee of Mauli Shikshan Prasarak Sanstha which represents the Management body is at the top of the organization in the structure of the institution.
- The institution has governing body the College Development Committee (CDC) which was previously, Local Managing Committee (LMC).
- The Principal is the academic and Administrative head of the institution.
- The academic side consists of a head clerk, a junior clerk, a library attendant, and four peons.

**Appointment and Service Rules:**

- The parent body of the Institution made appointments on various positions and promotions under CAS as per the norms and rules of the UGC, the State Govt of Maharashtra, and the Affiliating University.
- Service rule of Maharashtra Civil Services (General Conditions of Services) Rules, 1981 applied to all employee of the Institution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<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:**

The institution is committed to the welfare of its teaching and non-teaching staff. Though there is no welfare society for the employees, the institution supports the needy members to take loans from banks and other financial institutions. For example, those who apply for a home loan or vehicle loan are given salary certificates and other necessary documents and also provide for the deductions of the installments from the salary of the concerned. The institution also supports the staff members to insure their lives with LIC, medical insurance, etc., and provides for the deduction of the premium from their salaries. The institution has encouraged all the staff members to avail the Accidental Insurance Scheme recently launched by the government of Maharashtra. Those who want to take loans from the GPF account are also provided support.

The institution grants leave the facility to the faculty members like casual/ Medical leave as per the norms of the Government.

- The institution follows an 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 assessment to the Principal through IQAC.

- At the time of promotion, the faculty members have to produce his/her yearly academic appraisal forms with the documents to the scrutiny committee for verification.
- Then the appraisal forms are signed by the Coordinator of IQAC and the Principal. Screening and selection Committees recommend the faculties for career advancement.
- Student feedback works as the chief external assessment mechanism. The performance of the faculty is assessed by the students during such feedback. The feedback collected is compiled and the consolidated outcome is handed over to the Principal for further necessary action.
- The institution follows the mechanism laid down by the Govt and 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.
- Based on a confidential report, the non-teaching staff is recommended for their promotion.
- The Grievance Redressal platform is available to resolve the issues related to teaching and non-teaching staff.

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:** 15.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	0	0	0	0

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<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:** 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	25	03	04	04

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	02	0	0	0

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<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:

- The institution applied under section 2(f) of the UGC Act 1956. in 2023. Therefore, the institution has not received any developmental assistance in the form of Grants from the UGC. Nor has the institution received grants from any other funding agencies, governments, or non-government.
- The institution, with all its limitations in physical infrastructure and financial resources, has adopted its strategy over the year's maximum mobilization and utilization of all available resources.
- The fees are collected from the students as per University directions and utilized under the proper heads.
- Departmental Budgetary Provisions are communicated to the heads for purchasing consumable and non-consumable items.
- As per the institutional requirement, the management provided financial support for infrastructural as well as academic development.
- The institution conducted internal and external financial audits every year regularly.

**Internal Financial Audit:** The college has an internal financial audit mechanism for a preliminary audit of all financial matters.

- For all fees collection ERP software is installed. Through this software, all the fees are collected and Accounts are maintained. Scholarships and other accounts are maintained as per account rules and regulations.
- The cashbook and ledger books are regularly checked by the accountant.
- The vouchers are properly placed in the files for account verification.
- The parent society appointed a registered Chartered Accountant for internal financial audit.
- The Chartered Accountant verifies all the financial matters i.e. vouchers, ledgers, cash books, bank details, opening and closing balance of all the accounts.
- After minute verification of the financial entries, he prepares an audited statement i.e. receipt and payment, income and expenditure statement of all the accounts and balance sheet of the college.
- If any, the suggestion is also given by the Chartered Accountant for proper maintenance of all the accounts.
- The institution has to submit the audited statement of Senior College to the Joint Director Higher Education, Office before 31st July every year.
- Due to an internal financial audit, all the accounts are maintained properly. The internal financial audit is deemed a preparatory exercise for the external financial audit.

#### External Financial Audit:

- Our institute is grant-in-aid basis. So we are getting a salary, non-salary, and other Government grants for academic and infrastructural developments.
- These grants have to be utilized as per the government's directions. The institute utilizes and

maintains the accounts as per account norms.

- The internal financial audit is carried out in every financial year. Senior auditor, Department of Higher Education and Accountant General office of the Government also checks all the accounts of the institute.
- Proper utilization of the grants, stock register, and related documents are verified by them periodically.
- After the external audit, they submit the assessment memo to the institution for further action.
- Scholarship account is also audited by the social welfare office of the Government.

### **Optimal Utilisation of Resources:**

Academic and infrastructural resources are optimally utilized.

- The classrooms are provided to conduct various government and non-government competitive examinations.
- The institution acts only examination center for University Examinations in the city.

## **6.5 Internal Quality Assurance System**

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

### **Response:**

The Internal Quality Assurance Cell was established in the college in the session 2017-18. Since its formation, the IQAC has been playing a pivotal role in the improvement of the institution and taking initiatives to enhance the quality.

### **Add-on courses are introduced during last five years to promote employability:**

1. Nimantran Patrika V Karykrm Patrika Lekhan Kaushalya Pramanpatra Abhayskram
2. Certificate Course in Tourism and Travel Mgt
3. Certificate Course in Waste Management
4. Certificate Course in Vysanmukti Samupdeshan
5. Certificate Course in Research Methodology
6. Certificate Course in Public Speaking
7. Training Programme in Stock Market Trading
8. Certificate Course in Yoga

Many students are benefited from these courses and also got certificates.

### **Increased Use of ICT for Teaching Learning:**

IQAC initiated to improve the ICT facilities in the college for teaching and learning purposes during the last five years. Comparatively, the ICT facility of the college was observed to be increased. It is discussed in IQAC meetings and resolved to strengthen the ICT facility for an effective teaching-learning process. The institute purchased equipment i.e. DLP Projector, scanner, computer, laptops, printers, etc., as well as developed ICT infrastructure. Currently, the college has 1 classroom and seminar halls with ICT facilities; The Institution encourages to use of a free online Learning Management System (LMS) for online teaching. The administrative and examination section is also fully supported with ICT facilities and necessary software.

**An incremental increase in the physical facility:** More Physical facilities like classrooms with furniture and fixture are created to meet the growing student's strengths. Competitive examination coaching is strengthened. Computer- student ratio has been improved.

**Academic Administrative Audit:**

- IQAC conducted Internal and External Academic Audits to review the teaching learning process, at periodic intervals.

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:** A. Any 4 or more 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>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<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:**

**Gender equality and sensitization:**

The institution has been insightful and proactive in dealing with the issues and concerns about Gender Equity and Sensitization in the B.A program. Gender issues are discussed as a part of the teaching, and learning process of Gender Sensitization Generic Open Elective subject and various course contents viz: in Prose, Poetry, Fiction Drama, etc. History, Economics, and Regional Language. NSS, Anti-Ragging cell, and Grievance call provide a vibrant platform to conduct awareness campaigns, lectures, ratter rallies, and interactive sessions to address various concerns. The Institute initiated the Gender Audit.

The college is a co-education institute having nearly boys and girls students admitted to various programs. The college is concerned with the gender equality of its students and always tries to make different facilities available for them. Concerns regarding security and safety are addressed by the college through different means.

**Safety & Security:** The college campus is fully protected by fencing compounds around the campus. The externals are not allowed without permission.

**CCTV Surveillance:**

The campus is under CCTV surveillance fixed at various locations and the complete area of the college campus is covered. The footage is monitored in the administrative section of the O. S. office. The CCTV footage backups for 30 days are available to monitor.

**Security Staff:**

The safety of the students especially girls and staff security-related problems are handled by the security and college discipline committee. A complaint box is installed in the college building and its follow-up is taken by the Grievance Redressal Committee.

**Counseling:**

The lady teachers of the college address the problems related to psychological, emotional, social, and family issues, stress related to study, and phobia, etc of girls students.

**Staff and Teacher:-** Non-teaching staff helps students create healthy relations with students and provide counseling regarding their queries better in their career as well as academics. Special attention is given to the girl students as students are from rural backgrounds. A mentor system is implemented in the college under which teachers are allotted students mentors for personal counseling and to handle stress-related.



The institution constituted Internal Complaints Committee (ICC) in 2016 as per the guideline of the UGC Regulations 2016 and the initiatives taken by the Maharashtra State Commission for Women employees and students in Higher Education Institutions. The institution conducted a day-long workshop to make the students and women, employees are well aware of the legal provisions of the act for their benefit.

Some of the measures initiated by the institution for the promotion of Gender equity are as follows:

- A gender Audit is carried out every year after the admission process.
- Programs for gender sensitization like seminars, discussions, quiz carried out
- Programs on “Beti Bachao Beti Padhao” were carried out by the institute.
- The program “Chala Mulinche Swagat Karu Ya ! carried out since 2007 by the dept of Home Economics as best practice.
- AIDS Awareness Programme
- Yoga Demonstration and Training
- A Certificate Course on Yoga

Celebration of Breast Feeding Week, National Nutrition Week, International Women’s Day

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

**7.1.2 The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment’s for the facilities created under this metric	<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:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<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:**

The institution is highly committed to promoting cultural harmony among our students, faculty, staff, and visitors. The cultural committee works intending to develop the academic and cultural talents of the students, improving their capabilities to work as a team and raising their level of self-confidence in interacting with students, which aids to develop the overall personality of students.

Cultural activities undertaken by the college motivate students by giving full support for participation in national and international events. The student actively participates in various extra-curricular activities including Patriotic songs, competitions, Dance, Social Awareness Programmes, Rangoli competitions, rallies, etc.

**A few Initiatives are taken by the institute:**

Constitution Day is celebrated sensitizing students about the constitution of India and create awareness about Social harmony.

The college organizes activities for linguistic harmony like Marathi Bhasha Gaurav Din and National Language Day.

The college organizes an 'Annual Gathering' every year. It is a team event held under the leadership of the students' council and is entirely organized by the students. It helps in enhancing the leadership and

organizing qualities and inculcating a sense of responsibility but the students.

Some prominent events include International Yoga Day, Teacher's Day, Constitution Day, World Women's Day, World Environment Day, Youth's Day, and Farewell programs have been organized during the academic year.

As a part of our traditions, we also celebrate the birth anniversary of great Indian personalities including Dr. Babasaheb Ambedkar, Dr. APJ Abdul Kalam, Mahatma Jyotiba Phule, Savitribai Phule, Shahu Maharaj, Chhatrapati Shivaji Maharaj, Sant Gadge Baba, Rashtramata Jijau, Mahatma Gandhi, Lal Bahadur Shastri, etc are celebrated in the Campus.

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

## 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:

##### 1. Title:

Let's welcome the girls

##### 1. Objectives:

- To honor a mother who gives birth to a daughter
- Welcoming the birth of a girl child
- Increasing the girl child birth rate
- Providing good health facilities to the girl child
- Bringing up girls in a happy environment
- Inculcating the value of equality between men and women....
- Eliminating gender discrimination
- Changing the society's mentality of not wanting a girl child
- Making students think that I will not commit femicide.

##### 1. The Context:

Although women are given the status of deity in Indian culture, girls are still in a secondary position in the actual social life. Girls' education and health are still neglected. This situation is not different not only in

rural areas but also in urban areas. In the 2011 census, the birth rate of girls between the ages of zero and six in Maharashtra has decreased to 894. There was a positive picture of slight improvement in the 2021 census but the incidence of female infanticide has been on the rise in the past few days. Even when it is prohibited by law, female feticide is being carried out by determining the sex of the fetus. Although law is necessary to eliminate crime and vices in the society, it is not possible to wipe out the scourge like female infanticide by its force alone. Come 2022 according to the records in the Municipal Council even today at the birth place of Mother of the Nation Ma Jijau

According to records in the municipal council, the birth place of the mother of the nation, Ma Jijau (Mother of Raje Shiv Chatrapati Shivaji Raje Bhosale), the reason why the number of girls born in the year 2022 is less is due to the social mentality.

### 1. The Practice:

In order to welcome the birth of girls and honor mothers, the initiative "**Let's welcome girls**" has been continuously implemented since 2007 by the Department of Home Economics Study Circle Group at Sant Bhagwanbaba Kala Mahavidyalaya, Sindkhedaraja. Whenever the Home Economics Study Circle Group got the information of Girl Child born, the group visited to the place and honor mother by offering booke and conduct "KHAN NARAL OTI BHARNAE" programme.

Aarti Sunil Gade, the daughter of former student of our college Mr. Sanjay Atol, gave birth to the daughter of Mrs. Aarti Sunil Gade. Professor Dr. Priya Boche Dr. Shilpa Kakade Shyambala Kalkumbe Komal Magar Shweta Doifode Kajal Rathod Pooja Sabhadande Pratibha Ingle Pallavi Parkhe were present. "**Let's welcome the girls**"

### 1. Evidence of Success:

At the beginning, when we went to the area where we went to welcome the mother who gave birth to a girl, quite a few people looked on in surprise. Later he was appreciated.

When we revisited the home over time, the family, which was discouraged about having a daughter, was gradually changing their mindset. Later, after the birth of a girl in the same area, some parents were also seen celebrating.

### 1. Problem Encountered and Resources Required:

2. Many schemes of the government look good on paper but when it comes to actual implementation, they don't seem to be that successful. There is still a lot to be done to increase the birth rate of girls. Difficulties faced by girls in school and college education do not seem to decrease. Still girls don't feel safe. Many times the parents do not leave the girls alone because of this and all the roots of this can be seen in the mentality of the society. Such changes in education and education are needed to reach girls to empower them. For this, a proposed policy was also submitted to the government by the Department of Home Economics, but it is regrettable to mention that the desired response was not received from the government.

Best practice:2

Title ----Increased Employability of students through skill development programs

**Objectives:-**

1. To improve the skills of the students through various certificate courses field projects and life skill important courses.
2. To train the students, to enable the time-bound aptitude test.
3. To help the students Excel in language and communication skills.
4. To prepare the students for different levels of selection processes such as group discussions and mock interviews.
5. To develop the personality of students through soft skill sessions.
6. To expose the students to the industry through field visits and internship programs.

**The context:**

The students enrolled belong to rural area families. Hence employment is the basic requirement of the majority of them which is difficult to get the industry needs students' expertise and soft skills. The curriculum is full of industry expectations. it is needed to enhance the skills both technical and nontechnical among the students to meet the challenges. The chief objective of the practice is to bridge the gap between industries' expectations of graduates and the quality of human resources. the curriculum does not produce human resources as per expectations. It is necessary to identify the gap and develop the skills among the learners.

**The practice:**

Employability skill development is divided into some categories:

A. Technical skill development: the technical skill s investment is achieved and workshops. Technical events and seminars are organized for the students to process sound technical knowledge. Students are motivated to participate in competitions, conferences, workshops, and seminars. In addition, add-on/certificate courses of technical nature have been introduced.

B. Soft skill training is provided through well-organized activities. Soft skill trainers provide rigorous training to the students. A great improvement in communication skills and increased confidence is found among the students. Language activities like debate allocation competitions and presentations provide a platform for enhancing communication skills.

C. Industry Exposure: industry exposure has been managed by arranging interactive sessions by inviting alumni and experts from the industry. The students are encouraged to undergo internships. The institution arranges industry visits and interactions with the HR managers.

**5. Evidence of success:**

Due to the combined efforts of all the training and placement initiatives, the technical skills, confidence building, communication, and awareness

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

**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:**

Since the college is a village division as well as in a rural area, there is no specific mentality regarding the education of girls. And naturally, they are burdened by the family at a young age, thus stunting their development.

It is said that the world is lent to the one who holds the rope, the college has taken up some innovative programs to improve the quality of education of girls as an asset in the field of education of girls and has been implementing them through various programs for the last several years.

1. Through the NSS team, Sanstha Gram Dattak conducts community awareness work by removing blankets in the villages and convincing the importance of girls' education.

2. The importance of girls' education is conveyed by going to the villages and educating their parents by going to their homes. 3. By taking tours to rural areas and holding different corner meetings, the benefits of girls' education and how important it is from the point of view of the country's interest are convinced.

4. The indifference of many parents towards the education of girls can be seen in rural areas and they are guided by organizing street plays and guidance.

6. The importance of girls' education is emphasized by organizing parent gatherings in the college.

7. We will also organize separate gatherings for girls to educate them about their identity and the rights of government schemes. 8. International Women's Day is celebrated on a large scale in the college, in which programs about women and information about their rights and government schemes are enlightened.

9. On the birth anniversary of Kranti Jyoti Savitribai Phule, the importance of education was told, as how a woman makes a family well-educated, and how the education of girls helps in the development of the country.

Girls are enlightened by reviewing the work of different accomplished women.

10. By going to rural areas and visiting the homes of girls, their parents are guided in the matter of girls' education. Advantages:-

1. A girl's education is gradually increasing.

2. Realizing the importance of girls' education, early marriages are being banned.

3. So today many girls are working in different fields like the forest department police department gram sevak private company as well as doing their own business trying to empower the country.

4. It is seen that girls are moving towards higher education and parents are also paying attention to it.

5 Still, it is very important to have a lot of social awareness in the matter of girls' education.

## 5. CONCLUSION

---

### **Additional Information :**

The institution has been functioning to protect the historical monuments which are located in historical city Sindkhed Raja with coordination of local group.

### **Concluding Remarks :**

The institution has some strength. Off course, challenges are there. Resources are limited but opportunity for improvement is here.