



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**BHIWAPUR MAHAVIDYALAYA**

**BHIMADEVI TEMPLE ROAD , NEAR TELEPHONE EXCHANGE OFFICE, AT  
POST - BHIWAPUR , TAH- BHIWAPUR , DIST- NAGPUR**

**441201**

**[www.bmb.ac.in](http://www.bmb.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Bhiwapur Mahavidyalaya, which is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, was established in 1990 by Heavenly Bhausahab Govindrao Mulak, who pioneered the noble cause of imparting quality education to the rural people of Bhiwapur Tahsil under the aegis of a Charitable Trust named Backward Class Youth Relief Committee. Ours is a Grant-in Aid Co-educational Institution located in Bhiwapur Tahsil, catering Higher Education in Arts, Commerce and Science streams to the students of 137 small Villages and our College is very close to the Tribal dominated forest belt of Karandhla and Tadoba Wildlife Sanctuaries. The journey of elevating the rural youth continued with the initiation of Bachelor of Arts in 1990, Bachelor of Commerce and Management in 2002, B.Sc. in 2012, and B. Voc. in 2019. In tune with our Institution's Vision and Mission Statements, we started Postgraduate Courses in Economics, Political Science and Sociology in 2004.

Keeping at pace with the dynamic changes in the field of Higher Education, the Institution has kept itself acquainted with ICT-enabled classrooms, Virtual Classroom, independent Departments, E.T.N.L. Software-supported English Language Laboratory, state-of-the-art Computer Laboratory, E-Commerce Laboratory, fully automated Central Administrative Office and Central Library with a spacious Reading Room, Digital Reading Room for the aspirants of Competitive Examinations(MPSC and UPSC) and a fully automated UGC Network Resource Centre.

It is a proud moment in the history of the Institute to apprise all its stakeholders apropos the augmentation of its infrastructural facilities like the multi-purpose Auditorium, Conference Hall, Common rooms for girls and boys, Canteen, Gymnasium, Playgrounds, Industrial RO Water Purifying System, Washrooms, separate toilet facility for specially abled students, and Independent Parking Slots for students, staff, and visitors, and an Olympic Size Swimming Pool, Indoor Stadium with four Wooden Badminton Courts, Concrete Basketball Court, Volleyball Court, Kabaddi and Cho-Cho grounds and Cricket Batting Pitch. Gender equity and sensitization are integral parts of our Institution's policy of empowering women's education. The Women's Hostel Building enables our girl students to get quality education. The NSS and NCC Units and the co-curricular and extra-curricular facilities support our students to grow and live a dignified life.

### **Vision**

### **Vision**

Exemplary knowledge dissemination to the rural and the marginalized learners by integrating the mechanics of Teaching, Learning, Research and Innovations in an intellectually charged environment to empower them compete in a global society.

### **Quality Policy**

Bhiwapur Mahavidyalaya is dedicated to achieving exemplary standards in the field of Humanities, Commerce, Science and Professional and Skill-based Programmes of Study.

We do believe in and aim at unceasing improvisation in tune with the changing times for providing favourable environment in the quest for knowledge and also for the holistic development of our learners. We inspire and encourage all the stakeholders to adhere to the highest standards of ethical, professional and human values to augment the gratification level of all our stakeholders.

## **Mission**

## **Mission**

To impart value- based education in the disciplines of Humanities, Commerce, Science and Professional Programmes to foster mutually valuable affiliations with trade and businesses for creating employability, promoting Research and Innovations for disseminating Ethical, Professional and Human Values.

## **Core Values**

**Preservation of Culture:** The Institution strives to preserve culture through knowledge dissemination, Research and respecting and promoting cultural heritage.

**Capacity Building:** The Institution through its mechanisms and policies attempts in the capacity building of individuals to be beneficial in nation building activities.

**Integrity and Excellence:** The Institution strives to foray into blending conventional and traditional knowledge systems to bring admirable outcomes in the field of Research and Academics.

**Transparency:** The Institution maintains transparency in all its mechanisms, policies and processes.

**Service to the Society and Nation:** The Institution pledges to serve the nation through its Outreach Programmes, Academic pursuits, and Research and Extension activities. Our stakeholders are schooled about their Institutional Social Responsibilities (ISR) so as to ensure their holistic developments.

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

### **Institutional Strength**

- The Foundation Society is the Cornerstone of our Institution.
- Financial support is given by the Management for infrastructure augmentation.
- Our Alumni Association is always supportive in the overall development of our Institution.
- Our College Development Committee is instrumental in the development of our Institution.
- Our Industry-Institute Collaborations are our strengths.
- Our working MOUs with Colleges is our strengths.
- Our working MOU with Cluster of Thirteen Institutes (CoTI) is our strength.

- Our strong rapport with the local communities is our strength.
- Our Anti-Ragging Cell, Internal Complaint Committee (ICC), De-addiction Centre, Philanthropic Centre and Yoga and Meditation Centre ensure the safety, security and holistic development of our students.
- Location disadvantages of Bhiwapur Mahavidyalaya are our strengths.
- Infrastructural Facilities in the Institution are adequate for the holistic development of our students and other stakeholders.
- The number of girls students admitted in our Institution outnumbers the number of boys enrolled-leading to women empowerment.
- Units of National Service Scheme, National Cadet Corps, various Committees constituted for Extension Activities under Institutional Social Responsibilities; and our Philanthropic Centre are active in reaching out to the society at every given opportunity.
- Academic Qualifications, Professional Competency and Research Acumen of our staff members are our strengths.
- ICT enabled Classrooms with Interactive Boards and Interactive Devices, Virtual Laboratory, Computer Laboratory, E-Commerce Laboratory, English Language Laboratory, UGC Network Resource Centre, Rich Library with spacious Reading Room, well-equipped Science Laboratories and other amenities enhanced the quality of Teaching-Learning and Evaluation Process.
- Our free Coaching Centre of Competitive Examinations (MPSC and UPSC) is added attraction of our Institution.
- Shortage of staff is supplemented by Adhoc staff appointed by the Management.
- Activities on gender sensitization and gender equality boosted the morale of our students.
- Bridge Courses are run to fill the knowledge gap of new students.
- Remedial Coaching is given to Slow Learners under 'Student Support System'.
- Additional support is given to Advanced Learners.
- Our Institution's Flagship activity of 'One Student One Skill Programme' (OSOSP), which is in conformity with NEP-2020, makes our students self-reliant.
- Skill Oriented Courses run by our Institution under PMKVY and University's approved list of Courses are attracting students.
- Our Training and Placement Cell is our strength.
- Our Institution promotes Communal Harmony and Social Integration.
- We have recruited staff from Pan India.

### **Institutional Weakness**

- Shortage of permanent Teaching and Non-teaching staff due to restrictions imposed by the Government on appointments.
- Dropout of students, especially girl students owing to multiple reasons is a serious concern.
- Despite vibrant Training and Placement strategies and its implementations, the placement of our students is adversely affected as we cater to traditional courses. As compared to traditional courses, Companies prefer to recruit students from technical backgrounds.
- Despite the Institute possessing Olympic-size Swimming Pool, Indoor Stadium holding four Badminton Courts and other Sports infrastructures, we find that its optimum utilization needs more exploration and meticulous planning as these are located in typical rural settings.
- Many of our students, especially girls, work in the Chilly Processing Units to make both ends meet. The poor Socio-economic conditions of these students force their families to get the girl students married during the course of their studies, and the boys, being the breadwinners of the families, leave the

College pretty early. As a result of this, the dropout rate of students cannot be restrained.

### **Institutional Opportunity**

- Our Institute is located on the National Highway 353 D, which traverses through the Reserve Forest areas of Tadoba and Karandhla Wildlife Sanctuaries. Students from 137 Hamlets and surrounding villages and Tehsils of Umred, Pauni and Nagbhid prefer our Institution for their higher studies.
- We can start new Courses and subjects like Micro Biology, Computer Science, B.B.A, Home Science, M.Com. and M.S.C in subjects like Chemistry, Physics, Mathematics, Zoology, Botany and Skill Oriented Courses in conformity with NEP-2020, which are not in our existing Curriculum.
- Our Institution can be developed into a Skill Hub to make our students self-reliant through our Flagship Programme of ‘One Student One Skill Programme’ (OSOSP) under PMKVY and University’s Skill Development Programmes.
- Our Institution can become Cluster Head as per the guidelines of NEP-2020.
- Our Institution can enter into more working MOUs with Industries and Institutes of repute and can organize more student-centric activities.
- Our students have progressed to Higher Education and many of them are Self- Employed. Through our Entrepreneurship Development Cell, we can further support them to start their own Enterprises.

### **Institutional Challenge**

- Many of our students are first-generation learners.
- Students enrolled in our Institution are mostly from poor socio- economic backgrounds. Their weak financial status and overdependence on farm labour push them into daily wage jobs in Agricultural Sector and also in Chilly Processing Units-leading to their absenteeism.
- Unavailability of adequate transportation facilities to students coming from far off villages and wild forest areas.
- To support their poor parents and dependents, students prefer odd jobs rather than attending classes, leading to their absenteeism.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Bhiwapur Mahavidyalaya adheres to the curricula set by the affiliating University. We adopted a holistic approach for effective curriculum planning and its implementation. As per the Academic Calendar, the teachers prepare the Annual Teaching Plans in their Daily Workbooks and get them endorsed by the Principal. The Institution ensured effective dissemination of prescribed syllabus through ICT-enabled teaching-learning and evaluation methods. Upon receipt of the data of completed syllabus, the Syllabus Compliance Committee submitted its Reports to the Principal.

Bridge Courses, Remedial Classes for Slow Learners under Students’ Support System, additional training for

Advanced Learners, Revision of Classes, and various examinations, along with co-curricular activities were implemented for students' holistic development. Subject Literary Associations conducted Guest Lectures, Workshops and Training programmes.

The Examination Committee conducts two Unit Tests, One Pre-University Model Examination, a few Surprise Tests, and University's Examinations in each Semester. Continuous Internal Evaluation of students' performances is done through assessment tasks such as students' participation in Quiz Competitions, Interactive Sessions, and presentations in Seminars, Workshops and Surprise Test.

The Institution has developed an effective Feedback Mechanism to supplement remedial measures in teaching, learning and evaluation processes for quality sustenance. Students' Feedback on teachers enabled the Institution to introspect about its shortfalls in the curriculum delivery and accordingly new strategies for effective Curriculum Delivery were evolved.

The Institution conducted UGC-sponsored Career Oriented Courses. Besides these, the Institution conducts self-financing Career-oriented Certificate Courses, Add-on Courses and Value-based Courses under 'One Student One Skill Programme' (OSOSP), for which the faculties contribute to the making of the syllabus and dissemination. A total of 25 Courses are run by our Institution. Besides the regular curriculum, the Institution warrants the inculcation of Values, Environmental Awareness, Gender Sensitization, and Health Awareness through Guest lectures, Co-curricular and Extra-curricular activities. The Institution enrolls students under University's 'Department of Lifelong Learning and Extension'. The NSS and the NCC Units are involved in Tree Plantation Drives, Cleanliness Drives, Awareness Drives and Blood Donation Camps. The Physical well-being of our students is taken care of by the Sports Department through its well-maintained Indoor and Outdoor sports facilities.

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

The Institution adheres to Government norms apropos enrollment of students and appointment of Teaching and Non-teaching staff. Student-centric methods of curriculum delivery are developed and implemented keeping in view NEP 2020, the Vision, Mission, Core values and Quality Initiatives of the Institution.

Experiential Learning is the crux of our learning process where students were introduced to Practical, Students' Research Projects, Internships, Debates, Interactive Sessions, Students' Seminars, Group Discussions, Surveys, Case Studies and Quiz Competitions. Students' creative talents were displayed through the Annual College Magazine. Students' participation in online educational activities improved their presentation skills. Open Educational Resources (OER), CEC and NPTEL material prescribed by UGC, INFLIBNET (N-LIST), and allied e-resources were used by the students.

In Participative Learning, Interactive Sessions, Group Discussions, Students' Seminars and Workshops, Quiz Contests, Surveys, Case Studies, Extension and Community oriented activities and Awareness Programmes, Blood Donations Camps, Health Check-up Camps and Educational Tours were conducted. Students made active involvements in Webinars, Expert Lectures and other On-line educational activities. Students' participation in the activities of NSS, NCC and other Extension Committees exhibited their talents.

The evaluation outcomes of various Examinations are used as the key indicators for assessing students' overall

performances, achievement of learning objectives. The Examination Committee conducted two Unit Tests, One Pre-University Model Examination, a few Surprise Tests, and University's Examinations in each Semester. Advanced Learners were provided with extra learning materials. Slow Learners were given Remedial Coaching. Incentive Marks are given to the Volunteers of NSS, the Cadets of NCC and the players.

The POs and COs of our Institution are assessed through analyzing the percentage of students' progression to Higher Studies, their results and the ratio of their Placements. Bridge Courses were held online to support the students to overcome the knowledge gap. The Programme Objectives and Course Outcomes are mapped after every Internal Examination conducted and accordingly, the faculties engaged the Slow Learners with Remedial Classes and extended support through counselling for students who excelled in Academics. Nodal officers conducted Students' Satisfaction Survey and the results were placed in the Staff Council Meeting and the improvisations made thereupon were implemented.

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

Research Consultancy and Extension Committee of our Institution conducted 44 activities for all the stakeholders, which included Workshops on IPR, Conferences, Seminars, Webinars and Proposals for Patents and Research Innovations. We established working MOUs with Colleges and Industries and conducted 53 activities. Dr. Ashwini Kadu got one International Patent published, submitted another proposal for Patent and received STRC grant of Rs. 90000/-. 120 Research Papers were published in UGC and Peer- reviewed Journals and 132 Papers in Conference Proceedings, Chapter in Books and Edited Books.

Our Eco Club surveyed the quality of water in 'TAAS' (village identified with tooth discoloration due to fluorosis content), and collected water samples and had them tested at NEERI, Nagpur. We conducted Awareness Rallies, Guidance on Health and Hygiene, De-Addiction Drives, Lectures on improved Organic Farming and Tree Plantation Drives. Free Health and Dental Check-Up, Sickle Cell Detection Camps and HIV/AIDS Screening Tests were organized. Volunteers took up a survey and identified the causes of HIV/AIDS, mostly among Chilly workers in our vicinity, and conducted AIDS Awareness rallies and Skits on HIV/AIDS and on COVID-19 Pandemic.

The NSS and NCC Volunteers distributed Face Shields, Masks and PPE Kits made by the students of Fashion Designing. Our NSS Volunteers, the Alumni and our staff made financial contributions and distributed grains and medicines to migrant labourers during COVID-19. Our Institution was made Isolation Ward and Vaccination Centre during COVID-19. We collected domestic items from staff and students and distributed them among the poor people in the village, 'Pusada'. We distributed 150 Blankets to the Monks in Tadoba.

Our Entrepreneurship Development Cell, in collaboration with IIT Mumbai's Gandhi Global Solar Yatra, trained our students in assembling Solar Lamps through Students' Solar Ambassador Workshop. The Workshop was aimed at spreading the message of Renewable Energy in reducing greenhouse emissions and mitigating climate change.

On 2nd May, 2022, our College signed MOU with M/s. Suritex Pvt. Ltd., Nagpur; a Government authorized E-waste Recycler for recycling E-waste in a Scientific and Eco-friendly manner. Accordingly, we procured and disposed E-waste as per the safety norms set by the Maharashtra Pollution Control Board.

## **Infrastructure and Learning Resources**

Adequate infrastructure and learning resources are available in the Institution. We have 14 Digital Classrooms and a Virtual Classroom with Interactive Boards, Smart Boards, and Interactive Devices, Wifi and LAN facilities. Laboratories are well equipped. The Institution has well-maintained Auditorium, Yoga and Meditation Centre; grounds for Cricket; Volleyball; Kho-Kho; Kabaddi and Lawn Tennis. The Indoor Sports Complex (37x24 Mtr.) has four Wooden Badminton Courts. Badminton, Table Tennis, Carrom and Chess are played there. We have Olympic Size Swimming Pool (50x22 Mtr.), Indoor Gymnasium (8.25x10.84 Mtr.) and Green Gymnasium. We have installed CCTV and Fire Extinguishers.

Our Institution has well established mechanisms for upgrading our IT facilities. All the infrastructural and learning resources are IT-enabled. For augmenting these facilities, the administration mobilizes funds from non-salary and non-grant heads. Uninterrupted power back up with 25 KVA Generator, Fiber Internet Connection and anti-virus for all Computers are available. Our Institution has 94 computers and 3 laptops. Reprographic services are provided to students.

We have installed legal Software of Saral-Lib (Library Automation System) in the Central Library, CMS software for Office Management, Tally Software and Master Software's Software for Accounting and ETNL Software for English Language Laboratory. The Saral-Lib Software with OPAC facility is used for ISSUE/RETURN and book searches by the stakeholders. Our UGC Network Resource is fully automated.

The Central Library (4000 Sq. Ft) has a Reading Room with 200 seating capacities, Stacking Room with 12124 Books, 9 International Journals, 7 National Journals, 5 Periodicals, 5 News Papers, 10 Maps, 4 Theses and 20 CDs. Free MPSC and UPSC Coaching Centre with 100 seating capacities is available. The stakeholders get maximum benefit of NLIST facility. The stakeholders use Open Educational Resources like the National Digital Library (NDLI), the Directory of Open Access Journals (DOAJ), the Directory of Open Access Books (DOAB) and the Open Textbook Library. Book Bank facility is made available for the needy students. Orientation Programmes are organized for the stakeholders. The Digital Library holds e-Books, Syllabus, Notes, and Assignments, Instructions, Audios and Videos. The average percentage of Students and Teachers using the Central Library per day is 32.

## **Student Support and Progression**

Our Institution, through its robust Admission Committee, supports the students in filling online admission and examination forms. Students were given proper counseling in choosing their disciplines. Student-centric Committees namely Guidance Centre for Competitive Examinations, Counseling Centre, Anti Ragging Cell, Students' Grievance Redressal Cell, NSS, NCC and Magazine Committee work for the cause of students. As part of our Institutional Social Responsibilities, students participated in Cleanliness Drive, Tree Plantation Drive, Medical Check-up Camps, HIV/AIDS Detection Camp, Sickle Cell Detection Camp, Blood Donation Camps, Awareness Rallies; Campaigns on Plastic Ban; Philanthropic activities, Distribution of food grains, clothes and medicines to poor people during COVID-19, which enhanced their holistic development.



Students took optimum benefits of UGC funded Career Oriented Courses, Value Added Programmes and Self-Financing Courses run under the banner of 'One Student One Skill Programme' (OSOSP). Students got the benefits of various Government Scholarships. Students participated in the activities arranged by Subject Literary Associations, which helped them to boost their latent talents. They represented the Institution in National, Regional, District, University and Inter-collegiate cultural and sports competitions and have brought laurels. Students' representation in CDC, IQAC and other Committees enhanced their leadership qualities. The Training and Placement Cell conducted Grooming Sessions, Training Programmes and Guest Lectures. Agriculture being the main source of income, many students took up their familial occupation of farming after completing their Degrees. Upon completion of their Programme of Study a total of 61.02 % students have progressed to Higher Education and have been placed in various Companies.

Our Alumni Association, which is Registered under Societies Registration Act, 1860, has been making significant contributions for the development of our Institution through financial and other support services. They groomed our students in various Cultural, Social, Academic and Sports events. Students from economically weaker sections were sponsored by them for pursuing their Higher Studies. During the COVID-19 Pandemic period, they donated grocery kits, clothes, medicines and masks to migrant labourers and poor people. The Alumni organized Health Check-up Camps; Health Awareness Camps and Blood Donation Camps. In all they donated 403 Books to the Central Library.

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

The Institution in accordance with its Vision, Mission and Quality framework works towards imparting Quality education and targets to achieve educational objectives through qualified staff. The Institution governs the entire system through a decentralized procedure and participative management through IQAC and College Development Committee. The CDC envisions policies, drafts them, and looks into their implementation for Quality Sustenance. The IQAC plans the implementation of the policies for improvised mechanisms. The IQAC supports the Institution in designing the Master Plan, admissions, Internal Evaluation Mechanisms and results; outreach Programmes; up gradation and augmentation of infrastructure; procuring grants for Research; Innovations and extension activities. The grievances of students are redressed with the support of Institutional Grievance Redressal Mechanism. The IQAC encouraged the staff to publish Research Papers. The Institution encouraged the Teaching staff to submit their Annual Performance Index forms under the Performance Based Appraisal System format under Career Advancement Scheme. Daily Workbook is mandatory. Service Books are regularly updated. The Placements of staff under CAS and Promotion of Non-teaching are done as per rules. The Appraisal of the non-teaching staff is directly done by the Principal.

Since our Institution is Government Aided, the main source of funding is the Tuition fees and grant-in-aid from the State Government. Our Institution generates Funds through outsourcing the sports infrastructure. The College Management gives funds towards the construction of infrastructural facilities. The Purchase Committee is empowered to plan and execute the purchases.

The benefits of Teaching Welfare Schemes; GPF, DCPS, Advance Hand Loan facility, ML facility and FIP/

FDP are given. The Institute, through Bank of Maharashtra, insured Rs 40, 00,000/- Personal Accident Insurance Benefits to staff. The reimbursement of Medical Bills is available for our Teaching and Non-teaching Staff. The POS and COS are assessed through students' progression to Higher Studies, their Results and Placements. Feedback of Students, Teachers', Alumni and all the stakeholders is analyzed and Action Taken Report is prepared for improvisation.

The Internal Financial Audit is done to keep track on the Administrative expenses incurred. The External Audit is conducted by an independent Finance Officer seated in the Joint Director's office.

### **Institutional Values and Best Practices**

As envisioned in our Vision, Mission Statements, Core Values and Quality Policy, our Institution strives towards quality dissemination of education and promotes an inclusive environment of tolerance, and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities by accommodating learners from all sections of the society. The Institution is sensitive to gender equality and has organized many programmes on gender sensitization through its NSS and NCC and Extension Committees. Service to nation is the Core Value of our Institution. The Volunteers of our Philanthropic Cell collected donations from students, staff and Alumni and donated food grains and medicines to migrant labourers and poor people during Covid-19 Pandemic.

There is zero tolerance towards any kind of gender discrimination on the Campus. Our Anti-Ragging Cell, Students' Grievance and Redressal Cell and Students' Counseling Centre addressed students' issues. We have SC and ST Cell, an OBC Cell, a Minority Cell and Internal Complaint Committee to address the issues of students and faculty. The participation of Women is ensured in ICC, NCC, NSS and all other Institutional Committees. Orientation Programmes on Professional Ethics and Human Values were organized. Sensitization of students and employees to the Constitutional obligations-values, rights, duties and responsibilities was done.

Women's Hostel facility is available for 60 girl students. Our Institution promotes the celebration and observance of nationally and internationally important days to commemorate the contributions of Epoch-Making Social Thinkers of India.

The Institution's Social Responsibility invigorates its commitment to the society and thus we organized Blood Donation Camps to save the lives of people.

Date and Year	Name of the Blood Bank	Units of Blood donated	Number of Donors
01/10/2019	Jeevan Jyoti Blood bank	105	105
31/01/2020	Jeevan Jyoti Blood bank	35	35
08/12/2020	Jeevan Jyoti Blood bank	35	35
06/07/2021	Jeevan Jyoti and Lokmat Group of Newspapers	87	87
08/12/2021	Jeevan Jyoti Blood bank	114	114
01/10/2022	Jeevan Jyoti Blood bank	125	125

All these activities were aimed at orienting students and citizens to ethical, cultural, and moral values, thus invigorating them with the required life skills to imbibe the rich ethos and traditions of vibrant co-existence.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHIWAPUR MAHAVIDYALAYA
Address	Bhimadevi Temple Road , Near Telephone Exchange Office, At Post - Bhiwapur , Tah- Bhiwapur , Dist- Nagpur
City	Bhiwapur
State	Maharashtra
Pin	441201
Website	<a href="http://www.bmb.ac.in">www.bmb.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jobi George	07106-232349	9423602502	07106-232064	bgm.college1990@gmail.com
IQAC / CIQA coordinator	Vinita S Virgandham	-	9372427106	-	vinita123virgandham@gmail.com

Status of the Institution	
Institution Status	Private and Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	19-02-2008	<a href="#">View Document</a>
12B of UGC	19-03-2008	<a href="#">View Document</a>

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Bhimadevi Temple Road , Near Telephone Exchange Office, At Post - Bhiwapur , Tah- Bhiwapur , Dist- Nagpur	Rural	3.088	41478.06

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Political Science,	36	HSC	Marathi	360	173
UG	BA,History,	36	HSC	Marathi	360	181
UG	BA,Sociology,	36	HSC	Marathi	360	182
UG	BA,Economics,	36	HSC	Marathi	360	132
UG	BA,Dr Ambedkar Thought,	36	HSC	Marathi	360	45
UG	BA,English Literature,	36	HSC	Marathi	360	40
UG	BA,Marathi Literature,	36	HSC	Marathi	360	57
UG	BCom,Commerce And Management,	36	HSC	Marathi	360	209
UG	BVoc,Food Processing And Technology,	36	HSC	English	50	4
UG	BVoc,Building Technology,	36	HSC	English	100	9
UG	BVoc,Software Development ,	36	HSC	English	100	43
UG	BVoc,Hardware Technology And Networking,	36	HSC	English	100	13
UG	BSc,Science,	36	HSC	English	360	96

	Physics Chemistry Mathematics					
UG	BSc,Science, Botany Zoology Chemistry	36	HSC	English	360	138
PG	MA,Master In Economics,	24	UG	Marathi	80	26
PG	MA,Master In Political Science,	24	UG	Marathi	80	29
PG	MA,Master In Sociology,	24	UG	Marathi	80	57

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				39			
Recruited	0	0	0	0	3	0	0	3	12	5	0	17
Yet to Recruit	0				0				22			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	1	1	0	2
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				9
Recruited	4	1	0	5
Yet to Recruit				4
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				10
Recruited	4	3	0	7
Yet to Recruit				3
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	2	0	0	8	4	0	15
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	6	0	0	6
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

<b>Part Time 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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	327	0	0	0	327
	Female	455	0	0	0	455
	Others	0	0	0	0	0
PG	Male	41	0	0	0	41
	Female	71	0	0	0	71
	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	86	85	88	79
	Female	132	118	118	79
	Others	0	0	0	0
ST	Male	17	14	20	14
	Female	25	27	35	35
	Others	0	0	0	0
OBC	Male	163	152	169	163
	Female	277	264	276	229
	Others	0	0	0	0
General	Male	14	14	10	11
	Female	14	5	10	8
	Others	0	0	0	0
Others	Male	44	34	34	30
	Female	77	81	76	69
	Others	0	0	0	0
<b>Total</b>		<b>849</b>	<b>794</b>	<b>836</b>	<b>717</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>Our Institution is governed by the Backward Class Youth Relief Committee, a Charitable Trust with its Head Quarters in Nagpur that imparts quality education to the rural masses in Bachelor of Arts, Bachelor of Commerce, Bachelor of Science, Bachelor of Vocation and Master of Arts. The Credit based courses which have been recently introduced by the affiliating University have been implemented by the Institution. To help students to be financially independent and generate employment, our Institution runs Skill Oriented Courses under the flagship of One Student One Skill like Certificate Course in Handicraft, Mehandi, Handicraft, Spoken English, Beauty Culture, Vermicomposting, Banking</p>
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	<p>and Finance, Retail Marketing, Mushroom Cultivation, Journalism Course in Marathi , Sports Management and the Courses count up to 20 during the assessment period for all the students of the various programmes run by the Institution. The Institutions run by the same Management cater to Engineering, Pharmacy, Ayurveda, and Educational Colleges. As NEP- 2020 is being implemented, there is scope for Interdisciplinary and Multidisciplinary courses which can be explored and introduced to students as the newly implemented NEP 2020 offers multiple exit in first, second- and third-year Certificate and Diploma Courses. The Institution, through its infrastructural facilities like the multi-purpose Auditorium, Conference Hall, Common rooms for Girls and Boys, Canteen, Gym, Playgrounds, RO water, Washrooms, Parking facility, and Athletic Track and an International-level Swimming Pool, Indoor Stadium for Badminton and its NCC and NSS units warrants a holistic development of its students.</p>
2. Academic bank of credits (ABC):	<p>The Institution has made its students register in the Academic Bank of Credits as per the notification issued by the affiliating University through its Notices and Circulars from time to time. Upon further notification from the affiliating University, the Institution will brace itself for registration so as to benefit the students to avail the benefits of multiple entry and exit in their chosen programme. On the implementation of NEP-2020, the Institution with all its facilities will transform into a Multidisciplinary Institution catering to students from all the disciplines including Sports.</p>
3. Skill development:	<p>The Institution under its flagship of One Student One Skill Programme has implemented Add-on, Value added, and Certificate Courses for students' holistic development through Skill Orientation Programmes and UGC sponsored programmes. The Department of Commerce runs Certificate Course in Tax Procedure, Certificate Course in Financial Accounting Using Tally ERP-9 (With MOU), and Certificate Course in Retail Marketing. The Department of Economics runs Certificate Course in Banking and Financial Services whereas the Sports and Physical Education takes Certificate Course in Running Training, and Certificate Course in Sports Management. The Eco Club has undertaken Certificate Course in</p>

	<p>Vermiculture/ Vermicomposting, and Certificate Course in Gardening. The Marathi Language Department runs a Certificate Course in Journalism Marathi whereas the Department of Mathematics takes Certificate Course in Vedic Mathematics level-1 Basic. The Department of Political Science runs Certificate Course in Panchayati Raj. The Department of Physics has taken up Energy Efficiency and Energy Conservation Project. The Department of English runs three Courses viz; Certificate Course in Spoken English , Certificate Course in Human Rights Education, and Personality Development. The Courses in Fashion Designing, Beauty Culture, Oyster Mushroom Cultivation Training Programme, Handicraft, Mehendi, Macramé Art are run under the auspices of Committee for running Skill Oriented Courses.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our Institution caters to students from Bachelor of Arts, Bachelor of Commerce, Bachelor of Science, Bachelor of Vocation and Master of Arts and the mode of dissemination is bi- lingual i.e. Marathi and English. The students of B. Voc and B.Sc. are taught in English Medium and BA, B. Com, MA- Political Science, Economics and Sociology are taught in Marathi Language. The bilingual mode helps student decipher and assimilate concepts in a clear manner. The Syllabus designed and forwarded by the affiliating University has components of Indian Knowledge System especially in Sociology, Political Science and Languages. The NCC Unit of the Institution has initiated to foster the Maharashtrian folk dance of Lezim which is often accompanied to a traditional music. The Cultural Committee of the Institution takes utmost care to foster folk dances and culture through its Annual Cultural Programmes. Besides the above – mentioned, the Institutions preserves Indian culture by celebrating Birth anniversaries of Epoch -Making Thinkers, Philosophers and Philanthropists of National stature. Death anniversaries are observed by paying homage to the departed. Festivals are celebrated with fervor and thus Human Values are inculcated in the students. Students are involved in saving birds and humans during the kite- festival by organizing awareness rallies and collecting the nylon thread used for flying. Bird baths are a usual feature in the campus to feed birds through out the year. We</p>

	believe in the concept of worshipping nature and many of our regional festivals include Nature Worship. Thus, Students are exposed to various festivals and preserving of culture is ensured.
5. Focus on Outcome based education (OBE):	The Institutional Website displays the Programme Outcomes and the Course Outcomes dexterously drafted by the concerned faculty. The students are apprised on the outcomes during the Induction Programme. The theoretical and practical sessions in the faculty of Science and Vocation gives quantitative insights into the assimilation of the concepts and applicability. The other subjects are subject to qualitative outcomes in terms of knowledge assimilation and its visible outcomes. The beauty of Nature, Culture and Deep Emotions into the human psyche are evolved through language studies. The study of administration through Constitution Methods and Human Rights finds a rightful place in Political Science. Sociology deliberates on the various components of society and its structure. Economics deals with Budget and its implication on the common. History brings to fore the understanding of the past and its relation to the present. Thus, the syllabi is complete with all the components and the Institution warrants their rightful dissemination and implications.
6. Distance education/online education:	The Institution has well- maintained classrooms, a well -decked up Virtual Classroom which can cater to the students who are enrolled for Online Courses. Besides the above, every classroom holds an OHP supported through WIFI facility. The Computer Lab holds upgraded Computers systems along with Computers in Library for access to online resources. The MPSC /UPSC study Centre also holds computers with WIFI connection for the students. With these available facilities and adequate Physical Infrastructure, the faculty use these to turn teaching – learning pedagogy into a more futuristic perspective through a blended mode of dissemination. The Institution plans to extend its facilities to liaison with Institutions of repute and Bodies offering online Courses once the NEP-2020 is fully implemented.

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Electoral Literacy Club has been set up on 20/12/2021.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The coordinators and the student coordinators are appointed through a transparent manner. And the Electoral Literacy Club is representative in nature. The Office bearers of the ELC are as follows: 1. Dr. Mangesh V Kadu – Nodal Officer 2. Dr. Motiraj R Chavhan – Programme Officer National Service Scheme 3. Dr. Yogesh K More – National Cadet Corps 4. Ku. Jyoti Bante – Junior College Lecturer 5. Nayan Bhaskar Harne – Student Representative 6. Kaushik P Tembhrne – Student Representative 7. Ankit Waman Indurkar- Student Representative 8. Dilesh G Khande - Student Representative 9. Prajwal Jogendra Shambharkar – Junior College Representative
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The innovative programmes undertaken by the Electoral Literacy Club are as given below: 1. Organized the registration drive for Staff for University, Senate and Academic Council Elections. 2. Registration of Staff and Students for Post Graduate Constituency Elections. 3. The appointment of Staff as Presiding Officer and Polling Officer from the Institution for Post Graduate Constituency Elections. 4. Made the students fill up Resolution Letters . 5. Organized Rangoli and other competition on Voter Awareness. 6. We organize celebration of National Voter's Day every year through Guest Lectures. 7. Organized the demonstration of VVPAT in collaboration with Government agencies.
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.	Some of the initiatives taken by the Institution are as follows: 1. We collaborated and coordinated all programmes notified by the Election Commission of India, State Election Commission, District Chief Election Officer, and Legislative Assembly Constituency. 2. We organized Voter Awareness Programmes during NSS camp. 3. We arranged a Voter Awareness Rally on Women's Day. 4. We Organized Skit on the occasion of Voter Awareness Day.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Institution, through its Electoral Literacy Club Member Secretary in collaboration with the Office of the Tahsildar ensures to provide the data of the registered students and coordinates the onward and timely submission of the students enrolled in the

Institution. The Neo Voters registration commences during the process of admission of students to Under graduate Courses. The entire process is monitored by the Office of the Principal.



## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
894	717	836	794	849
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 25

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

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

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
208.13	136.15	127.51	261.11	132.94

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:**

##### **Compliance with the Academic Calendar**

Bhiwapur Mahavidyalaya has adopted a holistic approach for effective curriculum planning and delivery, which is well-planned, structured and transparent in nature. For this the Institution adheres to the Academic Calendar, which has been prepared in conformity with the University's Academic Calendar.

##### **Significant aspects of the Academic Calendar**

The Institution through its Students' Induction Programme communicates to the students about all the Academic activities, which include the Admission Process, the Academic Calendar, teaching, learning and evaluation strategies, Programme Objectives and Course Outcomes, Co-curricular and Extra-curricular Activities, meetings of College Development Committee and Internal Quality Assurance Cell, formation of Subject Literary Associations, and Cultural and Sports activities.

##### **Curriculum Planning and Delivery**

Documentation of the curricular and co-curricular activities implemented by the teachers is an integral part of our Academic Policy. Teachers prepare the Annual Teaching Plans in their Daily Workbooks and get them endorsed by the Principal. The in-charge teachers of Institutional Committees like the Attendance Committee, the Syllabus Compliance Committee, and the Examination Committee monitor the progress of all the assignments allotted. For reducing the dropout rates of students, the Attendance Committee monitored their regular attendance and corresponded with the parents of habitual absentees. In addition to sending postcards, the teachers visited the houses of absentees, gave them counselling and succeeded in bringing them back into classrooms. The Institution ensured effective dissemination of prescribed syllabus for achieving its planned objectives. Upon receipt of the data of completed syllabus, the Syllabus Compliance Committee verified its authenticity and submitted its Reports to the Principal.

##### **Monitoring of Teaching and Learning and the Continuous Internal Evaluation Process**

The Examination Committee conducts two Unit Tests, One Pre-University Model Examination, a few Surprise Tests, and University's Examinations in each Semester. Continuous Internal Evaluation of students' performances is done through assessment tasks such as students' participation in Quiz Competitions, Interactive Sessions, and presentations in Seminars, Workshops and Surprise Tests. Tutorials were conducted for conceptual clarity. Internal Marks were awarded on the basis of their overall performances including that of their Home Assignments.

The evaluated Answer Sheets of all the examinations conducted at the Institutional Level were shown to the students, and their grievances, if any, were redressed. The Institution has developed an effective Feedback Mechanism to supplement remedial measures in teaching, learning and evaluation processes for quality sustenance. Students' Feedback on teachers enabled the Institution to introspect about its shortfalls in the curriculum delivery and accordingly new strategies for effective Curriculum Delivery were evolved. Feedback on the progress of students' performances was discussed individually, and, in some cases, counselling was given. The postgraduate students were assessed upon submission of their Projects.

Bridge Courses, Remedial Classes for Slow Learners under Students' Support System, additional training for Advanced Learners, Revision of Classes, and various examinations, along with co-curricular activities were implemented for students' holistic development. Subject Literary Associations of various subjects held Guest Lectures, Workshops and Training programmes. Periodical evaluation of all the activities executed by teachers was done regularly in its Staff Council Meetings.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** 26

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>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**Other Upload Files**

1

[View Document](#)**1.2.2**

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

**Response:** 54.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
848	499	335	257	301

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**1.3 Curriculum Enrichment****1.3.1**

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

**Response:**

We integrated into our Curriculum programmes on Professional Ethics, Gender Equality, Human Values, Civic Responsibilities, Studies on Environment and Sustainability for ensuring students' holistic development.

**Gender Sensitization:**

The percentage of girls enrolled is comparatively higher than that of the boys. Students from both the genders are given equal opportunities. Separate parking facility, Women's Hostel, Internal Complaint Committee, participation in NCC, NSS and all the activities are ensured for girls. Girls' Common Room and Cardiac Section in Gymnasium are given to them. For sensitizing our students about gender issues, we organized Awareness Programmes on women's safety, security, health and hygiene, Guest Lectures, Orientation Programmes and Workshops on Gender Equality. Our Curriculums portray issues on Human Values, ethics, morals and gender equality.

## Human Values

For inculcating Human Values among our students we arranged Rallies, Skits, Community Services and philanthropic activities. The Volunteers of NSS, NCC and Women's Studies Centre maintained Discipline, Cleanliness, Safety, and Security in the society during National and regional Festivities. They worked with Government Agencies and NGOS and upheld human values by conducting programmes and campaigns on social issues. Students participated in Community Services during COVID-19 Pandemic by distributing food grains, sanitizers, masks, and medicines to the poor people. We celebrated National Voters' Day to instil Democratic Values. Awareness Programmes on road safety through Guest Lectures and Street Plays were conducted. We organized Blood Donation Camps as part of our Institutional Social Responsibilities to instil Human Values.

## Professional Ethics

The Principles of Professional Ethics were sowed among our students by effective Curriculum delivery. Our Institution caters seven programmes across Undergraduate and Postgraduate levels with thrust on Professional Ethics. Every Programme has intrinsically embedded professional ethics like Entrepreneurship, Green Marketing, Business Communication Skills and Human Values.

## Studies on Environment and Sustainability Issues

Environmental Study is an integral part of our Curriculum. We conducted Project Works, Field Visits, Industrial Visits, Nature Camps, and documentaries on global and regional environmental issues and concerns to sensitize our students. We celebrated World Environment Day, National Wild Life Protection Day and International Yoga Day to sensitize our students. We conducted Plantation Drives within and outside the Campus under 'Go Green' initiative. The subject of Environmental Science is taught in the second year. We have retained our natural sources of water, like wells and ponds. The natural pond has been used as a pilot project to help the local fishermen harvest mudfish without using plastic fishing nets to create awareness about its harmful effects on the environment. Guppy fish were put into the drains so that the mosquito menace could be reduced, as Guppy fish survive on the larvae of mosquitoes. The beehives in our premises were harvested using eco-friendly methods. Workshop on bees and the sustainability of humans was conducted. Survey was carried out in the village of 'TAAS' to identify fluorosis contents in the water. These samples were sent to the National Environment Engineering Research Institute, Nagpur for further research. These are some of the Institution's environmentally friendly initiatives for ensuring sustainable environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** 53.24**1.3.2.1 Number of students undertaking project work/field work / internships**

Response: 476

<b>File Description</b>	<b>Document</b>
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:** C. Feedback collected and analysed

<b>File Description</b>	<b>Document</b>
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>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:** 61.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
472	258	304	395	400

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

2022-23	2021-22	2020-21	2019-20	2018-19
600	410	560	800	600

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 80.88

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



2022-23	2021-22	2020-21	2019-20	2018-19
270	180	220	299	232

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

2022-23	2021-22	2020-21	2019-20	2018-19
300	205	280	400	300

File Description	Document
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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 42.57

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

The Student Centric methods of curriculum delivery are developed and implemented to ensure students' active involvement in all the learning processes. Student-centric approaches are prioritized keeping in view the necessities of the time, NEP 2020, and the Vision, Mission, Core values, and Quality Initiatives of the Institution. The curricular and co-curricular activities of the Institution are developed to ensure students' active participation in all the activities. To abreast the teaching staff of the latest learning methodologies, they were promoted to participate in Orientation Programmes, Refresher Courses, Short Term Courses and Training Programmes on ICT and FDPs, MOOCs and MOODLE.

**Experiential Learning**

Experiential Learning is the crux of our learning process where students were introduced to Practical, Students' Research Projects, Internships, Debates, Interactive Sessions, Students' Seminars, Project Assignments, Group Discussions, Surveys, Case Studies, Mock Parliaments, Mock Interviews and Quiz Competitions. Students' creative talents were displayed through the Annual College Magazine. Students' participation in Webinars, Expert Lectures, and other Online educational activities enabled them to improve their presentation skills.

The Institution promotes Undergraduate Research for students. The aim is to connect them to key concepts and questions and their early involvement in systematic Research, which will eventually direct and engage them in contested questions, empirical observations, the use of cutting-edge technologies, and the sense of excitement that comes from working to answer important questions. Open Educational Resources (OER), CEC and NPTEL material prescribed by UGC, INFLIBNET (N-LIST), and allied e-resources available in the Central Library were used by the students.

**Participative Learning**

In Participative Learning, the learner is at the centre. In this method of learning, Interactive Sessions, Group Discussions, Students' Seminars and Workshops, Quiz Contests, Surveys, Case Studies, Micro teaching, Extension and Community oriented activities, Swacha Bharat Abhiyaan and Awareness Programmes, Blood Donations Camps, Health Check-up Camps, Educational Tours, Mock Parliaments and Mock Interviews and Debates were conducted. Students made active involvements in Webinars, Expert Lectures and other On-line educational activities. Moodle, Zoom, Google Classrooms, and Google Meet helped them to improve their presentation skills. Virtual Labs and models were created to demonstrate practical. This participatory learning practice not only helped them to identify their potentials but enabled them to choose their career. In the activities carried out by the Subject Literary Associations, the students were always at the focal point. Students' active participation in all the activities implemented through NSS, NCC and other Extension Committees provided them enough opportunities to exhibit their talents and thus made them aware of their social responsibilities.

**Problem Solving Methodologies:**

Upon exposure to Experiential and Participative methods of Learning, students were made competent to face real-life situations. Learning activities like Surveys, Case Studies, Students' Research Projects, Interactive Sessions, Group Discussions and their exposure to every day real-life situations and problems improved their analyzing power and thus they were able to find solutions and its implementations through interactions. Assignments based on problem-based learning like Professional Values, Human

Values, Gender Sensitization and Community Health Awareness Programmes were given to the students to enhance their understanding.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** 51.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	34	37	40	35

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:** 89.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	18	18	14

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

#### **Introduction**

The evaluation outcomes of various Examinations are used as the key indicators for assessing students' overall performances, achievement of learning objectives. Evaluation strategies are planned on the basis of the interactions of the Subject teachers and Heads of Departments with the Internal Quality Assurance Cell. Continuous assessment supplements remedial measures for students as per their performances.

The Institutional Academic Calendar is prepared in conformity with the University's Academic Calendar, which specifically mentions the Examination Schedule. The Examination Committee conducts two Unit Tests, One Pre-University Model Examination, a few Surprise Tests, and University's Examinations in each Semester. Students were informed about the examination scheme and also about the Evaluation schedule.

#### **Internal Assessment**

The Internal Assessment is based on the Directions given in the respective syllabi of each subject. Unit Tests, Surprise Tests, evaluation of Home Assignments, students' attendance, Discipline, involvement in Project Works, Field Visits, Surveys, participation in Seminars, Workshops, Curricular and Co-curricular Activities, performances in subject-based Viva-Voce and their Inter-Personal Relations are considered while awarding Internal Marks. Teachers provided additional reference materials and Question Banks to students, which are available in the Central Library's Repository. Advanced Learners are provided with extra learning materials. Slow Learners are given Remedial Coaching. As per students' learning abilities

and programme outcomes, remedial measures are taken to supplement their knowledge gap.

### External Assessment-related Grievance Redressal

Incentive Marks are given to the Volunteers of NSS, the Cadets of NCC, and the players on the basis of their performances. For the NSS students, a few parameters such as Leadership Qualities, Communication Skills, and Teamwork are considered while giving scores. The 20 Mah Battalion notifies the timetable for the practice drill of the NCC Cadets. The players enrolled in the Sports Department are assessed on the basis of their performances. The Score Card of the incentive marks is forwarded to the University after authentication by the Principal. These scores are then incorporated into the students' Score Cards issued by the University.

The Internal and External Examination related grievances of students are redressed with the support of efficient Institutional grievance redressal mechanism. Upon receipt of the grievances of students in the Complaint Box and also in the Students' Grievance Redressal Cell, in respect of Unit Tests, Surprise Tests, Model Examinations, and University's Semester Examinations, 'change of subjects', submission of examination forms and discrepancies found in the allotment of marks, the Administrative staff resolved their issues. When discrepancies were reported in the University's published Check List, the Administrative staff made correspondences with the University and resolved them.

During the Pandemic and the Post Pandemic Period, there were many discrepancies in the online and offline mode of Examinations and they were redressed efficiently. The Students' Counseling Centre arranged online and offline Counseling Sessions for them. Anomalies like lack of Network coverage and glitches in the University's Examination Portal were reported to the University resulting in re-examinations. Internal and External Examiners were appointed by the University to ensure more transparency, efficacy and credibility in the Internal and external Examination systems.

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

### **Introduction**

The Institution strictly follows the syllabi prescribed by the University for all the programmes offered. The POs and COs of our Institution are assessed through analyzing the percentage of students' progression to Higher Studies, their results and the ratio of their Placements. As per our Academic Policies, Semester wise results are reviewed in the Meetings of Staff Council, IQAC and College Development Committee and their suggestions are implemented. The percentage of students who succeeded in the final examinations, the merit positions, the percentage of students securing First Division, the progression of students for higher studies, percentage of students who got placements and the ratio of students who cleared competitive examinations determine the attainment of POs and COs of the Institution. These POs and COs are of the micro level which has been drafted by the respective subject teachers keeping in view the learning outcomes and they are and displayed on the Website.

### **Display of POs and COs on College Website**

Some of the **POs** in terms of placements after completion of the course find its position in the College Prospectus. Faculty-wise and Course-wise **POs and COs** are clearly specified on the College Website. The Institution organizes students' Induction Programme wherein students and teachers are informed about the **POs and COs** like knowledge to be assimilated, life-skills and human values that they will achieve upon completion of their programmes of study.

### **Bridge Courses**

Bridge Courses are a regular feature and during the COVID-19 Pandemic Bridge Courses were held online to support the students to overcome the knowledge gap and also to familiarize them with the new Programme of study and also its learning outcomes.

### **Information on POs and COs disseminated through WhatsApp Groups**

During the COVID-19 Pandemic the **POs and COs** were communicated to the students through WhatsApp groups, Google Meet, Zoom Links and Google Classrooms.

### **Notice Boards and Digital Library**

The Notice Boards were used for communicating the Programme and Course Outcomes. Every Department of the Institution has its own Digital Library. The POs and COs are uploaded in the Digital Library of the Departments.

### **Teaching-Learning Pedagogy**

The subject teachers, while giving introduction to the students about the programme of study and its syllabus, convey to them about the specific objective of the concept introduced to them in their regular classroom.

**Evaluation of attainment of POs COs**

The syllabus of the subjects is divided on the basis of the Course Outcomes for the examination purpose to evaluate Course Outcomes. The Unit Tests have Question Papers targeting the course objectives defined. The valuation of the Answer Sheets determines the target achieved based on these scores. Accordingly, Remedial Coaching and advanced support are given to the students. The mechanism of assessing the students' learning levels is determined through a diagnostic test which is conducted after the Bridge Course and the score sheets submitted by the students during their admission process. With these insights and the support provided to students with Counselling Sessions, the COs is set in motion for desirable results.

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:**

**Attainment of POs and COs for Undergraduate & Post Graduate Programmes**

**Introduction**

The Affiliating University prescribes the syllabi for all the Courses run under various UG and PG Programmes in the Institution. The syllabus clearly mentions the POs and COs. The Institution, through its Teaching- Learning Pedagogy Mechanism instructs the Subject Teachers to draft their subject-specific Programme Objectives and Course Outcomes. The Programme Objectives and Course Outcomes are mapped after every Internal Examination conducted by the Examination Committee of the institution, and accordingly, changes are made to support the students to understand the curriculum and the syllabi in a better way.

For all the nine subjects in Arts Faculty, every subject teacher has been provided with a pro forma by the Internal Quality Assurance Cell of the Institution in which the Course Outcomes are be mapped by the teachers. After the generation of the Report of the scores achieved by the students, it is discussed with the IQAC and the Principal. A line of action is drawn, and accordingly, the faculties engage the Slow Learners with Remedial Classes and extend support through counselling for students who excelled in Academics.

Power Point Presentations and Field Trips are held for conceptual clarity for the students of Science. Based on these experiences, Assignments are invited from students for assessment. The lacunae

identified, if any, are then taken up for discussion, and thus, after a complete teaching and learning process, the students are put through an assessment process. Even if the desired outcomes are not achieved, Remedial classes are conducted. Apart from the Continuous Internal Evaluation, Semester-wise results are reviewed in the Meetings of Staff Council and College Development Committee and the Committee's suggestions are implemented. A comparative review of Model Examinations and University's Semester Examinations is also done for further improvisation. The learning outcomes are evaluated through different modes like Home Assignments, Classroom Participation, Presentations and Surveys.

The attainment of Programme Outcomes and Course Outcomes at our Institution is also reviewed through Students' Progression to Higher Studies, Placements, and their Self-employment.

The percentage of students who succeeded in the final examinations, the merit positions, the percentage of students securing First Division, the progression of students for higher studies, the percentage of students who got placements in companies, and also the ratio of students who cleared Competitive Examinations determine the attainment of the Programme Outcomes and Course Outcomes of the Institution.

Despite Covid-19 Pandemic, 55 students pursued Post Graduate Studies during the Academic Session 2020-2021. One student got selected in the Indian Army.

Miss Nishatai Rokade of M.A. Political Science got Merit in the University's Examinations. Despite Covid-19 Pandemic, 64 students pursued Post Graduate Studies during the Academic Session 2021-2022. Mr. Sanket Sable has been appointed in Panjab National Bank, in Ramtek. Our Institution organized many curricular, co-curricular and extracurricular activities, which shaped the personality, knowledge base, organizational and employability skills of our students.

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

### 2.6.3

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

**Response:** 80.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	201	262	155	59



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

2022-23	2021-22	2020-21	2019-20	2018-19
162	212	289	156	146

<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>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.91

<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:** 0.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.9	0	0	0	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

#### Introduction

We run B.A, B.Com. B.Sc. and Bachelor of Vocation (B.Voc) Degree Programmes in our Institution. We also run Postgraduate Programmes in Economics, Political Science and Sociology. The Research Committee of our Institution promotes Research activities in the form of surveys, field visits, preparation of Project Proposals and submission of Proposals for Patents and Research Innovations.

**Ecosystem for innovations and initiatives for the creation and transfer of knowledge**

**Case No. I**

**Context and Identification of the Problem**

1. Some of our students from the village 'TAAS' were found to be suffering from Dental Fluorosis and fatigue during Medical Check-up Camps.
2. Elderly People were found to be suffering from chronic ailments and arthritis.

**Immediate Measures have been taken.**

1. Survey was conducted by the Department of Chemistry. Water samples were collected from different sources of water, including Borewells and wells from the village 'TAAS' to detect fluoride content in water and its causes.
2. The water samples were forwarded to National Environment Engineering Research Institute, Nagpur for further research.
3. The Reports were collected and forwarded to the local authorities for further action.

**Outcomes**

1. Some of the identified Borewells and wells were marked red and X so that people in the village would refrain from using water from these sources.

**Case No. II**

**Identification of HIV/AIDS and Sickle Cell patients in the Medical Check-Up Camps**

**The Context and Identification of the Problem**

The Institution under its Institutional Social Responsibilities organizes extension and outreach programmes. Medical Camps were organized in association with Primary Health Centre and NGOs. It came to the attention of the Doctors that many people were suffering from various kinds of ailments that had gone untraced for a long time.

**Immediate Measures have been taken.**

1. Volunteers took up a survey to identify the causes of HIV, mostly among Chilly workers in the vicinity. Bhiwapur is known for its red chillies. To support the families by removing the stem from the dried red chillies, women and girl students sought employment in this sector. Since many truck drivers and migrant labourers used to arrive from all over India, the chances of getting infected with deadly diseases through them are high.

**Outcomes**

1. AIDS Awareness rallies are organized by our Institution every year. Skits on AIDS/HIV are performed in every square in the town.
2. People are urged to attend Medical Check- up Camps regularly.

**Patents Filed**

CBR No. 9030 & Date: April 15, 2021

Patent No. 202121017512

Title of Invention: – ANTIUROLITHIAC POTENCY OF ORGANIC COMPOUND ISOLATED FROM TRIBULUS TERRESTRIS (GOKHARU)

### Patents Published

Patent No. 2021103318

Title of the Invention: A process of preparing medicine to cure Kidney Stone.

Name of the Inventors: Dr. Rewatkar Suresh Bhagwanji, Dr. Kadu Ashwini Madhavrao, Rewatkar Murlidhar Bhagwanji

### Incubation Centre Facilities

The Institution has an Entrepreneurship Development Cell that offers support for students interested in Start-ups. To facilitate this, we have entered into an MOU with Maharashtra Centre for Entrepreneurship Development. The Department undertakes Awareness Programmes and Skill Orientation Programmes for our students.

I

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

### 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:** 44

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	10	2	3

File Description	Document
Upload supporting document	<a href="#">View Document</a>
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:** 0.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	02	05	00	00

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>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<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>

#### 3.3.2

**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:** 3.64**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
40	32	04	10	05

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:**

We promote Institution-neighborhood community network and students' engagement under Institutional Social Responsibilities for sensitizing our students on various social issues. To ensure the optimal participation of students, teachers and the community in all our Extension Activities, we constituted various Committees and conducted Awareness Rallies and Cleanliness Drives, Guidance on Health and Hygiene for Women, Rally on 'Beti Bacha, Beti Padhav', De-Addiction Drives, Street Plays, Awareness Programmes on AIDS, Abolition of Superstitions, Lectures on improved Organic Farming and Tree Plantation Drives. Our NSS Chapter adopted the village 'Puller' and conducted Community Services there.

Through outreach programmes, students distributed 150 Blankets to the Monks who live in the Forest of Tadoba. The "Swargiya Shri. Bhausahab Mulak Students' Welfare and Social Service Scheme" in our Institution collected grains and other domestic articles from staff and students and distributed them among the poor people in the village, 'Pusada'.

The Population and Adult Education Centre and the Plantation and Gardening Committee conducted outreach programmes on Environmental Conservation and Sustainability. Tree Plantation Drives and

Skits on the protection of trees and water were organized.

The Volunteers of NCC and the NSS Units organized Blood Donation Camps twice in every year. They convinced the people to donate Blood for a noble cause.

Our Entrepreneurship Development Cell, in collaboration with Maharashtra Centre for Entrepreneurship Development, organized free Training on ‘Computer Hardware and Networking’ for external students from SC and ST Categories. Upon Completion, the beneficiaries were given stipend of Rs.1000/- and the Host Institution was given Rs.32394.10 as Professional Charges and Expenses. The MCED organized Entrepreneurship Awareness Camp in our Institution, sponsored by DST NIMAT, National Science and Technology Entrepreneurship Development Board (NSTEDB). Our Entrepreneurship Development Cell, in collaboration with IIT Mumbai’s Gandhi Global Solar Yatra, trained our students in assembling Solar Lamps through Students’ Solar Ambassador Workshop. This Workshop was aimed at bringing awareness about Solar Power for domestic use. The Workshop was aimed at making our students Brand Ambassadors to spread the message of Renewable Energy in reducing greenhouse emissions and mitigating climate change.

Free Health and Dental Check-Up and Oral Health Awareness Camps, Guidance on Health and Hygiene for Women and HIV Screening Tests were organized by the Extension Committee and Women’s Study Centre (ICC). Sickle Cell Detection Camps were organized in collaboration with Primary Health Centre.

Awareness on COVID-19 Pandemic Protocols through Online Skit’, Corona Vaccination and Face Shield distribution were done by NSS and NCC Volunteers. Our NSS Volunteers, the Alumni and our staff made financial contributions and distributed grains, groceries and medicines to migrant labourers and poor people during COVID-19 Pandemic. Students of Fashion Designing Course stitched Masks and PPE Kits and distributed them to frontline health workers.

The Eco Club Chapter surveyed the quality of water in ‘TAAS’ (village identified with tooth discoloration), collected water samples and had them tested at National Environment Engineering Research Institute, Nagpur. The results and their solutions were forwarded to the authorities for further action. Students were awarded Grace Marks for their participation in Extension Activities.

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

The Committee for Extension and Outreach Activities, along with NSS and NCC Units continue their persistent efforts in all the programmes notified by the affiliating University and the Local Government Bodies. The sphere of activity is not only restricted to Cleanliness Drives and Tree Plantation Drives but it also extends to organising and volunteering for Medical Check- up Camps, Blood Donation Camps, COVID-19 Vaccination Drives and collecting Alms for Donations to the poor.

The Institution through its relentless pursuit of extending its olive hands to the Society has garnered a few Appreciation letters and Certificates from the Non- Government and Government for our collaboration and participation. The NSS unit, during its Annual camp adopts a village and takes up issues, and helps the Local Panchayat in all its tasks of awareness and activities related to Survey, etc. Committee for Extension and Outreach Activities along with the NSS and NCC Units also contribute in all the programmes notified by the affiliating university and the Local Government Bodies.

The Awards and Recognitions are as follows:

1. Certificate from Ministry of Youth Affairs and Sports to Sanket Sable, NSS Volunteer ,Bhiwapur Mahavidyalaya in February 2020.
2. Awarded University Level Best NSS Volunteer Certificate from Rashtrasant Tukadoji Maharaj Nagpur University to Sanket Sable, Bhiwapur Mahavidyalaya on 20/11/2021.
3. Recognition Certificate from Municipal Council and Gram Panchayat Office for Skit on Covid -19 Vaccination Awareness titled, 'Tochal Tar Vachal' on 26/6/2021.
4. Certificate from Assistant Electoral Registration Officer 51- Umred LAC and Tahsildar Bhiwapur, Dist. Nagpur for hosting Voter Awareness Programme on 25/1/2022.
5. Certificate from Gram Panchayat, Kargaon, for COVID-19 Vaccination Awareness Skit titled, 'Tochal Tar Vachal' on 26/6/2021.
6. Appreciation Letter from Jeevan Jyoti Blood Bank for organizing Blood Donation Camp on 9/12/2020
7. Appreciation letter Dr. Hedgewar Blood Bank for organizing Blood donation Camp on 31/1/2020.
8. Certificate from Gat Panchayat, TAAS for organizing Skit on COVID-19 Vaccination Awareness Skit titled, 'Tochal Tar Vachal' on 1/6/2021.
9. Certificate from Incident Commander and Taluka Magistrate, Bhiwapur, Dist. Nagpur for COVID-19 Vaccination Awareness Skit titled, 'Tochal Tar Vachal' on 30/6/2021.
10. Appreciation Letter from Government of India, Youth Affairs and Sports for organizing , 'FIT INDIA FREEDOM RUN 2.0' from 13/ 8/2021 to 2/10/2021.
11. Participation Certificate from Government of Maharashtra, Cultural Department on the occasion of AMRUT MAHOTSAV- AZAD HIND KI GATHA (75x75x75) on 23/3/2023.

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

### 3.4.3



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

**Response:** 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	11	3	10	10

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<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:** 03

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

Adequate infrastructure and physical facilities are available in the Institution for effective Curriculum delivery. We have 14 state-of-the-art Classrooms including a Virtual Classroom and Ultramodern Laboratories. Facilities like Interactive Boards, Smart Boards, and Interactive Devices, Wifi on the Campus and LAN facilities for 99 Computers are available in the Campus. For optimum utilization of the infrastructural and physical facilities, some of the resources are shared across Departments. For ensuring optimum use of the infrastructural and physical resources, we use them beyond College hours for conducting Community Development Programmes, Programmes of self-help-groups, Workshops, Seminars, Career Oriented Programmes and Skill Development Programmes. Departments are equipped with Desktop, Printer, Audio-Visual-Aids and other teaching-learning resources. Laboratories are well equipped with multiple sets of apparatus.

The Central Library has a spacious Stacking Room, which houses 12242 Books and 9 International Journals, 7 National Journals, and 5 Periodicals. The Reading Room is spacious enough to accommodate 200 students. The fully automated Saral-Lib Software with OPAC facility is used for ISSUE/RETURN and book searches by the faculty and students. Books prescribed in the syllabus are being procured as per the requirement. The spacious Stacking Room in the Central Library has 31 Racks. Reprographic facility is provided to students. Each Department has an independent Departmental Library with a collection of latest Books and an updated syllabus with ISSUE/RETURN facilities. Along with the Physical Library, each Department has a Digital Library. The Digital library holds e-Books, syllabus, Notes, Assignments, Instructions, Audios and Videos. The Examination Department holds a separate Photocopying machine, Computer and a Printer. The administrative Office also holds sufficient Computers, Printers and Photocopying machines.

The Institution has well-maintained Auditorium for organizing Cultural and Sports activities (Indoor and Outdoor). We have Indoor Gym, a Green Gym and Yoga and Meditation Centre.

#### OUTDOOR SPORTS FACILITIES

Cricket Ground, Volleyball Ground and Basketball Ground, Grounds for Kho-Kho, Kabaddi and Lawn Tennis are available in the Campus.

#### INDOOR SPORTS COMPLEX

The Indoor Sports Complex (37x24 Mtr.) has been constructed in 2019 as per International Standards. It has four Wooden Badminton Courts. Badminton, Table Tennis, Carrom and Chess are played there. Yoga and Meditation Sessions are also conducted there.

#### OLYMPIC SIZE SWIMMING POOL

The Olympic Size Swimming Pool (50x22 Mtr.) has been constructed in 2019 as per International Standards. It has all the facilities required for ensuring students' safety. Machine Room and separate Changing Rooms for girls and boys are available there.

#### INDOOR GYMNASIUM

We have an ultra-modern Indoor Gymnasium (8.25x10.84 Mtr.) The Cardiac Section attracts girl students.

#### GREEN GYMNASIUM

The Green Gymnasium, which is situated in the lush green Campus, gives access to students and the public. MULTIPURPOSE AUDITORIUM

The Auditorium accommodates 300 students. All the National Seminars, Conferences, Workshops and other events are conducted there. For organizing major events, we use the Indoor Stadium.

The Institution ensures adequate safety precautions to avert any kind of untoward incident. We have installed CCTV Camera Surveillance System and Fire Extinguishers at various locations for the safety of stakeholders and Institutional properties.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** 5.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
32.19512	9.39033	2.59037	4.20891	2.52295

File Description	Document
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 infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

The Central Library of our Institution is located on the First Floor of the Administrative Building, which extensively covers 4000 Square Foot with state-of-the-art Reading Room with 200 seating capacities, spacious Stacking Room with 12242 Books, 9 International Journals, 7 National Journals, 5 Periodicals, 5 News Papers, 10 Maps, 4 Theses and 20 CDs. Other features of the Central Library are its Reference Section with 20 chairs, the Reprographic Section with high end Xerox Machine and the Free MPSC and UPSC Coaching Centre with 100 seating capacities. The fully automated Saral-Lib (Library Automation System) in the Central Library is being used for ISSUE/RETURN purposes and Book searches by the faculty and students. The spacious Stacking Room in the Central Library has 31 Racks. The students and the faculties get maximum benefit of NLIST facility and every year its membership gets renewed. Faculties and students use the Open Educational Resources like the National Digital Library (NDLI), the Directory of Open Access Journals (DOAJ), the Directory of Open Access Books (DOAB) and the Open Textbook Library on the Computers in the UGC Network Resource Centre. The Book Bank facility, which is one of our Flagship programmes, is made available in the Central Library for the needy students. This facility allows the students to borrow books for a period of six months or more after depositing the cost of the Books in the Library. Upon return of the Books borrowed under this scheme, the deposited amount is refunded after deducting 10% depreciation charges. The Central Library has procured 70 Rare Books. Orientation Programmes are organized for the students to impress upon them about the different functions of Library and the facilities like Library Software, and other features and benefits of Library Management System. Similarly, Orientation Programmes are arranged for the staff members to familiarize them about various innovations in the field of Library Science. Each Department has an independent Departmental Library with a collection of latest Books and an updated syllabus with Issue Return facilities. Along with the Physical Library, each Department has a Digital Library. The Digital Library holds e-Books, Syllabus, Notes, and Assignments, Instructions, Audios and Videos. The

average footfalls of Students and Teachers using the Central Library per day is 32. Each Department has an independent Departmental Library with a collection of the latest books and an updated syllabus for the use of students and faculty members, with issue return facilities. The Departments have digital library which hold reference material, Syllabi, Notes, Sample Question Papers, Assignments and reading material for students. The QR code is shared with students for their perusal. We installed Saral-Lib (Library Automation System) with advanced Software based on Cloud Platform in the Central Library during the Academic Session 2022-2023.

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

Our Institution has well established mechanisms for upgrading our IT facilities including Wi-Fi and CCTV Surveillance Systems in the Campus. The Administrative Office, the Office of the Principal, the Central Library, Departments, Laboratories, Classrooms, Virtual Classroom, Women's Hostel, and Sports Infrastructures like Swimming Pool, Indoor Sports Complex, Gymnasium and Canteen are IT enabled. Our Institution provides all the necessary IT enabled infrastructural facilities like state-of-the-art Classrooms and other physical facilities to students and the faculties for effective Classroom Delivery. For augmenting these facilities, the administration mobilizes funds from non-salary and non-grant heads, State and District Sports Departments, CSR funds, Matching Share of Management, and grants from UGC. The maintenance and up-gradation of IT facilities are ensured to provide maximum utility to its end users. For this, our Institution assesses the needs, number of students enrolled and staff and other end users. Accordingly, adequate provisions are earmarked in the Institutional Annual Budget for the up-gradation of IT facilities. Class Rooms are given Interactive Boards, Smart Boards, complete CCTV Surveillance System, uninterrupted power back up with 25 KVA Generator, facility for high speed Fiber Internet Connection for establishing communication links and anti-virus for all Computers for the smooth delivery of all its programmes. We have maintained 14 state-of-the-art classrooms and Laboratories as per the requirements of the Institution. To ensure the optimum utilization of these infrastructural facilities, some of the resources are shared across Departments. Our Institution has 96 computers and 3 laptops. Reprographic services are provided to students and faculties at an affordable cost. To ensure the optimum utilization of all the infrastructural and learning resources, we use them beyond College hours for organizing Community Development Programmes, Programmes of Self-help Groups, Workshops,

Seminars, Career-Oriented Programmes and Skill Development Programmes. Laboratories are well equipped with multiple sets of apparatus. The IT facilities, including that of Wi-Fi System and CCTV Surveillance facility in the Campus are frequently updated. The CCTV Surveillance System is installed for the safety of students, faculty and Institutional properties.

We have installed legal Software of Saral-Lib (Library Automation System) in the Central Library, CMS software for Office Management, Tally Software and Master Software's Software for Accounting and ETNL Software for English Language Laboratory. The fully automated Saral-Lib Software with OPAC facility is used for ISSUE/RETURN and book searches by the faculty and students. Periodical maintenances and up gradation of its IT infrastructure facilities are done by trained technical staff. At times, we get the services of external agencies for the major repairs and maintenances. For this, we call quotations from vendors, and the Purchase Committee, after following established procedures, issues a Purchase Order or Work Order as the case may be to the vendor. The UGC Network Resource Centre in the Institution is fully automated and it is equipped with seven Computers and other Audio Visual Aids.

Digital Platforms were used by the faculty during the COVID-19 Pandemic period to conduct Online Classes. Classrooms and Departments are provided with Computers, printers and other teaching and learning resources.

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

#### 4.3.2

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

**Response:** 13.97

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

Response: 64

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:** 8.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.0773	5.88111	7.2242	34.24447	27.08455

<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>



## 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:** 54.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
505	341	432	447	508

#### File Description

#### Document

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

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 0.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	0	00	01

File Description	Document
Upload supporting document	<a href="#">View Document</a>
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:** 52.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	112	84	67	45

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	201	262	155	59

<b>File Description</b>	<b>Document</b>
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:** 1.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	1	1	3

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (if any)	<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: 0**

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

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

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>
Provide Links for any other relevant document to support the claim (if any)	<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: 1.8**

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

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

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:**

Bhiwapur Mahavidyalay's Alumni Association, which is Registered under Societies Registration Act, 1860, has been making significant contributions for the holistic development of our Institution through financial and other support services. The Association has been grooming our students in various Cultural, Social, Academic and Sports events. The members of the Association encourage our students to put in their best efforts in the curricular, co-curricular and extra-curricular activities. Every year, the Alumni Association sponsors students from economically weaker sections of the society for pursuing their Higher Studies. During the Annual Students' Gathering, the Association felicitates our students who excel in various academic, cultural, and sports events. Alumna Mr. Shankar Dadmal conducted free Karate Coaching to our girl students and taught them Self-Defence Mechanisms to protect themselves from any sort of assault by anti-social elements. Former Vice President of the Association, Mr. Vivek Hedau, explored the latent talents of our students and trained them as excellent artists. Our students have been trained in One- Act Plays, Skits on various social issues, Drama, Dance, Folk Dance and other Sports events. The members of the Association are keen on preserving our rich culture and heritage. They trained our students in Folk Dance and Drama. The Festivals of Navratri and Garbha were celebrated in the College with the active support of Alumni Association. Bhiwapur is so popular in Sports The members of the Association extended their expertise in training our students in Kabaddi and Volleyball and with their selfless contributions; our students have won so many competitions. During the COVID-19 Pandemic period, our Alumni extended their olive hands by donating grocery kits, clothes, medicines, masks, and other essential items for distribution among the migrant labourers and poor people. During this period, a wide range of Awareness Programmes on COVID-19 Protocols were carried out by the Volunteers of NSS and NCC with the support of Alumni. Awareness programmes on Health and hygiene were organized by them on Virtual Platforms. Former NCC Cadets of our Institution trained our NCC Cadets in drill and theory classes. Classes were held to familiarize our Cadets with the written Question Paper patterns for the B-Set and C-Set Examinations conducted by the NCC Directorate. The Alumni Association, in collaboration with Government and Non-Government agencies, organized Health Check-up and Health Awareness Camps and Blood Donation Camps. During NSS Special Camps too the members of the Association took keen interest in various Community Services like Plantation Drives, Cleanliness Drives, Health Awareness Programmes and Cultural Programmes. Besides, the Association extended their full support in the Science Exhibition and Book Fair organized by our Institution. During University's inter-collegiate Avishkar Science Exhibition, which was held at Bhiwapur Mahavidyalaya, the members of the Association made their invaluable contributions. Another noble gesture of our Alumni Association is that they have been donating Books from their personal collections to the Central Library. In all they donated 403 Books to the Central Library. In fact, we value and cherish their invaluable contributions for the holistic development of our Institution.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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, located in a rural place called Bhiwapur, is affiliated with Rashtrasant Tukadoji Maharaj, Nagpur University. The Institution was established in 1990 with the sole objective of imparting education in the field of Higher Studies in an intellectually charged environment to enable the rural youth to learn despite the tribulations and dearth of abundance.

Keeping up with the pace of the dynamic changes in the field of education, the Institution has kept itself abreast with ICT-enabled classrooms, independent departments, an E.T.N.L. Software-supported English Language Laboratory, a state-of-the-art Computer Laboratory, a Central Administrative Office, a Central Library with a spacious reading room, and a UGC Network Resource Centre.

It is a proud moment for the Institute to apprise all its stakeholders of the elevation and up gradation of its infrastructural facilities, and it surpasses in rendering the requisite facilities for the students to grow and live a dignified life. Gender equity and sensitization are integral parts of the institution's policy of empowering women's education. The Women's Hostel Building enables the girl students to accomplish their dreams of getting a quality education.

Having taken steady strides with remarkable achievements towards quality sustenance with its Perspective Plan thoroughly implemented with visible outcomes, the Institute acknowledges its strengths and weaknesses and braces itself for the opportunities available in marching ahead in alliance with its Alumnae and all the stakeholders. The College Development Committee, which is represented by the faculty, envisions policies, drafts them, and looks into their implementation for Quality Sustenance. The Internal Quality Assurance Cell plans the implementation of the policies for improvised mechanisms with noticeable achievements. The body of IQAC is represented by students and Faculty as per the norms. Teachers represent themselves in various Academic Bodies of the University through nomination and selection, thus enabling them to voice the concerns of stakeholders. The Institution adopts a Policy to accommodate students from diverse backgrounds and has zero tolerance for any kind of disparity: physical, mental, cultural, religious, or caste.

#### **Case Study**

Various Committees for academic purposes have been formed at the Institution level to ensure that the assigned work is accomplished with noticeable outcomes and within the stipulated time frame. Every Member Secretary gets an opportunity to showcase his or her expertise and competence. A few contexts are given below:



**The Context**

1. Rashtrasant Tukadoji Maharaj Nagpur University's Selection Trials for Avishkar Research Convention 2019-2020 (Science Expo)
2. Three Days' of intercollegiate Level Badminton Competition (men's Zones) were hosted by the Institution from October 15 to October 17, 2018 in the Bhausahab Mulak Memorial Indoor Sports Complex, Bhiwapur Mahavidyalaya.
3. State-Level NSS Camp in collaboration from January 22 to January 28, 2020.

**The Outcomes**

- The event(s) turned out to be very successful.
- Every person involved gets an experience because of the nature of work.
- The inherent leadership qualities of students and faculty are given proper exposure.
- The spirit of teamwork is inculcated while working in unison.
- Coordination and Communication aspects are enhanced.
- Conflicts of interest are amicably resolved through timely intervention.

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

Our Institution is governed by Backward Class Youth Relief Committee, a Charitable Trust having its Head Quarters in Nagpur, which imparts quality education to the rural masses. For the convenience of Administration, the Institute constituted College Development Committee as per Maharashtra University Act 2016, which plays a significant role in the decision-making process of our Institution. The Principal works in perfect agreement with the CDC. The CDC is instrumental in supporting the Institution in its stride to ensure the holistic development of all its stakeholders. It supports the Institution in designing the Master Plan, the Annual Budgets, in analysing the progress of the Institution in all aspects including admissions, Internal Evaluation Mechanisms and results, organization of various outreach Programmes as part of its Institutional Social Responsibilities, forwarding suggestions regarding improvisation in Teaching, Learning and evaluation strategies and Processes, introducing new Courses, upgrading the existing Infrastructure, augmentation of new infrastructure, procuring grants for Research, Innovations and extension activities, in organizing Seminars, Workshops and Conferences, and recruiting staff for

vacant positions. We plan and execute Courses including Add on Courses that offer employability through our well-planned Policies and Mechanisms. To instil confidence and expose our students to Professional Communications Skills, we have been running Certificate Courses on various disciplines including Personality Development and Grooming Sessions. As per the guidelines set by Statutory Bodies, we constituted the Internal Quality Assurance Cell. The IQAC functions as a close knit family in executing all the policies and strategies evolved by the CDC.

We adopted a holistic approach for effective curriculum planning and delivery, which is well-planned, structured and transparent in nature. For this the Institution adheres to the Academic Calendar, which has been prepared in conformity with the University's Academic Calendar. The Principal, through IQAC, distributes various Institutional Committees along with Guidelines and Annual Assignments to Staff for executing curricular, co-curricular and extra-curricular activities for the holistic development of all its stakeholders in the first meeting of the Staff Council. The Member Secretaries of all the Committees execute the assigned assignments. Further, the IQAC is supported by Staff Council, which consists of all the Staff Members, in the implementation of all its curricular and co-curricular activities. Periodical Review Meetings with PPT presentations are held wherein the Member Secretaries submit the Hard and Soft Copies of all the activities executed and the difficulties faced, if any, for improvisation. The performances of the Administrative staff are assessed periodically to enhance their competency.

We follow the guidelines and rules framed by UGC, the State Government, and Rashtrasant Tukadoji Maharaj Nagpur University while recruiting our staff. The Institution follows the Performance-Based Appraisal System (PBAS) for the Annual Self-assessment of faculties for their promotion under Career Advancement Scheme. Keeping in view the post NEP 2020 scenario, we have our Perspective Plan, which focuses on the capacity building of students. To achieve this target, we prioritized the skill development of our students to gain employment including self-employment through Skill Oriented Programme of One Student One Skill Programme (OSOSP).

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

## 6.2.2

### *Institution implements e-governance in its operations*

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

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

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
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>
Provide Links for any other relevant document to support the claim (if any)	<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 make available to the staff the benefits of Teaching Welfare Schemes namely General Provident Fund (GPF), Defined Contribution Pension Scheme (DCPS), Advance Hand Loan facility, Medical Leave facility and FIP/ FDP. In addition to Government Schemes, the Institution ensures Staff Welfare Schemes namely;

#### **Accident Benefits to Teaching and Non-teaching Staff.**

We have entered into one Agreement with Bank of Maharashtra (Nationalized) for ensuring Accident Benefits to teaching and non-teaching staff. According to this agreement, the Bank is legally bound to ensure Rs 40, 00,000/- Personal Accident Insurance cover for the salary account holders of our Institution with Bank of Maharashtra. The teaching and non-teaching employees of our Institution are covered under this Scheme. In case of any emergency, our Institution also provides Hand Loans for the teaching and non-teaching staff. A provision of concessions in fees is given to the wards of the Staff enrolled in our Institution.

#### **Reimbursement of Medical Expenses**

The scheme of reimbursement of Medical Bills is available for our Teaching and Non-teaching Staff. A few staff members have availed themselves of this facility.

#### **Defined Contribution Pension Scheme**

The Government of India introduced the DCPS facility for employees who were appointed after 2006.

The State Government of Maharashtra implemented the same in Higher Education. Our teaching and non-teaching employees who were appointed after 2006 are covered under this Scheme.

### Annual Performance Index: Teaching Staff

The Institution promotes and encourages the Teaching staff to submit their Annual Performance Index forms under the Performance Based Appraisal System (PBAS) format under Career Advancement Scheme at the end of every Academic Session. The PBAS Format accommodates various roles of teachers in respect of their Innovative Teaching Methodologies, Awards received, mentoring, and supervision of Ph.D. Scholars. Their contribution to various Committees, their publication of Research Papers in Journals and Periodicals, their presentation and attendance in Seminars, Symposia, and Conferences, and their publication of Books and Articles are given uniform scores. As per the Policy of the Institution, it is necessary for the teachers to fill in the daily Workbook. This is to monitor the actual working of the faculty in tune with the processes and mechanisms of the Institution. The Diary is endorsed by the Principal every month. The faculties are apprised of their performances by the Scrutiny Committee headed by the Internal Quality Assurance Cell and are forwarded to the Office of the Principal for authentication. The Service Books of the staff are regularly updated. The Placements of staff under CAS is done on the basis of the submission of PBAS Format, for which a Committee is constituted.

### The Non-teaching Staff

The Appraisal of the non-teaching staff is directly done by the Office of the Principal. All the documentation related to the Institution is taken care of by the Head Clerk, who is also the in-charge of Administrative Staff, including Peons, and other non-teaching staff. The Promotion of the Non-teaching is done on the basis of the Confidential Report prepared by the Office of the Principal.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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: 0

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

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

File Description	Document
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>
Provide Links for any other relevant document to support the claim (if any)	<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:** 61.78

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	13	13	11

File Description	Document
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>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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:**

#### **Mobilization and Optimal Utilization of Resources**

Since our Institution is Government Aided, the main source of funding is the Tuition fees (aided and self-financing courses) and grant-in-aid from the State Government as per the allocations in the Budget. Our Institution generates Funds from the following sources: 1. The Institution mobilizes its resources through outsourcing the sports infrastructure of the Institute namely the Indoor Sports Complex with four wooden Badminton Courts, the Olympic size Swimming Pool, Ultra-modern Gymnasium and Concrete Basket Ball Ground. 2. On Public Holidays the extensive lawn of the Institution is outsourced for public utility namely for conducting Marriage and Birthday Celebrations and other public events. 3. The College Management gives funds to our Institution towards the construction of infrastructural facilities. It also gives financial assistance in the form of Matching Share and 4. Funds from UGC under various heads. Funds which are received from the State Government are spent on the salary of Teaching and Non-Teaching Staff and also on other admissible heads of utilization in a transparent manner. The Purchase Committee is empowered to plan and execute the purchases of the Institution. The Budget is scrutinized and approved by the College Development Committee and the Management. The Institution meticulously utilizes the resources thus generated from different sources; 1. Financial assistance is given to faculty for attending Seminars, Workshops and Conferences. 2. The salary component of teachers appointed on Clock Hour Basis in self-financing courses is met with the resources thus generated. 3. The available infrastructure facilities of the Institution is optimally utilized for the benefit of the students for conducting regular classes, remedial classes, co-curricular and extra-curricular activities, routine activities of the Alumni, for conducting Parents-teachers' Meeting, the activities of Students' Counseling Centre and the Internal Quality Assurance Cell and also for Research purposes.

**Internal Financial Audit:** The Internal Financial Audit of our Institution is done to keep track on the Administrative expenses incurred during the Financial Year. Minor expenditure incurred is endorsed by the Principal. Bills, Vouchers and Note Sheets are attached with the financial statements of Income and Expenditure and forwarded to the Office of the Foundation Society for Internal Audit. After receiving the financial statements of expenditure from various Colleges run by the Foundation Society, a Consolidated Audit of Income and Expenditure of the Institution is prepared by a Registered Chartered Accountant appointed by the Management. The Audit includes financial transactions resulting from salary grants, non-salary grants, unaided courses, grants received from UGC and Scholarships.

**External Financial Audit:** The External Audit of our Institution is conducted by an independent Finance Officer seated in the Joint Director's office. The Office of the Accountant General has a provision of looking into the Audited Statements submitted by our Institution. Revenue expenditure bills are verified through the submitted vouchers as well as the capital expenditure in the appropriate records of the Departments / Institution. The accounts of grants received from University Grants Commission are audited by a Chartered Accountant and finally audited by an External Auditor.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

The Internal Quality Assurance Cell of our Institution has been playing significant roles in evolving quality assurance strategies and processes for the holistic development of all our stakeholders. The Institution's Continuous Internal Evaluation Mechanisms and co-curricular and extra-curricular activities are planned and implemented as per its Academic Calendar. The IQAC chalks out detailed Academic Assignment Strategies keeping in view the Feedback and inputs provided by the Member Secretaries of various Institutional Committees and accordingly a participative strategy is designed and disseminated for execution. The new entrants are introduced to the mechanisms of Curriculum delivery, Co-curricular and Extra-curricular activities through Induction Programme, Orientation Programmes and Bridge Courses. The IQAC governs the improvisation of Quality Sustainability of Education through the introduction of Curriculum Improvisations through Add-on Courses. We have been running self-financing 'One Student One Skill Programme' (OSOSP) in collaboration with the University. The IQAC introduced lots of innovations in the teaching-learning sector. For effective Curriculum delivery, our teachers made a shift from conventional mode of teaching-learning practice to ICT enabled methods. ICT

through curriculum integration creates positive impacts on students' achievements, especially in terms of 'Knowledge Comprehension' and 'Practical skill' assimilation. The IQAC is instrumental in introducing and implementing Online and Offline platforms like Moodle, Zoom, Google Classrooms and Google Meet, Open Educational Resources (OER), CEC and NPTEL material prescribed by UGC, MOOCs, ETNL Language Laboratory and Digital Classrooms for effective Curriculum delivery.

The grievances of students are redressed with the support of efficient Institutional Grievance Redressal Mechanism developed by the IQAC. Issues related to Internal Examinations like Unit Tests, Surprise Tests, Model Examinations, and University's Semester Examinations were resolved by the Administrative staff. Orientation Programmes and Workshops were arranged by the IQAC for the teaching and non-teaching staff to abreast them of the latest innovations in Research Methodology, ICT and Office Management System respectively.

The IQAC organized Seminars, Conferences and Workshops for the promotion of Research aptitude among our Faculties. It also promoted our faculties to publish Research Papers in UGC Care Listed Journals. Our Faculties have completed Minor and Major Research Projects and have also published Books with ISBN. Some of them have received Research Grants from various funding agencies. One Patent has been published by faculty and One has been submitted.

Programme Outcomes and Course Outcomes of our Institution are assessed through analyzing the percentage of students' progression to Higher Studies, their Results and the ratio of their Placements. As per our Academic Policies, Semester wise results are reviewed in the Meetings of Staff Council and College Development Committee and their suggestions are implemented for ensuring improvements. Learning outcomes were evaluated through home assignments, classroom tasks, interactive sessions, group discussions, and Unit Tests, Surprise Tests and Model Examinations. Remedial Classes for Slow Learners and Additional support to Advanced Learners were organized by our IQAC Chapter. The Feedback taken from Students, Teachers', Alumni and all the stakeholders is analyzed and Action Taken Report is prepared for improvisation and subsequently the same is displayed on the College Website.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** C. Any 2 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>
Provide Links for any other relevant document to support the claim (if any)	<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:**

Bhiwapur Mahavidyalaya has created a vibrant and fearless Campus environment for all our stakeholders. There is zero tolerance towards any kind of gender discrimination on the Campus. The safety, security and well-being of our students are our utmost priority. CCTV Cameras have been installed at major locations to avoid unethical practices. The percentage of women enrolled in our Institution is higher than that of the percentage of boys enrolled. Our Anti-Ragging Cell ensures dissemination of information on ragging and its repercussions. The Students' Grievance and Redressal Cell, along with Students' Counseling Centre, caters to the students' issues. The participation of Women is ensured in Internal Complaint Committee, National Cadet Corps, National Service Scheme and all other co-curricular and extra-curricular Committees. Complaint Boxes have been installed in the College where students can drop off their complaints. In 2020-2021, against 33% of enrollment of girl students in NCC and NSS, we enrolled 32 % and 54% of girl students respectively. In 2021-2022, against 33% of enrollment of girl students in NCC and NSS, we enrolled 33 % and 73% of girl students. Girls' Common Room with adequate furniture and Sanitary Napkin Vending Machine, Cardiac Section in Gymnasium, Changing Rooms in the Swimming Pool and Indoor Stadium and separate MPSC Study Room are available for our girl students. Women's Hostel facility is available for 60 girl students.

Our Institution promotes the celebration and observance of Nationally and Internationally important days to commemorate the contributions of Epoch-Making Social Thinkers of India. The Institution celebrates Independence Day, Republic Day, and Institutional commemorative days and the Birth and Death Anniversaries of great personalities. During the COVID-19 Pandemic period we implemented these activities through Online Mode. Commemoration of the Death Anniversary of Shri. Lokmanya Tilak, the Birth Anniversary of Dr. Sarvepalli Radhakrishnan, Celebration of Gandhi Jayanti and the Birth and Death Anniversaries of Dr. Babasaheb Ambedkar and other great personalities are organized. The main objective of celebrating these days is to instil awareness among youth about the noble work of great personalities in nation-building.

Our Institution organizes an impressive number of curricular and co-curricular activities related to gender equity and sensitization every year. In 2017-2018, we organized 11 such activities for girls and women, which included Guest Lectures, Counselling Sessions, Health Check-up Camps, and Grooming Sessions benefitting around 250 girls and women. In 2018-2019, nine such activities were undertaken in view of Gender Sensitization. During this session, a number of sports competitions were organized, especially for girls, to encourage them to maintain their physical health benefitting around 100 girl students. Many

Intra-and Inter-collegiate Sports tournaments like Badminton, Athletics, and Kho-Kho were organized for girls during the session 2019-2020. In spite of the COVID Pandemic, our girl students participated in curricular and extra-curricular activities in online mode. Guest Lecture of Mrs. Vijaya Marotkar was organized on “PORI JARA JAPUN” (Trans. Eng. GIRLS BE CAUTIOUS). Students of both the genders are given equal opportunities in all the activities for maintaining gender equity and sensitization in curricular and co-curricular activities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for 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:** B. 3 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>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The**

**institutional environment and energy initiatives are confirmed through the following**

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

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

<b>File Description</b>	<b>Document</b>
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>
Provide Links for any other relevant document to support the claim (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:**

As envisioned in our Vision, Mission Statements, Core Values and Quality Policy, our Institution strives towards quality dissemination of education and promotes an inclusive environment of tolerance, and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities by accommodating learners from all sections of the society. The Institution is sensitive to gender equality and has organized Guest Lectures, Workshops, Medical Camps, and Counselling Sessions for students. Gender Sensitization Awareness Programmes were held during the Induction Programme. We ensure equality while discharging its Institutional Social responsibilities. The Volunteers of NSS and NCC are trained to serve the local community through various Extension and Outreach Programmes, which included Cleanliness Drives, Blood Donation Camps, Health Check-up Camps, Sickle Cell Detection Camps, Tree Plantation Drives, and Awareness rallies on social issues. These activities were organized to inculcate sense of social responsibilities among our students to help the needy through social activities. Service to nation in the hour of need is the Core Value of our Institution. And this value has been depicted from the stitching of PPE Kits, preparing Masks for distribution and supplying groceries to the migrant labourers during Covid-19 pandemic. The Volunteers of our Philanthropic Cell, NSS, NCC and Extension Committee collected donations from students, staff and Alumni in the form of food grains, money and clothes and donated the same to migrant labourers and poor people during Covid-19

pandemic. The Cultural Committee identifies the regional cultures and plans activities accordingly to give wider exposure to students through dance, drama, and prevalent folk culture. This in turn helps the students to value and respect the culture and traditions of different regions.

The Institutional Website displays the Code of Conduct for all and strictly observes the code to propagate the values of liberty, equality, and fraternity amongst all our stakeholders. We have SC and ST Cell, an OBC Cell, a Minority Cell, a Grievance Redressal Cell, and Internal Complaint Committee to address the issues of students and faculty. The Institution has an inclusive policy committed to inclusive education, wherein students from different backgrounds and different abilities learn together in a common learning environment.

Orientation Programme on Professional Ethics and Human Values in Higher Education was organized by IQAC on 12th February, 2022. The New Education Policy highlights and proposes core values and ethics to be followed at all levels of imparting knowledge. Sensitization of students and employees to the Constitutional obligations-values, rights, duties, and responsibilities-of citizens is taken up through various activities related to Human Rights. Enrolment of Neo Voters in collaboration with the Tahsil Office, Awareness Programmes on Values and Ethics, Programme on VVPAT use during casting one's vote, and lectures on the importance of participation in the democratic electoral process were conducted. 'National Voters' Day was celebrated on 25th January, 2022 in collaboration with Tahsil Office and NSS Unit to make the students aware of their duties as rightful citizens. Outcomes of the programme were that the New Voters were sensitized about the importance of participation in an electoral process.

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

#### **Best Practice-1**

#### **Blood Donation Camp**

##### **1. Objectives of the Practice**

The Institution's Social Responsibility invigorates its commitment to the society and thus we organize

Blood Donation Camps every year to save the precious lives of many people.

Major objectives

- To create awareness among our students about the noble cause of donating Blood.
- To dispel the misconceptions among people about Blood Donation.
- To inculcate the feeling that Blood Donation is a noble gift and through this we can save the lives of the needy people.
- To instill sense of Community Service among our students.
- To make our students and staff aware of Institutional Social Responsibilities.
- To ensure the holistic development of our students.

## **2. The Context**

Road accidents lead to severe injuries, and patients with chronic and fatal diseases need blood transfusions. On such occasions, our Institution supports the desolate and poor people with adequate blood as many of them can hardly afford its cost. Many people of Bhiwapur are suffering from blood-related Sickle Cell disease. Our Institution, through this unique and lifesaving practice, meets their requirement.

## **3. The Practice**

Our NCC and NSS Volunteers have adopted this practice after witnessing the loss of lives due to blood loss. This practice has garnered support from the local community as well. Myths related to Blood Donation are busted, and help is rendered to the needy.

## **4.Evidence of Success**

For many years now, the College has been organizing Blood Donation Camps under the auspices of various Blood Banks. We often organize Blood Donation Camps on the occasion of the birthday of Shri. Rajendra Mulak, the Secretary of BCYRC, and also in memory of our founder President Shri. Bhausahab Mulak.

Our Institution, under the auspices of Jeevan Jyoti Blood Bank, Nagpur organized Blood Donation Camp in 2017 and collected 55 Units of Blood and the Blood Groups of 133 students were checked. We conducted another Blood Donation Camp on 1st October, 2019 in which 105 Units of Blood were donated by our students. Similarly, 35 Units of Blood were donated by our students on 31st January, 2020. Another Blood Donation Camp was organized on 8th December, 2020 in which 35 students and Alumni donated Blood. In the same Camp 100 students checked their Blood Groups. Our Institution, under the auspices of Lokmat Group, Nagpur organized a Mega Blood Donation Camp on 6th July, 2021 and collected 87 Units of Blood. As such, a Grand Blood Donation Camp was organized on 8th December, 2021 in which a total of 114 volunteers donated Blood.

## **Problems Encountered and Resources Required**

All the efforts made by our Institution to make the Blood Donation Camps successful drew appreciations from all quarters of the society. Barring a few incidents, wherein some parents, despite Awareness Campaigns, resisted their wards from donating Blood owing to ignorance and superstitions surrounding

it, the Blood Donation Camps organized every year gathered support from Volunteers, Alumni and the general public. No resources except 'will' are required for the success of this unique lifesaving activity.

## **Best Practice-2**

### **Gender Sensitization Programme**

#### **1. Objectives of the Practice**

We adopted the practice of Gender Sensitization in our Institution with the following objectives:

- To develop sense of equality among our students.
- To provide guidance to students in integrating the principle of Gender Sensitization in all the activities of our Institution.
- To provide an integrated and interdisciplinary approach to understand the social and cultural perspectives of gender sensitization that shapes the experiences of women and men in the society.
- To generate awareness among our students with regard to equality in the law, the social system, and democratic activities.
- To develop confidence and self-esteem among girls for ensuring their active participation in all the activities.
- To ensure the holistic development of our students.

#### **2. The Context**

Gender sensitization is the identification of privilege and discrimination within genders, and most importantly, creating gender awareness. In order to provide equal opportunity and resources to students to shape their lives, Gender Sensitization is essential.

#### **3. The Practice**

The process of Gender sensitization helps in examining students' personal attitudes and beliefs and questioning the realities they thought they knew. The number of Girl students in the Institution outnumbers the Boys by 25%. To retain the Girl students and make them progress to Higher education and making them Self-Employed, we organized 12 Gender Sensitization activities which included Guest Lectures, Counselling, Health Check-up Camps, and Grooming Sessions by inviting experts. Around 250 girl students were benefited by these activities. Nine activities on Gender Sensitization were conducted during the Session 2018-2019. Sports competitions on gender sensitization were organized for girls. More than 100 girl students participated in these events. During the Session 2020-2021, against 33% of enrolment of girl students in NCC and NSS, we enrolled 32% and 54% of girl students respectively, whereas during the Session 2021-2022, we enrolled 33% and 73% of girl students respectively. A Guest Lecture of Mrs. Vijaya Marotkar was organized on "PORI JARA JAPUN" (Trans. Eng., GIRLS BE CAUTIOUS). Internal Complaint Committee (ICC) has been constituted as per the Directions of Government of Maharashtra and Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.

#### **Evidence of Success**

The success of Gender Sensitization Programme can be measured in the number of Girls students

progressing to Higher Studies, getting employment in private Sectors and others joining the State Government Police Force.

With the objective of bringing awareness among girls and women and motivating them through various awareness programmes to stand up for their rights and well-being, Bhiwapur Mahavidyalaya successfully organized many programmes on Gender Sensitization.

### Problems Encountered and Resources Required

Women and Girls are still at greater risk, and they are ignorant of their rights. Even though they are aware of, they find themselves emotionally entangled, which furthers their mental weaknesses in making life decisions. The socio- economic condition of the family to which the girl belongs to forces her into early marriage under societal pressure. More interceptions are expected from NGOs and the Government in the form of policies and counselling for the families of girls.

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

The Logo of our Institution depicts an Earthen Lamp with the second line of the Sanskrit Shloka ‘Tamsa Ma Jyotirgamaya’, popularly known as Pavamana Mantra from the Ancient Bṛhadāraṇyaka Upaniṣad written by Yagyavalkya, which means, ‘Lead us from Darkness to Light’.

The word ‘Tamas’ means darkness or ignorance, and ‘Jyoti’ refers to the divine light of wisdom, radiance, and brightness. The Vision and Mission of the Institution are laid down on the principles of this Shloka.

Since its inception, the Institution has been striving hard to fulfil its commitments to the Society to enliven the lives of rural children.

Our unceasing efforts to disseminate knowledge to the marginalized have yielded desirable outcomes, and our contributions by imparting value-based education has encouraged our students to hold on to their values, fostering their cultures while still assimilating the technological aspects of the Modern world.



Through our outreach programmes, students are given wider exposure to our rich and varied culture. They are also helped to understand and respect other cultures, linguistics, and traditions too.

Our Core Values form the very fabric of our endeavours towards knowledge dissemination through preserving our culture, striving towards capacity building for our students, building integrity, and achieving excellence by blending traditional, conventional, and modern knowledge systems in the field of Academics by bringing in transparency in the implementation of all its policies and mechanisms and serving the nation through planned Academic, Research, and Extension Activities.

### **Institutional Intervention on the Aspects Governing Distinctiveness and Thrust Area**

It is imperative on our part to reinstate the time-tested Indian Values in fragile minds vulnerable to dynamic, changing situations. Keeping this aspect as a key element in an individual's mind, we have taken up activities aimed at creating awareness to the first-generation learners.

### **Women's Emancipation and Empowerment through Gender Sensitization**

Our Institute caters to rural students, many of whom are first-generation learners. Moreover, these students come from economically weaker sections of the society, mainly farm labourers and small farm owners. The main source of income for the families here is farming and working as farm labourers. Bhiwapur is known for chilly farming. Women and girls are engaged in Chilly Processing Units where they remove the pedicel and the calyx of red chillies brought from Andhra Pradesh and transported throughout India. The logistics involve road transportation, thus making it vulnerable for those involved in the processing of chillies to get infected with HIV.

The socio-economic conditions and lack of awareness among the farm labourers and workers push them into a situation where they unknowingly get infected, then infect others and transmit the infection to their offspring.

The percentage of girls enrolled in our Institution is higher than that of the boys. Students from both the genders are given equal opportunities. For sensitizing our students about gender issues, we organized many Awareness Programmes on Gender Equality.

#### **1. Medical Check-Up Camps**

Keeping in view the above context, the Institution is bound by its duty towards the Society and the Nation. Through the NSS, NCC Units, and the Extension and Outreach Committees, Medical Check-up Camps, Dental Check-ups, Eye Check-ups, and Blood Check-up Camps were organized for all the students and their families to identify and treat HIV AIDS-infected people.

#### **2. Awareness Programmes**

The Institution, in collaboration with the Tahsil Office, organized Blood Donation Camps through its Red Ribbon Club. The NSS Unit is instrumental in organizing Rallies, Skits, and Street Plays on AIDS Awareness for the benefit of the society.

#### **3. Counselling Sessions**

The Institution organized Counselling Sessions on Premarital precautions, Guidance Programmes, Career-Oriented Programmes, and Guest Lectures on Health and Hygiene.

#### **4. Sports and Physical Well-Being**

The Physical Education and Sports Department organized Self-defence Training for the girl students. The Department is instrumental in training our girl students to appear for recruitment drives for the Army and Police Services. Our students have joined the armed forces as well as the Police Services. They have made their mark in the Revenue Department as well.

#### **4. Certificate Courses**

We have been running Career Oriented Courses in Mehandi, Beautician, Fashion Designing and Tailoring, Data Entry, Journalism in Marathi, Personality Development, Spoken English, and Tax Procedures, Financial Accounting using Tally ERP 9, Handicraft, Mushroom Cultivation, Banking and Financial Services, and Vermicomposting for our students, including girls from across disciplines.

#### **5. Environmental Sustainability**

Women, being the torch bearers of a sustainable environment, the Institution includes girl students in events that bring awareness to disposing off sanitary pads in environmentally friendly ways and help them in their health and hygiene. The Institution also promotes De-Addiction Campaigns, Plastic-free Campus and Tree Plantation Drives.

#### **6. Awareness of Human Rights and Democratic Values**

Human Rights are inherent to all human beings, regardless of race, sex, ethnicity, religion, or gender. The Institution organizes Lectures, Seminars, and Workshops on Human Rights and Democratic Values. The Internal Complaint Committee and the Students' Grievance Redressal Cell address the issues of the students and the staff.

#### **7. Entrepreneurship Development**

The Institution's Entrepreneurship Development Cell organized a Training Session in collaboration with Maharashtra Centre for Entrepreneurship Development for the students of Scheduled Caste and Scheduled Tribes in 'Hardware and Networking'. This 45-day Training Session included drop out specially women, men, boys, and girls.

The Institution, in collaboration with the District Employment Centre, Nagpur, MITCON, Nagpur, and Bhiwapur Chilly Cluster, organized a Training Programme on the fundamentals of running a business enterprise on its premises for the women stakeholders of the Chilly Cluster.

We believe in equality for all beings, and thus, the Emancipation and Empowerment of rural women remain our priorities and thrust areas distinctive to our Institution.

Our Training and Placement Cell organised, 'Four-day Training Programme on **'Digital Equaliser'** for First Year Girls (Life and Digital Skills), and Three-Day **Employability Enhancement and Youth Livelihood Programme for Girls** in collaboration with Naandi Foundation's Mahindra Pride

Classroom.

All these activities are aimed at orienting students and citizens to ethical, cultural, and moral values, thus invigorating them with the required life skills to imbibe the rich ethos and traditions of vibrant co-existence.

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

## 5. CONCLUSION

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### **Additional Information :**

No Additional Information

### **Concluding Remarks :**

Our Institution is governed by Backward Class Youth Relief Committee, a Charitable Trust with its Head Quarters in Nagpur that imparts quality education to the rural masses. For Academic and Administrative purposes, the Institute constituted College Development Committee as per the Maharashtra University Act 2016, which plays a significant role in the decision-making process. The Principal works in perfect agreement with the CDC in supporting the Institution in its efforts to ensure the holistic development of all its stakeholders. It supports the Institution in designing the Master Plan; and the Annual Budgets; in analysing the progress of the Institution in all aspects; including admissions; Internal Evaluation Mechanisms and results; the organization of various outreach Programmes as part of its Institutional Social Responsibilities; forwarding suggestions regarding improvisation in Teaching; Learning and evaluation strategies and Processes; introducing New Courses, upgrading the existing Infrastructure; augmentation of new infrastructure; procuring grants for Research, Innovations and Extension Activities; organizing Seminars; Workshops and Conferences and recruiting teaching and non-teaching staff for vacant positions. We plan and execute Courses including Add on Courses that offer employability through our well-planned Policies and Mechanisms. As per the guidelines set by Statutory Bodies, we constituted the Internal Quality Assurance Cell. The IQAC functions as a close-knit family in executing all the Policies and strategies evolved by the CDC.

Our Anti-Ragging Cell ensures the dissemination of information on ragging and its repercussions. The Students' Grievance and Redressal Cell, Students' Counselling Centre, SC and ST Cell, OBC Cell, and Minority Cell cater to the students' issues. The participation of Women is ensured in the Internal Complaint Committee, the National Cadet Corps, the National Service Scheme, and all other curricular, co-curricular and extra-curricular Committees.

The Principal, through IQAC, distributes various Institutional Committees along with Guidelines and Annual Assignments to Staff for executing curricular, co-curricular and extra-curricular activities for the holistic development of all its stakeholders in the first Meeting of the Staff Council. Keeping in view the post-NEP-2020 scenario, we have our Perspective Plan, which focuses on the capacity building of students through our Flagship Skill-Oriented Programme of 'One Student One Skill Programme'.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification : 19 Answer After DVV Verification :26</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>848</td> <td>499</td> <td>335</td> <td>257</td> <td>301</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>848</td> <td>499</td> <td>335</td> <td>257</td> <td>301</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	848	499	335	257	301	2022-23	2021-22	2020-21	2019-20	2018-19	848	499	335	257	301
2022-23	2021-22	2020-21	2019-20	2018-19																	
848	499	335	257	301																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
848	499	335	257	301																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b> Answer before DVV Verification : 477 Answer after DVV Verification: 476</p>																				
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed Remark : HEI has not provided the Letter to affiliating university for action to be taken.</p>																				
2.4.1	<p><b>Percentage of full-time teachers against sanctioned posts during the last five years</b></p> <p>2.4.1.1. <b>Number of sanctioned posts year wise during the last five years</b> Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
40	34	37	40	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40	34	37	40	35

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	18	18	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	18	18	14

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99	201	264	155	58

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
99	201	262	155	59

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

Answer before DVV Verification:

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

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)**

**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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.9	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.9	0	0	0	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	10	2	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	10	2	3

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	20	25	13	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	02	05	00	00

Remark : Only paper published in the journals mentioned as follows have been considered: 1. Bhasha ani Jeevan (print only) 2. Sanshodhak (print only) 3. Studies in Indian Place Names 4. Tifan (print only). Rest of the publications are not published in the recommended journals.

3.3.2	<p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p>3.3.2.1. <b>Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>37</td> <td>17</td> <td>16</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>32</td> <td>04</td> <td>10</td> <td>05</td> </tr> </tbody> </table> <p>Remark : Articles without ISBN numbers, Articles/ Books that have been edited only not authored, and Articles that are not affiliated to the HEI have been excluded.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	44	37	17	16	8	2022-23	2021-22	2020-21	2019-20	2018-19	40	32	04	10	05
2022-23	2021-22	2020-21	2019-20	2018-19																	
44	37	17	16	8																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
40	32	04	10	05																	
3.4.3	<p><b><i>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.</i></b></p> <p>3.4.3.1. <b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1173 1046 1308"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>14</td> <td>6</td> <td>12</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1386 1046 1520"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>11</td> <td>3</td> <td>10</td> <td>10</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	19	14	6	12	12	2022-23	2021-22	2020-21	2019-20	2018-19	16	11	3	10	10
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	14	6	12	12																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	11	3	10	10																	
3.5.1	<p><b><i>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.</i></b></p> <p>Answer before DVV Verification : Answer After DVV Verification :03</p> <p>Remark : HEI was asked for 1. the names of students/faculty involved with other organizations' engineers/students/faculties, 2. Annual progress report or final Project/internship report of each MoU/collaboration. In clarification document, the activities HEI has claimed are like faculty/Student exchange, guest lectures, BETI PADAOO BETI BACHAOO rally, and like wise activities, which, in DVV humble view, do not required an MOU to be signed. Secondly, without the number of participators, that HEI should have given, these MOUs may not be assumed as functional MOUS.</p>																				



4.1.2	<p><b>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</b></p> <p>4.1.2.1. <b>Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</b>  Answer before DVV Verification:</p> <table border="1" data-bbox="306 392 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>35.18</td> <td>9.40</td> <td>10.78</td> <td>39.16</td> <td>33.43</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 604 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>32.19512</td> <td>9.39033</td> <td>2.59037</td> <td>4.20891</td> <td>2.52295</td> </tr> </tbody> </table> <p>Remark : DVV has revised the figures as per the Audit Sheets.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	35.18	9.40	10.78	39.16	33.43	2022-23	2021-22	2020-21	2019-20	2018-19	32.19512	9.39033	2.59037	4.20891	2.52295
2022-23	2021-22	2020-21	2019-20	2018-19																	
35.18	9.40	10.78	39.16	33.43																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
32.19512	9.39033	2.59037	4.20891	2.52295																	
4.3.2	<p><b>Student – Computer ratio (Data for the latest completed academic year)</b></p> <p>4.3.2.1. <b>Number of computers available for students usage during the latest completed academic year:</b>  Answer before DVV Verification : 73  Answer after DVV Verification: 64</p> <p>Remark : As per the supporting documents as well as the available geo-tagged photographs DVV has revised the recommended number.</p>																				
4.4.1	<p><b>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</b></p> <p>4.4.1.1. <b>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)</b>  Answer before DVV Verification:</p> <table border="1" data-bbox="306 1536 1046 1668"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>208.13</td> <td>136.15</td> <td>127.51</td> <td>261.11</td> <td>132.94</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1749 1046 1881"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2.0773</td> <td>5.88111</td> <td>7.2242</td> <td>34.24447</td> <td>27.08455</td> </tr> </tbody> </table> <p>Remark : Figures have been revised as per the Audit sheets provided.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	208.13	136.15	127.51	261.11	132.94	2022-23	2021-22	2020-21	2019-20	2018-19	2.0773	5.88111	7.2242	34.24447	27.08455
2022-23	2021-22	2020-21	2019-20	2018-19																	
208.13	136.15	127.51	261.11	132.94																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2.0773	5.88111	7.2242	34.24447	27.08455																	
5.1.2	<p><b>Following capacity development and skills enhancement activities are organised for improving students' capability</b></p>																				

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
600	110	0	150	60

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	0	00	01

Remark : HEI has purportedly engaged in extremely brief activities, exemplified by the One-Day Workshop on Competitive Examination (Online). Nonetheless, this current metric anticipates the provision of classes or resources aimed at aiding students in mastering at least some portion of the PSC exam syllabus or any other competitive exams, encompassing topics like current affairs or reasoning. In the digital age, HEI cannot suffice merely with organizing one-day workshops. Hence, the clarification stands insufficient.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

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

99	112	84	67	45
----	-----	----	----	----

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
99	112	84	67	45

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99	181	218	120	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
99	201	262	155	59

Remark : Only the passed students have been considered. Hence, revised.

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

**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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	1	6	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	1	1	3

**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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	1	2	1

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	6	6	32	29

Answer After DVV Verification :

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

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	5	11	9

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	13	13	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	13	13	11

Remark : Revised as per the provided documents.

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

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

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

Answer After DVV Verification: C. Any 2 of the above

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

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**

**5. Disabled-friendly, barrier free environment**

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

Answer After DVV Verification: B. 3 of the above

Remark : The available documents / clarifications recommended the upgradation to its prior input, hence revised.

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

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

Answer before DVV Verification : A. All of the above

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

Remark : As per the available documents the input has been revised.

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b></p> <p>Answer before DVV Verification : 24</p> <p>Answer after DVV Verification : 25</p>																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>22</td> <td>19</td> <td>18</td> <td>16</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	20	20	20	20	14	2022-23	2021-22	2020-21	2019-20	2018-19	21	22	19	18	16
2022-23	2021-22	2020-21	2019-20	2018-19																	
20	20	20	20	14																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	22	19	18	16																	
2.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>208.13</td> <td>136.15</td> <td>127.51</td> <td>261.11</td> <td>132.94</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>208.13</td> <td>136.15</td> <td>127.51</td> <td>261.11</td> <td>132.94</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	208.13	136.15	127.51	261.11	132.94	2022-23	2021-22	2020-21	2019-20	2018-19	208.13	136.15	127.51	261.11	132.94
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