



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**GOPIKABAI SITARAM GAWANDE MAHAVIDYALAYA**

**DHANKI ROAD UMARKHED**

**445206**

**<https://www.gsgcollege.edu.in>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The **Gopikabai Sitaram Gawande College**, under the aegis of **Yavatmal Zilla Akhil Kunbi Samaj**, was established in a small town named Umarkhed in Yavatmal District of Maharashtra in the year 1966 and was known as Arts and Commerce college till 1986. The institute is permanently affiliated to **Sant Gadge Baba Amravati University, Amravati**.

Since its establishment, the imprints of educating the rural area folks are recorded in the history of the region in aspects such as providing quality education along with inculcating moral and ethical values among the rural students. The management, the principal, the IQAC and faculty are always at lead for designing and implementation of quality policies in tune with vision and the mission of the institute.

With excellent physical infrastructure sprawling **over 30 acres**, the institution envisions the all-round development of its stakeholder by providing opportunities in academic, co-curricular, extra-curricular and sports and culture programs and activities. It offers UG, PG and Ph.D. programmes across Arts, Science and Commerce stream to all the students of the area with the promise to empower them academically.

The institute is marching ahead towards **strong collaborations with international universities** through research projects, Study Abroad Programme, faculty exchange programs, thereby providing opportunities for its faculty and students to introduce themselves to the new culture and society and readily accept the challenges of 21st century. The teaching and administrative staff displays the devoted and holistic attitude while dealing with students and molding them for life-long learning in consistence with the vision and the mission of the institution.

### Vision

*"To be one of the premiere institutions that caters quality education and helps students to gain contemporary knowledge, skills, values and sensitivity by giving safe, affordable and accessible academic and research environment."*

### Mission

- 1. To develop college as a life-long learning center for students.*
- 2. To enhance life skills by providing value-based education.*
- 3. To encourage connectivity between research, technology and employability.*
- 4. To facilitate global exchange initiatives and collaborations.*

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

### Institutional Strength

**Governance:** The institute strictly adheres to UGC/State Government and University regulations for admissions, scholarships, and faculty/staff recruitment. Stakeholder feedback from students, faculty, alumni, and parents is actively sought to ensure transparent governance. Faculty, staff, and students are actively involved in policy-making, with a zero-tolerance approach to student grievances and examination irregularities. E-governance systems are in place for admissions, library services, faculty communication, and support services, contributing to a clean and environmentally friendly campus.

**Qualified, Research-oriented Faculty:** The institute boasts a highly qualified and active staff, with 90% holding Ph.D. degrees and recognized as Research Guides by the affiliating university. All faculty members are engaged in research, publishing papers in UGC/CARE journals, authoring books/chapters, and serving as conference proceedings editors.

**International Exposure and MoU:** To promote international education, the institute collaborates with Ohio University, Athens, USA, Sterling University, USA, and the *Student Education Support Association (SESA), Athens USA*. This collaboration includes faculty exchanges, training, student exchange programs, and a Teaching Learning Excellence Center supported by SESA. The institute has an *MoU with Sterling University* for an MPA project.

**Adequate Space for Academic and Sports Growth:** The institute occupies a spacious land with room for academic expansion and skill-based courses. It boasts 15 acres for academic activities and an additional fifteen acres for sports, hosting university tournaments.

**Geographical Location and Connectivity:** Situated in a well-connected peripheral area, the institute facilitates student attendance with frequent bus services. College schedules are coordinated with transportation facilities, ensuring accessibility for students from far-off and interior areas.

**Platform for Professional Development and Research:** Despite its small-town location, the institute organizes international and national academic events, including conferences, seminars, workshops, webinars, and training programs. These events provide opportunities for research exchange with eminent figures in academia.

**Quality of Students:** Several PG courses' students excel in university examinations, consistently appearing on merit lists. The institute's commitment to quality education is reflected in the growing number of students successfully passing SET/NET/GATE and PET examinations.

### Institutional Weakness

**Student-Teacher Ratio:** With 30 full-time faculty members and over 1800 students across all courses, the institute faces constraints in faculty recruitment due to state government regulations. Delays in obtaining permission from the university for non-grant section teacher appointments, stemming from roster issues, result in a disproportionate student-teacher ratio.

**Student Computer Ratio:** Despite offering programs in computer science and computer applications, along

with arts, commerce, and basic sciences, the institute struggles to maintain a proportional ratio of computers to students. While there are separate computer labs for various departments and a total of 93 computers deployed for academic use, the large number of students in arts and basic sciences creates an imbalance in access to computers.

**Dropout Rates:** With over 60% female students and a majority coming from rural backgrounds, the institute faces challenges related to early marriage and socio-economic pressures, leading to high dropout rates. Families prioritize early marriage over education, contributing to the overall apathetic condition.

**Limited Student Progression and Placement:** A significant number of female students marry upon completing their degrees, hindering their pursuit of higher education and affecting their employment prospects. Moreover, the institute's conventional degree programs offer limited job opportunities in industries, compounded by the scarcity of nearby industries, resulting in constrained placement opportunities.

**Limited Non-Teaching and Support Staff:** State government restrictions on recruitment pose challenges in filling vacancies for administrative and support staff, exacerbated by delays in filling positions due to superannuation. As a result, the institute faces a shortage of non-teaching staff, impacting operational efficiency and support services.

## **Institutional Opportunity**

**Introduction of Certificate and Diploma Programs:** In alignment with the National Education Policy (NEP), the institute plans to introduce employability and skill enhancement courses, with faculty already designing short-term add-on courses approved by the affiliating university. Students will be encouraged to undertake at least one course per semester, with the institute exploring credit-based courses aligned with the Choice Based Credit System. This initiative also aligns with Skill India Programme goals, fostering healthy employment opportunities.

**Developing online courses:** All the faculties are well versed with online teaching and learning. The institute has the good IT infrastructure, giving a big scope for developing online courses in all fields.

**Faculty and Students' Involvement in Community Services:** The college boasts vibrant NSS and NCC units and collaborates with international universities for social causes. New socially relevant projects can be initiated through these units with student involvement, focusing on environmental and agro-based activities in campus and neighboring areas.

**Student Participation through Training, Projects, and Courses:** The institute is forging industry linkages to recognize their needs and provide relevant training to enhance student employability.

**Increased Collaborative Activities and Resource Sharing:** The institute aims to join clusters to conduct collaborative research, co-curricular, and extracurricular activities. Peer learning will enhance student abilities and networking, while library resource sharing among cluster colleges will mutually benefit students and staff.

**Gender Equity Promotion Program:** With a significant number of female students, the institute's active women's cell promotes gender equality through programs fostering women's empowerment, self-employment, and entrepreneurship.

**Strengthening Alumni Network:** To enhance the academic, placement and entrepreneurship activities

## **Institutional Challenge**

**Teacher-Student Ratio:** As an affiliated institute, strict government norms govern full-time faculty recruitment, leading to a perpetual imbalance between faculty and students. Delays in obtaining university permission for non-grant section teacher appointments further exacerbate this issue. Recruiting qualified faculty for remote locations remains a challenge, necessitating reliance on contractual arrangements.

**Limited Resources:** Financial constraints hinder the upgrade of laboratories, computers, research facilities, and the library. Effectively managing existing self-financing courses with ad-hoc/contractual faculty poses a challenge. Additionally, the scarcity of visiting faculty and eminent personalities for direct interactions with students and faculty further limits resources.

**Industry Relations for Placement:** Despite establishing a career and placement cell, the institute struggles to generate ample job opportunities through campus selections. Attracting industries/companies for placement drives remains a significant concern, impacting overall placement efforts.

**Retention of Women Students:** The institute faces challenges in retaining women students due to motivational factors and early marriages, adversely affecting dropout rates and progression. Addressing these issues is crucial for ensuring the academic success of female students.

**Student's interest in Entrepreneurship and Research:** The societal mindset in the region is to get a job post degree completion, resulting in lack of the student's interest in entrepreneurship as a career.

**Attracting Students from Nearby Districts and States:** Offering conventional degrees presents a challenge in attracting students from neighboring districts and other states. The institute must explore strategies to enhance its appeal and competitiveness in the education market to attract a broader student base.

**Changing Job Market:** Preparing students for a rapidly evolving job market and changing employment trends.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

**Curriculum Design:** We have meticulously follow the curriculum designed by affiliating university to blend theoretical knowledge with practical applications, fostering a holistic understanding of subjects. The curriculum is regularly updated by BoS of the university to keep pace with emerging technologies and industry trends, ensuring that our graduates are well-prepared for the challenges of the professional world.

**Flexibility and Choice:** Recognizing the diverse interests and aspirations of our students, we offer a flexible curriculum that allows them to choose elective courses aligned with their career goals. This approach empowers students to tailor their learning experiences and specialize in areas that resonate with their interests.

**Cross-Cutting Issues:** We integrate cross-cutting issues such as professional ethics, environment and sustainability, and societal relevance like human values and gender issues into our curriculum. These topics are woven into various courses, fostering a sense of responsibility among our students towards ethical and socially conscious practices.

**Interdisciplinary Approach:** Our interdisciplinary approach fosters collaboration across diverse disciplines, reflecting real-world scenarios. Collaborative projects and interdisciplinary courses enable students to approach challenges from multiple perspectives, enhancing their problem-solving abilities.

**Skill Enhancement:** Skill development is integral to our curriculum. Beyond theoretical knowledge, we emphasize practical skills through laboratory work, hands-on projects, internships, and industry interactions. This equips our graduates with the competencies needed to excel in their careers.

**Assessment and Feedback:** Our institute employs a comprehensive feedback process for designing and reviewing syllabus. We actively engage all stakeholders, including faculty members, students, industry experts, and alumni. Their valuable insights ensure that our syllabus remain current, relevant, and aligned with industry trends and academic standards. This collaborative approach enhances the quality and effectiveness of our educational programs, fostering a dynamic learning environment that equips students with skills for real-world success.

## Teaching-learning and Evaluation

**Teaching Methodologies:** We employ diverse teaching methodologies that cater to varied learning styles. Our faculty members utilize lectures, tutorials, laboratory experiments, surveys, projects, and interactive discussions to engage students in active learning. The Outcome-Based Education (OBE) approach drives our teaching strategies, focusing on imparting not only theoretical knowledge but also practical skills that prepare students for real-world challenges.

**Learning Enhancement:** Our institute integrates cross-disciplinary topics, fostering a comprehensive understanding of subject matter. Collaborative and experiential learning opportunities are regularly provided through workshops, seminars, industry visits, and guest lectures. Our strong emphasis on hands-on experiences, such as practical sessions, industrial visits nurtures practical skills and instills confidence in students to tackle complex problems.

**Assessment Framework:** The assessment framework is robust, aligned with the attainment of Program Outcomes (POs) and Course Outcomes (COs). We adopt both direct and indirect assessment methods to comprehensively evaluate student progress. Course Outcomes (COs) serve as a pivotal link between curriculum objectives and student learning outcomes, measured through examinations, assignments, and projects. Student feedback mechanisms and alumni surveys provide valuable insights into the effectiveness of our teaching methodologies.

**Technology Integration:** We leverage technology to enhance the learning experience. Smart classroom, e-learning platforms, and digital resources facilitate information dissemination and encourage self-directed learning. Our faculty employs multimedia tools and simulation software to elucidate complex concepts, fostering a dynamic learning environment.

**Continuous Faculty Development:** Faculty development is a cornerstone of our approach. Regular

workshops, seminars, and training sessions are conducted to keep our educators updated with the latest pedagogical methods and industry trends. This ensures that our faculty members remain at the forefront of delivering effective education.

**Inclusive and Student-Centric Approach:** Our student-centric approach prioritizes the individual learning needs of students. Personalized attention, mentorship, and counseling support the academic and personal growth of each student. We encourage student participation in academic governance through committees, fostering a sense of ownership in their educational journey.

## Research, Innovations and Extension

### Research and Innovation:

- **Resource Provision:** GSG College ensures that both faculty members and students have unfettered access to essential resources, such as well-equipped laboratories, books, and equipment, to catalyze their research endeavors.
- **Supportive Environment:** To underscore its dedication, the college grants special leaves to facilitate focused research pursuits, promoting a conducive environment for scholarly exploration. Collaborative Research: A dedicated team of senior faculty, spanning various departments, fuels GSG's vibrant research ecosystem, nurturing collaborations between faculty and students.
- **Infrastructure:** The institution boasts University-approved research labs for diverse domains like Science Botany Zoology, Computer Science, Commerce and Mathematics.
- **Interdisciplinary Focus:** Our college supplements its efforts with an interdisciplinary research lab, further stimulating cross-disciplinary innovations.
- **Ph.D. Opportunities:** The institute fuels faculty aspirations by providing opportunities for pursuing Ph.D. programs, nurturing scholarly growth.

### Extension Activities:

- **Holistic Engagement:** Engaging in Institutional Social Responsibility, GSG channels its energies through NSS and student clubs, impacting the community through over ( ) structured extension and outreach programs.
- **Accolades:** The college's dedication to extension has been acknowledged with awards from Universities, government bodies and NGOs.

### Collaborations and Linkages:

- **Academic Synergy:** Over the past five years, GSG has facilitated more than 20 Memorandums of Understanding (MoUs) and collaborations, fostering academic symbiosis. These collaborations span internships, field trips, on-the-job training, and research engagements, enriching the educational experience.

## Infrastructure and Learning Resources

### Classrooms and Facilities:

- 33 spacious and well-equipped classrooms.
- 12 laboratories
- 01 seminar hall
- 01 Auditorium
- Well-lit, well-furnished, and ventilated classrooms proper maintenance for visibility and audibility

#### **Library:**

- Central library with a 4225Sq.m floor space
- Extensive collection of 36000 titles and Subscriptions to 11 Journals and 15 Periodicals.
- Access to E-Journals via LAN-WAN and remote access Access to E-Books
- Multi-user capability

#### **Information Technology:**

- Large network of 93 modern computers
- Wi-Fi enabled campus
- Dedicated network bandwidth of 50 Mbps Secure firewall for network protection 24-hour surveillance with CCTV cameras

#### **Sports and Recreation:**

- Gymnasium
- Open playgrounds for outdoor games Competent Physical Director for guidance Participation in various sports competitions

#### **Maintenance Process:**

- Maintenance staff led by the Administrative Superintendent.
- Responsible for upkeep of classrooms, library, labs, and playgrounds
- Availability of sports equipment and facilities for various games
- Facilities for differently-abled students, including ramps, wheelchairs, bathrooms, and restroom

#### **Infrastructure Utilization:**

- Well-planned procedures for the maintenance and utilization of academic, co-curricular, extra-curricular, and basic amenity-related infrastructure.

#### **Student Support and Progression**

##### **Scholarships and Free Ships:**

- Percentage of students benefited by scholarships and free ships provided by the institution, government, and non-government bodies during the last five years: 89.51 %.

##### **Holistic Development:**



- Soft skills activities
- Language and communication skills activities
- Life skills activities: (Yoga, physical fitness, health, and hygiene)

#### **Guidance and Career Counseling:**

- Percentage of students benefitted by guidance for competitive examinations and career counseling for the last five years: 42.73 %.

#### **Student Grievance Redressal:**

- Implementation of guidelines of statutory/regulatory bodies Institution-wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances
- Timely redressal of grievances through appropriate committees

#### **Placement and Higher Education:**

- Percentage of placement of outgoing students and students progressing to higher education during the last five years: 44.89%.

#### **Awards and Medals:**

- Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level:05

#### **Participation in Sports and Cultural Programs:**

- Average number of sports and cultural programs in which students of the Institution participated during the last five years: 16.4%

#### **Alumni Association:**

- The Alumni association of GSG was formed in the year 2007 with the name: "Dr.A and S Gawande Alumni Trust"
- The Institute organizes Alumni meet frequently.
- Alumni members actively engage with the institute and contribute to its progress through social media networking and the institute's website.

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

#### **Institutional Governance and Leadership:**

- Institutional governance and leadership align with the institution's vision and mission. Management adheres to recommendations from GB (Governing Body) and CDC (College Development Committee).
- Periodic CDC meetings address academic and non-academic matters for the benefit of stakeholders.

### **Decentralization and Stakeholder Participation:**

- Decentralization and stakeholder participation are encouraged in governance.
- Short-term and long-term Institutional Perspective Plans are in place to promote sustained institutional growth.

### **Effective Perspective Plan:**

- A well-defined perspective plan is effectively deployed.
- Institutional bodies demonstrate efficiency through policies and administrative procedures.

### **Strategic Measures for Academic Enhancement:**

- Strategic measures implemented to enhance academic performance include VAP, research, industry interactions, cultural, sports, and social activities.

### **E-Governance Implementation:**

- E-Governance is operational for Administration, Finance and Accounts, Student Admission, Student Support, Examination, and Evaluation.

### **Performance Appraisal and Welfare Measures:**

- Performance appraisal system and welfare measures for staff are well-defined. Various avenues for staff career development and progression are provided.

### **Professional Development:**

- Percentage of teachers provided with financial support to attend conferences/workshops and professional body membership fee in the last five years: 46.1%.
- Percentage of teaching and non-teaching staff participating in FDP, MDP, professional development, and administrative training programs during the last five years: 64.38%.

### **Resource Mobilization and Financial Audits:**

- Strategies for resource mobilization and fund utilization from various sources are in place. Regular internal and external financial audits are conducted.

### **IQAC Initiatives:**

- IQAC engages in quality assurance activities and maintains an institutional database.
- Regular IQAC meetings identify quality improvement initiatives and oversee their implementation.
- Collaborative activities are conducted on quality initiatives.
- Regular participation in NIRF

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

**Safety and Gender Equity:**

- The institute prioritizes the safety of female students, implementing measures for their security. Regular programs on gender equity and social responsibilities are conducted.

**Cultural Celebrations:**

- National festivals are enthusiastically celebrated within the institute.
- Birth and death anniversaries of national figures are observed with reverence.

**Environmental Initiatives:**

- The institution promotes sustainability through the use of renewable energy sources, including solar electricity and LED bulbs.
- Rainwater harvesting is effectively practiced.
- Green initiatives like tree planting, plastic-free campus, vehicle restrictions, and cleanliness drives are actively pursued to raise environmental consciousness.

**Best Practices:**

- Notable best practices include "Environmental Awareness and Green practices" and "Exposure to international Faculty and students through Study Abroad Programme "

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOPIKABAI SITARAM GAWANDE MAHAVIDYALAYA
Address	DHANKI ROAD UMARKHED
City	Umarkhed
State	Maharashtra
Pin	445206
Website	<a href="https://www.gsgcollege.edu.in">https://www.gsgcollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	MADHAVR AO B. KADAM	07231-237126	9421893225	-	gsgcollege1966@g mail.com
IQAC / CIQA coordinator	KUNTAL D. BOMPILWA R	-	9527910010	-	bompilwar@gsgcol lege.edu.in

Status of the Institution	
Institution Status	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**

State	University name	Document
Maharashtra	Sant Gadge Baba Amravati University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	27-06-1990	<a href="#">View Document</a>
12B of UGC	27-06-1990	<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	DHANKI ROAD UMARKHED	Rural	30.14	7732.04

**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	BSc,Science,	36	HSC	English	660	455
UG	BA,Humanities And Social Sciences,	36	HSC	Marathi	640	319
UG	BCom,Commerce And Management,	36	HSC	Marathi	360	210
UG	BCA,Computer Application,	36	HSC	English	240	179
PG	MSc,Science, Computer Science	24	B.Sc.	English	40	31
PG	MSc,Science, Chemistry	24	B.Sc.	English	44	44
PG	MSc,Science, Mathematics	24	B.Sc	English	80	22
PG	MSc,Science, Botany	24	B.Sc.	English	40	22
PG	MSc,Science, Physics	24	B.Sc.	English	40	12
PG	MSc,Science, Zoology	24	B.Sc	English	46	45
PG	MA,Humanities And Social Sciences,Marathi	24	BA	Marathi	160	22
PG	MCom,Commerce And Management,	24	B.Com	Marathi	160	37
Doctoral (Ph.D)	PhD or DPhil ,Science,Botany	60	M.Sc Botany	English	4	0

Doctoral (Ph.D)	PhD or DPhil ,Science,Chemistry	60	M.Sc Chemistry	English	2	2
Doctoral (Ph.D)	PhD or DPhil ,Science,Mathematics	60	M.Sc Mathematics	English	12	5
Doctoral (Ph.D)	PhD or DPhil ,Science,Zoology	60	M.Sc Zoology	English	6	5
Doctoral (Ph.D)	PhD or DPhil ,Humanities And Social Sciences,Marathi	60	MA Marathi	Marathi	6	0
Doctoral (Ph.D)	PhD or DPhil ,Humanities And Social Sciences,Political Science	60	MA Political Science	Marathi	6	5
Doctoral (Ph.D)	PhD or DPhil ,Humanities And Social Sciences,English	60	MA English	English	6	1
Doctoral (Ph.D)	PhD or DPhil ,Humanities And Social Sciences,History	60	MA History	Marathi	8	0
Doctoral (Ph.D)	PhD or DPhil ,Humanities And Social Sciences,Economics	60	MA Economics	Marathi	4	2
Doctoral (Ph.D)	PhD or DPhil ,Humanities And Social Sciences,Library and Information Science	60	MLib	Marathi	4	4
Doctoral	PhD or DPhil	60	MCom	Marathi	8	1

(Ph.D)	,Commerce And Manage ment,Comme rce						
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**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	9				6				24			
Recruited	8	1	0	9	4	2	0	6	13	2	0	15
Yet to Recruit	0				0				9			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				33			
Recruited	0	0	0	0	0	0	0	0	19	14	0	33
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				25
Recruited	16	0	0	16
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	5	0	0	5
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				25
Recruited	17	0	0	17
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
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>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	1	0	2	2	0	12	1	0	26
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	2	1	0	4
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	3	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	19	11	0	30
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>
	2		1		3

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	453	0	0	0	453
	Female	720	0	0	0	720
	Others	0	0	0	0	0
PG	Male	57	0	0	0	57
	Female	168	0	0	0	168
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	19	0	0	0	19
	Female	8	0	0	0	8
	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	127	172	148	156
	Female	145	185	149	197
	Others	0	0	0	0
ST	Male	59	49	46	47
	Female	69	83	55	51
	Others	0	0	0	0
OBC	Male	88	109	143	114
	Female	215	236	248	216
	Others	0	0	0	0
General	Male	33	101	52	6
	Female	62	132	47	20
	Others	0	0	0	0
Others	Male	420	434	495	482
	Female	423	426	500	538
	Others	0	0	0	0
<b>Total</b>		<b>1641</b>	<b>1927</b>	<b>1883</b>	<b>1827</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The affiliating university Sant Gadge Baba Amravati University has introduced Choice Base Credit system from the academic session 2022-23 which provides autonomy to design and implement curriculum to enhance the different capabilities like intellectual, aesthetic, social, physical, emotional and moral in an integrated manner. Being the multi-faculty in nature, the institute has good scope to introduce multidisciplinary/interdisciplinary courses and envisions to incorporate the science subjects with that of humanities and commerce and vice versa. The college is preparing to include multidisciplinary subjects as per the National Educational Policy 2020 including short term and skill-based courses. The</p>
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	<p>learners' social, economic, emotional and ethical emancipation will be checked through these courses. The Add- On courses and Value added courses will be converted into full-fledged credit based course after which the student shall earn credit after completion of such courses. The aim is to make the students equipped, so that they don't need to rely on Government jobs but instead pave a way towards self-employment and entrepreneurs. The student shall seek admission to Courses offered by IIT's, Central Universities, and any other National Institutes approved by affiliating university and the faculty shall facilitate/ register to such online Courses and monitor progress of student. The institute shall prepare and notify the List of such courses time to time. The institute is also exploring the online courses offered by foreign Universities. As the College is preparing itself to have more of multi-disciplinary subjects, it tries to identify the program learning outcomes along with courses and unit learning outcomes that define the specific knowledge, skills, attitudes and values that are to be acquired by the learner and would ensure that each program achieves its goal.</p>
2. Academic bank of credits (ABC):	<p>Regarding the implementation of Academic Bank of Credits, the institution will follow the directions Issued by UGC and Sant Gadge Baba Amravati University. The institute have prepared the plan to implementation of ABC which includes Workshop on How to open Digital Locker Account on portal, Counselling session for student to create ABC -ID and mapping it with University Enrolment Number. The credits earned by student can be uploaded in ABC account. The pedagogical approach of the institution is student centric where the faculties' pedagogical approaches are constructivist, inquiry-based, reflective, collaborative and integrative. Summative and Formative assessments and assignments are used to evaluate the Students learning outcome. The institute has designed short term certificate courses which are multidisciplinary in nature and are approved by "Department of Lifelong Learning and Extension" of the affiliating university. The institute is aware of the need to convert these courses into credit based courses therefore it has recommended the affiliating university to approve credits for these courses. At the institutional level the</p>

	<p>students are being motivated and encouraged to register for these courses. The credits earned through them will be reflected in student's ABC account. Institute is working with Ohio University to launch program/Courses which will be mutually beneficial to students of collaborating institutes. The credits earned by students can be transferred through agreed terms and conditions.</p>
<p>3. Skill development:</p>	<p>The vision of the college is promoting Value-Based Quality Education, hence the college takes efforts to inculcate positivity among the learners. The college regularly organises career development workshops, organises expert guidance, invites industry experts for commerce students, arranges meetings of corporate people with students, and gives hands on training on self-employment for women students along with catering regular classroom lessons keeping in view the need and requisite of learners in terms of inculcating skills along with knowledge as expectant in NEP. The department of economics and commerce faculty offers courses in accounting and tally. Every year the English department offers 4 day workshop sponsored by SGB Amravati University on "Soft Skill Development" for students to enhance language abilities and personality development. The sports department offers life skills such as Yoga and Fitness. The efforts are incessantly taken to equip our students with skills and knowledge as an investment for future life. The institute plans to introduced skill based short term certificate/ diploma and advance diploma courses approved by university. It also plans to collaborate with other institute and the department of the affiliating university for engaging its students in various skill based courses and help them earn credits in future. The college has signed MoU with other HEIs and industries for offering training, guidance, placement and skill enhancement of the students. Mentoring students is also one of the practices of the institution, to enable students to explore future employment, pathways after graduation, and help them get the most of their studies.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution believes in inculcating Indian values and culture through formal education. The institute is certain that the local languages works better to integrate indigenous knowledge including culture, tradition. Observing the death and birth anniversaries</p>

	<p>of our national leaders, paying tributes to great people on their commemorative days and organising special programs on these days enlarge their vistas about Indian culture and value system. It also help in imbibing the good qualities among the students. The institute offers BA programme in vernacular medium. It offers Marathi literature and English literature as optional subjects. Bilingual method of content delivery is adopted by the college as all of the students are from vernacular background. The PG course of Marathi inculcate the knowledge of devnagari script with grammatical approach. The department of Marathi also organises Marathi Bhasha Pandharwada every year by organizing competitions like Poetry recitation, elocution, essay competition etc. to create awareness in them. The institution plans to offer related online courses designed by UGC and university to students. An attempt will also be made to sign MOU with the institutes offering such courses.</p>
5. Focus on Outcome based education (OBE):	<p>The College makes an effort to understand that a pursuit of knowledge is a life-long activity. Acquisition of positive attitude and other qualities lead students to a successful life. The University has framed the curriculum which is focused on Outcome based education. The Course outcome/Programme outcome are specifically defined at the beginning every stage of Curriculum. The faculty of the institute is also contributing to frame additional CO/PO to make the learning outcome more effective. The faculty is assisting the student to undertake projects/fieldwork/surveys which will have social impact. The creation of POs and Cos and mapping the achievement through formative and summative approach is a part of teaching learning process. Students' attendance is recorded in every lecture and in daily teaching report. The eventual progress of the student is assessed through unit test and internal assessment which runs throughout the semester. The institute copes with the NEP in implementing OBE effectively at the institutional level.</p>
6. Distance education/online education:	<p>The institute is offering Certificate/Diploma/Degree programs (Distance Learning Mode) offered by Yashwantrao Chavan Maharashtra Open University. The institute is working on the mechanism through which the students, in future shall join course offered by IITs/Swayam and even by the Universities of</p>

National and International repute. Keeping in view the convenience of the student, the various technological tools used by the faculties are Google Classroom, Zoom, using videos as teaching and learning aids. The establishment of video recording system is also proposed and will be operative soon. The internet connection is added and upgraded. The Learning center with all advance ICT equipment's is proposed which shall facilitate student to attend online lectures in the premises of Institute.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>To create awareness among the voters, Electoral Literacy Club has been established in the college under the chairmanship of Principal. The senior faculty of Political Science department is appointed as nodal officer along with three other faculty as members of the Club. More than ten students are nominated as students' representative of Electoral Literacy Club. The Nodal officer of the club Plans activities in coordination with Students representative and local Assistant Returning officer (Tahsildar).</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the senior faculty of Political Science department is appointed as nodal officer along with three other faculty as members of the Club. More than ten students are nominated as students' representative of Electoral Literacy Club. The Electoral Club is functional and plans numerous activities like voters Registration (Eligible Students), Facilitating the documentation and voters ID card, voters awareness campaigns, mock voting on Electronic Voting Machine and VVPT. The club also launch a campaign during recently held State Graduate Constituency and State Teachers Constituency election.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under</p>	<p>On January 25, 2019 the Board of Voter Awareness Forum was inaugurated by Umarkhed Sub Divisional Officer Swapnil Kapdanis and Tehsildar Bhagwan Rao Kamble in the presence of the then Principal Dr. M.N. Gaikwad . Many activities are organized in the college to create voter awareness through the public awareness forum and in collaboration with the Department of Political Science. Voter registration of</p>



privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

students who have completed 18 years of age was done in two phases on 12 September 2018 and 28 September 2018 at Museum Hall. On January 10, 2019 at Nageshwadi, a small village near Umarched town, a training in handling electronic voting machine and VVPAT machine was given to college students and villagers of Nageshwadi by an expert trainer. In order to create public awareness among the voters, a rally was organized in Umarched town from the premises of Tehsil Office on 25 January 2019 on the occasion of Voter's Day and a cultural program was organized at Museum Hall at Gopikabai Sitaram Gawande College in order to exercise the right to vote on a large scale in the 2019 general elections. On January 30, 2019 a training class on safe handling of electronic voting machines and VVPAT machines was organized at Rupala and Nagapur village. During the celebration of Democracy, from January 25, 2019 to February 7, 2019 the club has arranged Essay Competition. Electronic Voting Machine Training was organized on 6 October 2021. Training on electronic voting machine and VVPAT machine were conducted for the polling officers and employees who have given votes in the college election. Voters were registered in the teacher constituency between 15th and 18th October 2019. As every year on 25th January 2020 Voter's Day was celebrated for the election of 85 Gram Panchayats in Umarched taluka. In association with Tehsil Office and Sub-Divisional Office Umarched, information was provided by expert witnesses about Electronic Voting Machines for Polling Station Officers and Polling Officers on 2nd January 2021 and 10th January 2021. In order to strengthen the voting awareness program, a democratic fortnight voting awareness campaign was conducted from 26th January to 10th February 2022. Due to the requirement to come offline, essay competition, poster presentation and oration competition were organized online. 1530 graduate voters were registered with the help of the staff. Similarly, on November 18, 2022, the Maharashtra Election Commission arranged to telecast the workshop on how to do virtual voter registration through the Department of Political Science and the Voter Awareness Forum at Dr. Atmaramji Gawande Museum Hall.

4. Any socially relevant projects/initiatives taken by

The ELC makes it easy for students to understand the

<p>College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>importance of voting through the activities of the club. On 25 January 2023 a rally was organized from the premises of Tehsil Office in the towns in the presence of Tehsildar Mr. Anand Deulgaonkar and Naib Tehsildar Vaibhav Pawar. To guide the students on the occasion of Voter's Day and to give awards to the employees who have done excellent work in the election department voter's Day was celebrated with great enthusiasm.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Every year about 35% students, seeking admission to first year are eligible but not registered. These students are brought in the process of Electoral Registration. As a part of ELC activities the institute runs campaign at the time of admission process. The electoral registration form are being distributed and collected along with supporting documents in due period. The dully filled in collected forms are handed over to the Asst. Returning office. The voters ID cards are then distributed to the students.</p>

## 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
1827	1883	1927	1641	1623
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 30

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	29	29	30	25

### 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
16.09	19.67	2.77	14.86	24.49
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

The college has developed SOP of teaching learning processes to ensure effective curriculum delivery and smooth conduct of internal and external examination, evaluation and continuous internal assessments.

**Curriculum Planning:**

- The affiliating university publishes an academic calendar and the institute follows it. Based on the university academic calendar, the college prepares its own calendar and uploads it on the college website. Departmental academic and activity calendar is prepared by every department and uploaded on departmental webpage.
- The College plans the curriculum related methodology at the beginning of each academic session. The department head, at the beginning of academic session distributes workload, prepares departmental time table (from master time table), and approves the teaching plan prepared by the teacher. The HoD is also responsible for preparing the academic and activity calendar of the department.
- Class timetables and master timetables are prepared by the respective committee which is circulated and notified to students through Whatsapp groups, website and notice board.
- In faculty meeting, teachers are notified to maintain records of lectures through student attendance records, E-daily teaching report, E-Diary and adhere to the academic calendar.

**Curriculum Delivery:**

- New academic year begins with induction program held for first year students in which students are informed on academic, infrastructural facilities, student support schemes, code of conduct, administration, examination related rules, programs and activities run throughout the year in the college, etc.
- Bridge courses for first year students are conducted during first week of classroom teaching.
- Programme outcomes and course outcomes are prepared and displayed on college website and communicated to students in the classroom by teachers.
- The record of lecture is maintained through e-governance. SAR and E- DTR is recorded and maintained by each faculty.
- Academic E- Diary is maintained. Attendance of the students is monitored.
- For effective delivery of curriculum, The ICT based teaching tools are used. The college has a G-suite subscription to provide extended facilities in using Google tools. Theory classes are conducted using methods such as participative, experiential and experimental teaching- learning

which include GD sessions, seminar sessions, study tours/ industry visits and excursion, etc.

- Syllabus completion report is submitted by the faculty at the end of semester.

### Continuous evaluation:

- The college strictly adheres to the rules and regulations prescribed by the parent university regarding conduct of university and college exams. The transparent mechanism is operated in execution of all exams which is visible from constitution of various committees and frequent communication regarding exams and evaluation.
- The college conducts external exams according to the rules and regulation of the affiliating university. All semester exams are taken according to the direction of the university time to time.
- Centralize exam cell (internal exam cell) prepares exam calendar, conducts exams, get the paper evaluated and keep record of all the internal exam including unit tests and pre semester exams.
- As a part of continuous evaluation, the faculty evaluate the students based on their participation in co-curricular activities such as seminar competitions, field work, report writing, home assignment, open book exam, quiz etc.

## 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:** 61

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

### 1.2.2

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

**Response:** 83.55

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
1583	1797	1039	1619	1399

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

#### Response:

The College is an affiliated institute and follows the syllabus prescribed by SGBA University. The syllabus prepared by the university gives adequate emphasis on cross-cutting issues related to professional ethics, gender equity, human values, and environment.

Syllabus across all the programs offered in the college contains various topics covering the areas that sensitize students towards the cross cutting issues.

- **Environmental Studies** included in the syllabus of II year of all faculty promotes the study of environment and bring out the relationship among all factors to keep the ecological balance. The syllabus covers the areas like climate change, renewable and non-renewable source of energy, gender and population explosion etc. The study of the subject imbibe among students the realization that the human on earth is responsible to develop or devastate the earth with our actions and deeds.
- **Courses in Humanities** prominently deal with topics like Population, pollution, social harmony, gender roles and history of kinships, culture, social harmony, human welfare, Human rights, women empowerment and entrepreneurship and ethics in professional life etc. The course of Marathi and English language and literature are basically designed to inculcate values among students for being a responsible, ideal citizen with the humanitarian attitude. The prose, poems, novels and stories pave way to imbibe social and moral sensibilities essential for human life and success.
- **Courses of Commerce** faculty include topics related to economic and public aspects and deal with business and professional ethics, essentials of economic stability and entrepreneurship which are delivered with interactive and participative methods.
- Classroom delivery of topics is further strengthen by the supporting activities planned and executed by the teachers throughout the year.
- **The Environment** related activities, activities under NCC and NSS, Electoral Club, activities of Women cell, expert talks and workshops for students, community and extension services, and competitions on sensitizing topics are some of the activities run by the departments to aware students on cross cutting issues.
- Commemorative days and days of national importance are celebrated in order to inculcate values and ethics.
- Women cell runs programs and activities to bridge gender gaps.
- Department of Political Science run electoral and voter drive to create constitutional awareness among students.

**1.3.2**

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

**Response:** 68.42

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

Response: 1250

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)

**1.4 Feedback System****1.4.1**

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

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

**File Description****Document**

Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted

[View Document](#)



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 85.06

##### 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
802	720	851	832	776

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

2022-23	2021-22	2020-21	2019-20	2018-19
980	960	960	960	820

#### File Description

#### Document

Institutional data in the prescribed format

[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:** 82.3

##### 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
402	423	402	416	371

##### 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
513	502	502	502	428

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 65.25

## 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:**

- Delivery of syllabus content is prominently done in the classroom extensively using different methods such as participatory, experiential and interactive methods. The lecture method is supplemented with interactive methods shifting the role of teacher as a facilitator. All the departments are facilitated with ICT tools such as projectors/ Smart TV/ computers for delivering PPTs and conducting lectures and tests.  
Some examples are :
- **Participatory Learning:** includes assignments, projects, group discussion sessions, quizzes and competitions, guest lectures, workshops and other co-curricular activities conducted by the departments. The NSS unit and NCC unit conduct all the activities through participatory methods providing students with the opportunities and skills to handle real-life experiences. Exhibitions and poster presentations on Literature Day, Science Day, and Environment Day give scope for students to participate in the learning process with interactive and innovative ways.
- **Experiential Learning:** The students are involved in handling the lab equipment and conducting the lab work by themselves through the activity '*Do Yourself*'. The short-term course on '*Mushroom Culture*' gives practical knowledge of growing their own '*Mashroom plant*' in their village. The field tours, educational tours and banks and industry tours are extensively

organized by the Arts, Commerce and Science departments to get first-hand experience of the relevant field. Final year students are trained to monitor their peers during lab hours. Students are trained to design low-cost experimental kits out of E-waste. Students are given training on Ganesh idol making and eco-plate making by using local and natural resources.

- **Problem Solving Methods:** projects and surveys conducted by students enhance their problem-solving skills. The trainings during classroom hours provide insight to solve specific problems leading to the application of classroom knowledge in real life.
- To make teaching–learning process more effective and impactful, the teachers use technology tools like PPTs, interactive videos, Google Classroom, Google Forms and G-Suite.
- The college has established a Lecture Recording Studio to strengthen online teaching. All the departments conducted classes through Zoom and Google Meet during the pandemic period.
- E-contents developed by teachers are available on the website as a repository.
- Learning beyond syllabus is achieved by arranging guest lectures. Every department has to submit the compliance of the academic calendar as part of their annual submissions.

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 76.22

**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
37	37	37	37	37

### 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:** 96.45

**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
27	28	28	29	24

File Description	Document
Institution data in the prescribed format	<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:**

**Response:**

- The College employs transparent mechanisms to deal with internal as well as external exam-related grievances. The directives prescribed by the affiliating university are strictly followed regarding internal assessment.
- Internal Exams and Assessment:
- The tentative schedule of internal assessment is published in the academic calendar of the college. After admission, students are informed about the internal assessment and tests held before university exams through notices and classroom communication.
- Assessment of students is based upon assignments, viva- voce, offline and online unit tests, seminars and their classroom performance.
- All unit tests and pre-semester exams are conducted through Centralized Examination Cell and centralized records are maintained by the cell.
- The SOP is prepared for students and teachers on the conduct of the tests and communicated to the students through WhatsApp and the notice board.
- After evaluation, feedback is given to students on their performance in the exam. Any grievances regarding exams are redressed in time time-bound period by the concerned teacher and the committee.
- External exams and Assessment:
- University exams are conducted as per the directions and guidelines of the parent university.
- Exams are conducted by the exam officer appointed by the Principal.
- All university exam related grievances are resolved by the administrative office and the in charge person appointed by the principal to deal with such issues and to provide robust solutions to their exam-related grievances.
- The university helpline numbers are available with the exam officer for redresser of grievances. However, no major grievances were recorded during the assessment period.

## 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:**

Sant Gadge Baba Amravati University, the affiliating university of the college has designed and developed POs/COs for all programs and courses offered to first-year courses from the academic session 2022-23 and will apply to Second and Third year in the following consecutive years. However, the college has designed POs / PSOs and COs in line with the curriculum prescribed by the university in the year 2018-19.

The program and course outcomes of all the courses in our college are learner-centered and maximum emphasis is given to the successful fulfillment of these outcomes. As a multi-faculty institute, the college offers programs in Science, Computers, Humanities, and Commerce, each of them with unique and well-defined outcomes. POs and Cos are uploaded on the college website for the knowledge of students and teachers. POs and COs are communicated to the students through an orientation program organized at the commencement of the session. The course outcomes are made aware to the students in the classroom as well at the beginning of the new session.

The teachers look into the maximum achievement of the course objectives by organizing curricular, co-curricular, and extra-curricular activities for students through which the understanding level of students ascends to the application level.

### 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

POs, PSOs and COs are measured through formative and summative assessment. Formative assessment through parameters such as students' sensibilities and awareness of cross-cutting issues, basic comprehension quality, life-skills and practical exposure, participation in classroom activities, involvement in departmental activities, etc. Summative assessment is done through semester end exams and their grade wise performance in internal exams and term exams. Pass percentage is a basic parameter to evaluate PO/CO attainment and outcome.

**Programme Outcome Attainment**

Parameter:

4 (Very Good): - 76-100 % of students successfully passed their respective courses in the final year examination.

3 (Good): - 50-75 % of students successfully pass their respective courses in the final year examination.

2 (Satisfactory): - 26-49 % of students successfully pass their respective courses in the final year examination.

1 (Unsatisfactory): - 0-25 % of students successfully passed their respective courses in the final year examination.

### **Programme Specific Outcome Attainment**

Parameter: - I (Students Passing Rate)

4 (Very Good): - 76-100 % of students successfully passed the Year End Examination.

3 (Good): - 50-75 % of students successfully passed the Year End Examination.

2 (Satisfactory): - 26-49 % of students successfully passed the Year End Examination.

1 (Unsatisfactory): - 0-25 % of students successfully passed the Year End Examination.

Parameter: - II (Students First Class Rate)

4 (Very Good): - 76-100 % of students successfully passed in the Year End Examination with First class.

3 (Good): - 50-75 % of students successfully passed in the Year End Examination with First class.

2 (Satisfactory): - 26-49 % of students successfully passed in the Year End Examination with First class.

1 (Unsatisfactory): - 0-25 % of students successfully passed in the Year End Examination with First class.

Parameter: - III (Students Second Class Rate)

4 (Very Good): - 75-100 % of students successfully passed in the Year End Examination with Second Class.

3 (Good): - 50-74 % of students successfully passed in the Year End Examination with Second Class

2 (Satisfactory): - 26-49 % of students successfully passed in the Year End Examination with Second Class.

1 (Unsatisfactory): - 0-25 % of students successfully passed in the Year End Examination with Second Class.

Parameter: - IV (Students Passed Class Rate)

1 (Unsatisfactory): - 76-100 % of students successfully passed in the Year End Examination with Passed Class.

2 (Satisfactory): - 50-75 % of students successfully passed in the Year End Examination with Passed Class.

3 (Good): - 26-49 % of students successfully passed in the Year End Examination with Passed Class.

4 (Very Good): - 0-25 % of students successfully passed in the Year End Examination with Passed Class.

### Course Outcome

Parameters:

4 (Very Good): - 76-100 % of students successfully passed their respective courses at each semester.

3 (Good): - 50-75 % of students successfully passed their respective course at each semester.

2 (Satisfactory): - 26-49 % of students successfully passed their respective course at each semester.

1 (Unsatisfactory): - 0-25 % of students successfully passed their respective courses at each semester.

### 2.6.3

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

Response: 60.06

#### 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
201	301	518	321	179

#### 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
527	644	638	328	394

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

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 4</b></p>	
<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:** 1.41

**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	00	00	00	1.408

#### File Description

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Institutional data in the prescribed format

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### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

- The institution takes continuous efforts and strives to nurture an environment suitable to research, innovation and incubation of ideas through the Extra- curricular activities run by departments and short term courses.
- Formation of Placement cell and Research Committee exclusively creates awareness and environment for students and staff to involve in innovative ideas and practices in their future career vistas.
- Research committee of the college actively provides guidance regarding research activities on campus. **Two design patents are published and one patent** is submitted by the faculty of Computer Science and Mathematics are the outcome of the workshop on “*Research Ethics and Intellectual Property Rights (IPR) organised by Research Committee.*”
- **30** workshops have been organised in the assessment period on IPR, research methodology and entrepreneurship

- **11** research centres for Ph.D. are approved by affiliating university, while there are **17 faculty recognised as Ph.D. supervisors.**
- Students are given opportunity to enroll in the programme initiated by ‘Career Katta unit which is a joint programme run by department of higher and Technical Education of Maharashtra State and Maharashtra Information and technology help Center.
- The Department of Botany runs short term course on “*Mushroom Culture*” with practical oriented pedagogy involving training on techniques and methods on Mushroom farming. At the initial level, set up is created for providing training to the students. The team of two students Mr. Keshav Kanwale and Mr.Amardeep Balaji Waghmare with one faculty Dr. P. Y. Anasane having the experience of these projects have started work on the development of the Mushroom Culture Technology. They have been working on it successfully since then and developed three different farms. Through this training cum course, students acquired the skills of entrepreneurship and received experience of real life business world besides, besides, student are getting ready to face challenges and competition in the market.
- **10 Workshops on entrepreneurships and business development** are organised by Faculty of Commerce. These workshops aim at developing innovative and critical thinking among students for orienting them towards creating new start-ups, providing internship in the industries collaborating with the institute. The workshops provided opportunities to directly interact with entrepreneurs and business developers who have excelled in their respective field of business.
- The faculty has organised industry – academia meet pertaining to skill development and business techniques in the year 2021-22. As an output of these, 10+ commerce students have initiated their own enterprises at their own places.

### 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:** 30

**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
10	11	1	7	1

#### **File Description**

#### **Document**

Institutional data in the prescribed format

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### 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 1.5

**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
19	08	00	18	00

**File Description****Document**

Institutional data in the prescribed format

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**3.3.2**

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

**Response:** 1.13

**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
11	6	7	4	6

**File Description****Document**

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**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:**

**Response:** The college organises community and social activities with the aim to sensitize students on social issues and reinforcing their relations with community and people. The activities conducted by students are carried out under different departments and units such as National Cadet Corps (NCC) and National Service Scheme (NSS), Electoral Club in collaboration with other institutes and agencies. Moreover the stakeholders are involved in managing and carrying out the social activities initiated by the management. The Divyang camp organised by the parent institution and the college in the year 2021 was a substantial initiative in assisting the government to reach out to the persons with disability. The registration camp and the distribution of aids and equipment camp served as a massive help offered to the 1100 + persons with disability in Umardhed locality. The faculty, students, NSS unit, NCC unit and the administration of the college were the key links to organise this programme successfully on GSG campus.

Year	2018-19	2019-20	2020-21	2021-22	2022-2023
Number of Extension Activities	11	16	06	10	24
Number of Students Participated	1443	1324	1023	1657	1827

Every year NSS conducts programs and activities including *social awareness, environment awareness, cleanliness drive, tree plantation drive, water conservation, construction of bandhs and wanrai weirs, social awareness activities like involvement in collaborative activities, street plays, speeches, campaigns in the adopted villages and the areas in vicinity.*

NSS provides platform for social awareness activities including *green initiatives, gender sensitization programs, health check-up, blood donation camps, dental camp, village cleanliness, village literacy programme, AIDS awareness programs, celebration of national days, international Yoga day, Voter's day, celebration of birth anniversaries of important people, etc.* The other student's holistic development programs include motivational lectures and inspiring speeches of the experts in the related field on cross cutting issues and issues pertaining to human development. NCC unit of the college runs program on discipline, patriotism, character building as regular practices. Through celebration of days of national importance and rallies, collaborative programmes the ethical and moral aspects are strengthen.

### 3.4.2

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

**Response:**

**Response:** The College has amalgamated co-curricular and extra-curricular activities with extension activities to sensitize students towards society. The college has received recognition from government approved agencies and government agencies for the efforts it has cumulatively taken to extend its help to society.

The activities run through NSS, NCC and college as a unit including various departments received letters of appreciation for the noteworthy performance and the effects they have created on society. The performance of the institution during COVID 19 period is appraised by the state government. The programmes carried out by the students in NSS special camp is recognised by local government. The blood donation camps, tree plantation programmes, Divyangjan camp, Do Yourself activity, community services by students, are conducted as regular practice through which awareness towards social contribution of students is raised. The students play major role in extending helping hand during these activities.

The college has received **09 appreciation certificates** for their commitment and excellent social development and awareness towards regional social challenges from government bodies and local government recognised bodies during the assessment period for the extension activities carried out by the institution through various channels.

### 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:** 38

**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
9	4	6	10	9

#### File Description

#### Document

Institutional data in the prescribed format

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## 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: 5**

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

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

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

#### **Response:**

The college administration ensures adequate infrastructure and physical facilities to run academic, co-curricular and sports activities. At present the college has 4 UG programs in Arts, Commerce, Science and Computer Application and 8 PG programs run in Marathi, Commerce, Chemistry, Computer Science, Zoology, Mathematics, Physics and Botany departments. Moreover it has 11 Ph.D. programs across all streams.

#### **Classrooms:**

There are separate wings for Arts, Commerce, Science, and students of Compute Application discipline. All the science and commerce classrooms are equipped with ICT tools. Most of the classroom teaching is done with ICT-enabled tools such as LCD projectors and Smart TV. There are separate classrooms for all classes. Besides the availability in departments, 5 ICT-enabled classrooms are facilitated in the main building.

**Laboratories and Research Centers:** The faculty of Commerce, the department of Zoology, Chemistry, Computer Science, Botany, Physics, and Computer Application have their labs for UG and PG students with a necessary number of instruments to conduct practicals smoothly. In total there are 12 Laboratories for Ph.D. programs. 11 research centers facilitate the scholars to conduct their research.

**Computer and IT facility:** To ensure an effective teaching-learning process and technology-oriented teaching, the institute has procured an internet facility on the campus. The LAN and WiFi system is made available in all teaching departments, administrative office, Library, laboratories, Internet browsing centers and seminar hall. At present, there are 93 computers for academic purposes including 16 chrome books along with printers, scanners, laptops and smart TV.

**Croci Library and Resource Center:** The College has a fully computerized and automated library with the OPAC system. The building area of the Library is 4225 sqft, has a circulation section, Textbook section, Reference section, Bounded volume stack section, Reading rooms, and Internet browsing section. The library has an Integrated Library Management System. 36,150 including textbooks and reference books are available in the library along with the the N-List facility, a consortium of UGC and MHRD, Govt. of India catering E-Books, E-journals, E-Shodhsindhu, and other E-resources.

The library has subscriptions for **30 journals and periodicals, 15 multi language newspapers, and encyclopedias** as learning resources. The library provides special facilities such as a reprographic facility, an high speed internet facility through separate sections. It follows the DDC scheme for arranging books.

**Sports infrastructure:** sprawling over 10 acres of land, the college has a specious sports infrastructure for outdoor games. Playgrounds for handball, volleyball, basketball, kho kho, and kabbadi games are available. 400-meter running track is also available on the ground. An indoor stadium for other sports activities such as badminton, chess, and carom is also available. well-equipped funtional gym is available at boys hostel.

#### **Other Facilities:**

Gene and Garnet Engle Auditorium is built in the area of 9511 sqft to conduct academic get-togethers, conferences, and programs. Late Dr. Atmaram Gawande Seminar Hall and Museum is constructed in a 3217 sqft area and is equipped with an internet facility. All extracurricular activities and programs are conducted in the seminar hall.

YCMOU center, Guest House, Boys Hostel, Lecture Recording Studio, Cafeteria, and parking Slot are some other physical facilities provided over the college campus.

#### **4.1.2**

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

**Response:** 55.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.85	10.47	1.31	6.59	17.32

#### **File Description**

#### **Document**

Institutional data in the prescribed format

[View Document](#)

## **4.2 Library as a Learning Resource**

#### **4.2.1**

*Library is automated with digital facilities using Integrated Library Management System (ILMS),*



*adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

**Response:**

The “**Crocy Library: knowledge and Resource Center**” is a central Library of the college with building area **4225.sqft**. It has a Circulation Section, Textbook section, Reference Section, Bounded Volume stack section, Periodical Section, Reading Room section, and Internet section. The library has an Integrated Library Management System (ILMS). It offers a range of services such as administration acquisition, cataloging, membership and circulation, serial control, and Web OPAC facility, Advanced Web OPAC can be accessed from anywhere on the campus.

The library advisory committee is in place.

The library collection includes **36,245 Books, 24,573 Text Books, 08 Print Journals and 12 periodicals, E-Shodhsindhu consortium operated N-list digital, online E-resources and NDL.**

The books are arranged according to the **Dewey Decimal Classification (DDC)** scheme.

Subscription to E-resources. The E-content developed by the faculty is maintained. The library organizes webinars and workshops on E-Resources.

Open Educational Resources-Assignments, journals, reference materials, textbooks, audio/video are available to ensure easy access to books. The library also houses a rich reference collection of Encyclopedia, Britannica, all religious books, American literature, Dictionaries and other reference materials. The library has provisions for both individual and group studies. Adequate space is provided for browsing and comfortable reading.

**QR code** is generated for downloading university question papers and syllabi. NET/SET MPSC UPSC Banking, Entrance Exam and other Competitive Exam books are available for students. Under the N-list program of Inlibnet, users can access about **6000 E-journals and 3135309 e-books**. One OPAC machine is also installed in the library to ensure easy access of books.

**Use of Library** - The library remains open from 10 AM to 5.30 PM on all working days. The database of books is updated on day to day basis. Library maintains user register, Student visiting register, teaching non-teaching staff and guests (outsiders) by user tracking system

**Using the formula:**

Par Day use of the library = total teachers/Students visiting the library in a year/ no of working days.

= 73337/218=336.48 (2022-2023)

## 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:**

- Education using technology enhance the learning effects. To bring IT reforms and updation in IT facilities, the college has formed IT Advisory Committee. The regular meetings of the committee makes need based assessment and takes steps in improving the IT infrastructure of the college. The ICT tools including desktop computers, laptops, LCD projectors, Smart TV, Internet Facility through LAN and Wi-Fi with 100 MBPS speed are provided.
- All teaching departments are connected to an internet facility. Dedicated computer Science labs and commerce lab is installed for students. There are 93 computers used for academic purposes. The college also has an internet browsing center in the Library and English department. 12 classrooms are ICT enabled. The seminar hall is also equipped with LCD projector and internet access.
- For student security and monitoring, CCTV cameras are installed at prominent places such as hallways, college entrance and exit points, office premises, and library.
- Creation and maintenance of the website are done through the website committee. The institutional website is regularly updated and restructured from time to time.
- The administrative office purchases the required Desktops/Printers/Peripherals and distributes them to academic departments as well as the administrative office. College Management System is in place for office work such as admission, report generation, fees Collection, generation of students roll lists, and issue of bonafide.
- Library Management software is installed in the library making it fully automated. User Tracking System is installed in the library for monitoring library visitors every day.
- Biometric system is in place for the attendance of all teaching, administrative, and technical support staff.
- Maintenance of hardware, software, internet lines, and networking is done regularly through the technical assistant of the college. Major repair and maintenance is outsourced.

**4.3.2**

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

**Response:** 4.87

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

**Response:** 375

**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:** 35.55

**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
6.83	8.18	0.76	6.16	5.76

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<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:** 89.51

**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
1625	1695	1643	1624	1380

#### File Description

#### Document

Institutional data in the prescribed format

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#### 5.1.2

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

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

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

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

#### 5.1.3

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

**Response:** 42.73

**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
1536	884	92	646	645

**File Description****Document**

Institutional data in the prescribed format

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

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

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

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

**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:** 44.87

**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
107	170	159	153	93

**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
201	301	518	321	179

File Description	Document
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:** 1.67

**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
5	5	03	0	1

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

**5.3 Student Participation and Activities****5.3.1**

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

**Response:** 5

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

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

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

**5.3.2**

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

**Response:** 16.4

**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
25	12	00	24	21

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)

**5.4 Alumni Engagement****5.4.1**

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

**Response:**

**Response:** Dr. A & S Gawande Alumni Trust is a registered alumni trust (Regd. No E-203(YTL.)) of the college which has been established in the year 2007. Since then the trust has been working with the objectives to initiate activities and raise funds to assist the institute in its progress. The alumni have been given adequate representation in the college Development Committee, IQAC and other committees. The informal and formal feedback collected from the alumni is discussed and appropriate action is taken.

The alumni contribute immensely to the overall development of the college.

The Alumni Meet is organized every year as a formal get-together of the alumni. The alumni working in various fields with significant achievements were felicitated and allowed to share their experiences with the students.

The alumni reconnect with the college through various activities such as guest lectures, Interactive meetings, career counseling programs, etc. The teaching departments invite their alumni on and off for academic assistance. Some alumni are connected with the institution through formal MOUs and collaborative activities. Department of Physics, Botany, Zoology and Commerce have invited Alumni to deliver lectures on skill development. Alumni Meet of the year 2023-24 has been organized in December 2023.





## 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 institutional administrative set up comprises of Parent Trust Body, Advisory Body, and College Development Committee to ensure vertical and horizontal growth of the institution through administrative functioning in tune with vision and goals of the institute.

The governing body stimulates the practices of decentralization and participative management in order to bring efficiency, transparency and quality culture in overall functioning of the college. The management reviews the functioning of various units through meetings with faculty and staff for the attainment of the vision and goals of the institute. To realize the goal, they have adequate representation on some committees of the institute. Moreover the leadership receives formal inputs from IQAC and informal inputs from stakeholders about the functioning of the institute and the valid suggestions are discussed and implemented. The practice of decentralization and participative management are visible from the set up viz. Parent Body, College Development Committee, Principal, Internal Quality Assurance Cell, Department Heads, coordinators of NSS, NCC units, administrative and Non- teaching staff.

In recognising the directions and guidelines received from the government and the affiliating university about implementation of NEP, the college has formed NEP committee to effectively implement the policy at college level and to acquaint students and faculty about the future changes of the educational system and academic structure.

For regular and day to day administrative work, the institute has the provision of participative and decentralized governance. This is reflected in the organogram of the institute where Principal is the highest authority.

Principal is the Member Secretary of the College Development Committee (CDC) and chairperson of the IQAC. The Principal in consultation with the Teachers constitutes different committees for planning and implementation of academic, administrative and related areas.

Senior faculty has been appointed as Vice Principal to assist the administrative work.

The head is authorized to take administrative and academic decisions of the department. Faculty members are given representation in various bodies/cells such as Governing body, IQAC and other academic and administrative committees.

The perspective plan prepared by IQAC with long and short term goal ensures the planning and activities for bringing quality culture.

Non-teaching staff are represented in the governing body and the IQAC. Suggestions of non-teaching staff are considered while framing policies or taking important decisions. Participative management.

Students are nominated on various committees such as IQAC, Library committees, sports and cultural committee, women cell etc.

Alumni representation is visible in committees such as CDC and IQAC.

The head of the administrative and academic committees take appropriate decision which are discussed and approved by the principal and the management reflecting the decentralisation of governance.

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

The governing body of the institute has framed policies for effective administration and overall functioning of the institute.

**Policies:** The institute has framed various Academic, Administrative, and infrastructural policies viz. Teaching –Learning Process, Policy of Internal Assessment, E-Governance policy, Admission Policy, Appointment of Faculty and staff policy, Environment policy grievance policy etc. for effective functioning of institute.

#### **Administrative set- up :**

- Principal being the Head of the Institution is the key decision maker regarding all academic and administrative matters. He ensures discipline in college and an atmosphere conducive for academic activities as per the vision and goals of the institute.
- Internal Quality Assurance cell works under the leadership of the principal and in coordination with academic and administrative committees to ensure quality culture in overall performance of the institute. The administrative setup consists of Principal, IQAC, HoDs, Committee Coordinators, Office Superintendent, and administrative and technical staff.
- The Head of the teaching departments are authorised to monitor departmental academic and administrative procedures. The departmental faculty work under the supervision of the respective department head. The decisions are taken in consideration with principal.
- The administrative head is the superintendent who looks in admission, university and office of Joint Director Correspondence, financial, scholarships and student support. The OS allocates duties to the administrative staff for speedy and uninterrupted services.
- Library set up consist of Librarian as a head, Library Clerk, and Library Assistant.
- CDC, IQAC, Anti-Ragging & prevention of sexual harassment Cell, Students Grievance Cell, etc.

are formed according to the Maharashtra Public University Act 2016.

**Appointment and service rules:**

- The institute adheres to the service rules laid down by State Government and Sant Gadge Baba Amravati University.
- The appointments of teachers, staff and faculty on contributory basis are done according to the norms.
- The policies related to appointment, promotions, leave, retirement benefits, staff welfare are strictly followed according to the norms of Sant Gadge Baba Amravati university, state government and University Grant Commission (UGC), New Delhi.

**Procedures:**

- The policies are implemented through standard operating procedures. The SOPs are designed for stakeholders of the college including students, teaching departments, laboratories, Library, administrative working and facilities. The principal monitors the implementation of all SOPs. The Standard Operating Procedures are displayed at prominent places on campus. The code of Conduct document is available on institutional website.

**Strategic/ perspective/ development plan and Deployment:**

The IQAC has designed Perspective plan of the college in tune with the vision and goals of the institute. The IQAC and the Principal plans academic and administrative activities according to the perspective plan and for the attainment strategies are planned for the execution. The key component of the perspective and development plan are as follows:

1. Teaching learning process
- 2 Faculty development
- 3 Administrative work
- 4 Social Responsibility
- 5 Quality Assurance
- 6 Student development and welfare
- 7 Industry institute interaction
- 8 Infrastructure
- 9 Image building-branding
- 10 Research and Development

11 Maintenance

### 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

## 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 Management and the administration of the institution provides constant support to the teaching and non-teaching staff of the college and have created conducive environment for personal and professional growth of the staff. Besides allotting and facilitating the service benefits, the institution has initiated welfare measures to make the staff financially, academically and emotionally strong. The following welfare measures are taken by the institute:

1. Staff credit co-operative society is run and managed by the employees of the institute and provides financial assistance in terms of loans to the employees at a moderate rate of interest.
2. As per the guidelines of the government gratuity, pension and all other government welfare schemes are given to the staff.
3. Paternity Leave is granted on demand.
4. Maternity Leave is sanctioned as per the rules of the state government and the university.
5. Group Life Insurance facility is available for all staff.
6. Financial Assistant is given to the faculty to attend international/ national conferences and seminars/ workshops.
7. Duty leave is granted for academic and research work to the staff.

8. Financial Support in kind is given to class 4 employees.
9. ODL is given to the college representative
10. Other insurance facility to salaried account holder is available for teaching and non- teaching staff
11. Medical reimbursement facility is available for staff.
12. GPF and DCPC facility is awarded as per the government rules.
13. EL encashment is done at the time of retirement of the non- teaching staff.
14. Casual medical facility is free to all teaching, non- teaching staff of the college.
15. Priority to the ward of the teaching/ non- teaching staff is given at the time of admission from the management quota.
16. Felicitation is done on special achievements of the staff to pursue greater aims and on birthdays by the management and the principal.
17. Placement and promotions are given as per the rules.
18. Guest house facility is available for staff in case of need.
19. Leadership Roles: Eligible staff members may be considered for leadership roles within the college, such as department heads or deans.

**Appraisal System:** for Teaching and non-teaching staff, appraisal system is in place to scale their performance.

- The teachers' performance is scaled through the API score they achieve every year in terms of teaching, research, co-curricular, extra-curricular, and administrative and extension activities they performed as per UGC and University norms.
- For non- teaching staff, annual assessment is done by the institution through the appraisal form which is submitted by them to the principal at the end of the academic year.
- In addition, the self- appraisal is submitted by the faculty on contractual basis. The report is sent to the principal for authentication and action in case of unsatisfactory performance.
- The assessment of the teachers, non- teaching staff and overall aspects of the college is also done through online feedback received from students. The analysis report is submitted to the principal and the necessary directions are given to the concern teachers if required.

### 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:** 60.99**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
28	18	11	20	09

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)**6.3.3**

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

**Response:** 72.85**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
56	49	13	52	42

**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
28	28	28	33	33

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)**6.4 Financial Management and Resource Mobilization****6.4.1**

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

**Response:**

The funds received from sources such as governments, universities and NGOs are efficient and optimally mobilised.

**The sources of funds are:**

- 1. Salary Grants:** receive from office of the Joint director and credited to the bank account of the employees.
- 2. UGC Grants:** The grants received from UGC are used for the development of the institution.
- 3. Grants from University:** The grants received from the university for holding programs or academic events such as conferences/ seminars are used for the same.

**NSS/ NCC and Sports Grants:** The College receives funds from the government for NSS and NCC units. The expenditure is incurred on the designated heads and reflected in the audit.

**4. Students fees Collection:** The fees from the students are collected for admission and examination as per the rules of the affiliating university. The fees collected from grant-in-aid courses are credited into government treasury while the non- grant courses fees are utilise for salary and development purpose.

**5. Scholarships** received from the government of India are directly transferred to the beneficiary account.

**Grants from NGOs:** The institute receives funds from Non-government Organisation like SESA/ Rotary through FCRA account of the management. The funds are utilised as per the heads for which the funds are granted.

**6. Management:** The management allots the funds for conducting programs and activities run over the campus for which budgetary provisions are not made.

7. AISHE Remuneration is paid to non-teaching staff.

**8. Funds from the University for the Conduct of Exams:** Remuneration for examination is disbursed to teaching and nonteaching staff involved in the conduction of university examination.

9. The budget of the departments is invited from the heads and placed before the management for sanction. It includes ICT infrastructure, laboratory expenses, books and sports material.

10. The administrative office prepares annual budget (excluding salary) for expenses including printing, travelling, maintenance, electricity charges, postage and cultural etc. The principal reviews the fund allocation and utilisation frequently and reallocate the unutilized components as per the need.

**The institute regularly conducts financial audit.**

- Internal and External audit is conducted by chartered accountant deputed by the governing body. The CA audits the balance sheet, income and expenditure and receipt and payments. The audited
- Statements of Income and Expenditure are prepared by the auditors.
- The audit reports duly signed by the CA and the Principal is submitted to the concerned authority.
- The administrative officer of regional department of Higher Education sporadically conducts assessment audit of utilized funds.
- The completed audit report is placed for approval in the governing body.

## 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 (IQAC)** at our college plays a pivotal role in elevating and sustaining the quality of education. This dedicated body continually explores innovative teaching

approaches, advises on infrastructure development, and recommends the introduction of self-financed courses. IQAC serves as a highly effective internal coordination and monitoring mechanism, working tirelessly to ensure our institution maintains its educational excellence.

**Key Roles of IQAC:**

**1. Quality Enhancement:** IQAC actively participates in efforts to improve and enhance the quality of our institution. It identifies areas for improvement and suggests measures to achieve them.

**2. Half-yearly Meetings:** Regular half-yearly meetings are held to strategize, guide, implement, and evaluate the teaching, co-curricular and extra-curricular activities in the college.

**3. Quality Culture:** IQAC strives to promote a culture of quality through initiatives and best practices.

**Notable IQAC Initiatives:**

**Significant improvements in quality have resulted from several key IQAC initiatives:**

**1. Strategic Planning:** IQAC leads the strategic planning of key areas and assigns responsibilities to ensure academic performance and results, student leadership training, soft skills development, placement assistance, faculty development, research activities, industry interaction, extension activities, sports, and collaborations.



**2. Monitoring and Mentoring:** IQAC oversees academic and administrative activities through periodic monitoring, academic inspections, and mentorship. Standardization and establishment of systems and procedures have been a priority.

**3. Continuous Improvement:** The institution continually improves through audits and compliance checks, following recommendations from the College Development Committee (CDC), Governing Body (GB), IQAC, and Student Council.

**4. Roles and Responsibilities:** IQAC has defined the roles and responsibilities of institutional portfolios, ensuring clarity and efficiency in operations.

**5. Academic and Administrative Systems:** Development and enhancement of academic and administrative systems for better management and service delivery.

**6. Skills Development:** Focus on enhancing presentation skills among faculty and staff, ensuring effective communication.

**7. Student Involvement:** Student Council actively participates in quality activities, fostering social awareness.

**8. Industry Collaboration:** Encouragement of industry participation in lab development and provision of internship opportunities.

**9. Student Development:** Implementation of a project-based learning approach, career guidance, competitive exam training, and communication skill development.

**10. Placement Support:** Organization of placement drives and induction programs, defining clear learning objectives for students.

**11. Team Building:** Promotion of team building and events to support quality initiatives.

**12. Student Support:** Special attention and remedial actions for slow learners, along with counseling and guidance services.

**13. Disciplined Activities:** Planning and execution of disciplined activities to enrich student experiences.

**14. Alumni Engagement:** Active involvement of alumni in various college activities.

## 6.5.2

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

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**

**4. Participation in NIRF and other recognized rankings**

**5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

## 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:**

**Response: a. Promotion of Gender Equity:**

The institution being a co-educational institute serves male and female students with more than 65 % female enrolled across the programme. Adequate facilities are provided to all the students. The committees, cells and the teaching departments arrange several programs, activities, training programme, health and fitness camp, yoga training, self-defence workshop, entrepreneurship workshop, guidance talks, and competitions to promote gender equity and women empowerment.

- Male and female students are given equal opportunity in all the curricular and co-curricular activities. To empower female students, the college has established Women Cell and Pre-marriage counselling cell and grievance Redressal cell for all students.
- The anti-ragging committee is formed for protection of students against all issues related to grievances on campus. Equal opportunity is given to female students during placement drives.
- Celebration of international Women day every year is a measure that safeguards gender equity.
- Gender sensitization action plan is worked out in general, each year, by taking care of all the various issues, in respect of girl students in particular, such as safety, security and counselling.
- **36 programmes and activities are conducted for promoting gender equity** during the assessment period the cell and various departments.

**b. Sensatization through Curricular and Co-curricular Activities:**

- The students are encouraged to pursue higher aims through counselling sessions at the time of induction programs.
- The 'Navi Deesha' girls' organization works under the guidance of women cell and class student representatives take initiatives in dealing all issues of women students on campus.
- The counselling on academic and social, educational issues are the part and the parcel of routine activities of women cell.
- Meeting of girl's students for dealing issues in campus are held sporadically. The students are encouraged to join NCC and NSS, and motivated to involve in leadership programs.
- The College also has a mentoring system to offer counselling to students on academics, higher studies and career choices.
- All first-year students are given an orientation about complaint redressal mechanisms available in the College like Anti-Ragging Cell, Internal Complaint Committee, Student Grievance Redressal Cell and Women Cell.

- Security Gaurds at the specific places, CCTV cameras covering all the premises ensure the security of students and staff.
- Dress code is there for all students, ID cards are issued to the students and staff to prevent the entry of outsiders into the College premises.
- The members of the Discipline Committee have made a code of conduct to be followed by students.
- During study tours or University fests, lady staffs accompany with girl students.
- Self-defence workshops and Karate classes are conducted by Director of physical Education and Sports.
- Complain and suggestion boxes are kept at the office of the principal and in the library.

### **C. Facilities for Women on Campus:**

- The college has separate washrooms, for girls and boys. Fire Extinguishers are placed at library, administrative office and department of Chemistry. First- aid boxes are available at laboratories, library, sports department and office. The ambulance service is procured in case of medical emergency. Girls common room, separate seating area, vending and disposal machine and suggestion cum complain box are available. The washrooms at ground floor makes it easy for divyangjan (physically challenged) to use. Ramps are also available for the needy.

#### **7.1.2**

**The Institution has facilities and initiatives for**

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

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

#### **7.1.3**

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

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

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

#### **7.1.4**

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance**

**and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

The College promotes to assimilate cultural and social diversity among the students. Activities that promote communal harmony are undertaken frequently.

- Annual Cultural gathering celebrated in the college sensitize students towards culture, art, language and society. The activities and programmes included in the gathering reflect the socio-cultural bonds of students.
- Publication of annual Magazine 'Akansha' by the college reflects students sensitization towards social issues, art, culture, their creativity etc.
- Marathi department organizes "Marathi Bhasha Diwas" activity on 21 February every year in which programmes to sensitize students towards lingual and regional harmony are taken.
- Online General Knowledge quiz program was organized on the occasion of Dr. A.P.J Abdul Kalam to mark his birth anniversary during lockdown period.
- During Covid-19 pandemic period college has contributed through "Corona test camp", "Corona Awareness camp", "Corona Symptom Camp", community work by students by distributing the stuff and things to the needy and poor, Janata Curfew pledge, Snehanubandh campaign run by the college students during Covid 19 period showed the sensibility of students towards community. They stitched and distributed the masks by visiting the village people personally.
- The institution has organized the "Swachha Bharat Abhiyan" for one week in which the students cleaned the campus and surrounding. The program was keenly concentrated to inculcate values of hygiene and cleanliness among students.
- EVM training program was held in Campus to aware students and community towards voting system.
- "Blood donation Camp", Blood group testing Camp, Eye check-up, Dental check-up camp, Aids awareness camp, Environment awareness camp are organized by the college every year.
- Celebration of Constitution Day on 26 November, aims to create awareness of Fundamental Duties as enshrined in the Constitution.
- Every year "National Voters Day" is also celebrated on 25 January to encourage youth to participate in the electoral process. The college organizes Voter registration camp, Graduate Voter registration and rallies etc. were conducted jointly with Tehsil office.
- Celebration of Independence Day, Republic Day and Maharashtra Day inculcate the patriotic value among the students.
- The College regularly organizes blood donation drives, food donation drives, road safety awareness campaigns, etc.
- During disasters like flood in Maharashtra, COVID pandemic period, donation drives were conducted to raise funds and other utilities for relief. "dhwajnidhi" (military personnel welfare fund) is raised by the employees every year.
- World AIDS and Human Rights Day are celebrated in order to inculcate moral values, ethics and empathy among students. The college organizes visits of the councillor from the rural hospital to aware students on the topics.
- Students are encouraged to participate in activities like *Tree plantation drives, Wild life conservation, Pollution awareness Seminar, Swachh Bharat Abhiyan Paper, Cloth Bag Making*

*workshops and Anti-Plastic awareness programs.*

- E-waste collection drives are arranged regularly.
- Drug awareness, Peace, Non-Violence awareness campaign and anti-tobacco pledge were conducted.
- **Seventy three** programs are organised on the tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students towards constitutional awareness.

## 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:**

**Title of the Practice:** Exposure to International Faculty and Students through **Study Abroad Programme of Ohio University** and partnership with **Student and Education Support Association (SESA), USA**

**Objectives of the Practice:**

- Create opportunity for faculty and students to interact with foreign faculty and students.
- To exchange the cultural, linguistics and socio-religious notions of both the countries.
- Incorporate research activities with academic experiences.

**The Context:** The study abroad program is an interdisciplinary initiative. The relationship with Ohio University through Student and Education Support Association (SESA), USA paves way to initiate this practice.

The practice tunes with The National Education Policy- 2020 with the vision to collaborations of higher Educational Institutions with foreign HEIS and universities.

**Practice:** USA students visits the college to study the aspect of Indian religions, culture, society and rural set up of the country and to conduct research, workshops and interactive sessions for GSG. Collaborative research and work on research projects is practiced. Visit to international universities without paying out for travelling and boarding in abroad for academic purposes is a practice.

**Evidence of Success:**

**1. Dr. Yegan Pillai**, Professor of Psychology from Ohio University was visited during 22 February to 24 March 2018 and conducted interactive sessions with faculty and students and done meetings with 600-700 students on campus.

2. 05 students and 02 professor stayed on GSG campus from 2nd July to 30th July 2018 for conducting

research.

3. In 2019, **Dr. Y.M. Raut**, the Secretary and the faculty **Dr. D.V. Tayade of Zoology** visited Ohio University to attend the international conference during 20 October 2019 to 10 November 2019 with the sponsorship of SESA.

**Outcome:** The faculty is appointed as a co-investigator in the SESA project called **Mati- Paani –Asha, a joint project of Sterling college, SESA and GSG.**

4. **Dr. Greg Kessler**, Professor of Instructional technology from Ohio University visited and stayed on the campus during 17 January to 27 January 2019 to train faculty and students on technology usage.

5. **Dr. Briju Thankachan, Former Director**, Curriculum and Assessment Design and Improvement, Ohio University Heritage College of Osteopathic Medicine, is appointed as technology advisor of the College and a director of a Center for Teaching, Learning Excellence.

6. **16 Students of GSG** are registered with IIT Bombay institute for online course through this center.

#### **Problems Encountered and Resources Required:**

1. The collaboration is at present limited to the faculty from humanities and social sciences hence the scope for science faculty and students is limited for collaborative participation.

2. Students from Ohio university have visited the college but the students of GSG college are yet to avail the opportunity.

3. Unlike Ohio University who offers credits to their students for conducting research and courses at international level, our university doesn't offer transferable credit system due to which motivating students on academic basis is challenging.

4. Online certificate courses offered by Ohio University are not affordable for the students of GSG.

5. The socio-cultural background and educational needs of students are different.

#### **Title of the practice: Environmental Awareness and Green Practices**

##### **Objectives of the Practice:**

- To create peaceful environment in the campus and increase green consciousness among students.
- To conduct activities to support environment.
- To inculcate practical and humanitarian bend of mind among students that can prove as long lasting impact on their future personal and professional life.

##### **Context:**

Changing climates and conditions of the cities and rural places raise the need to the practice. College has

a large campus with rich bio-diversity. The geographical area of college supports the efforts.

**Practice:**

- During every academic year, on 06 August the college organizes tree plantation program to mark birth anniversary of the founder president of College, Late Shri. Narayanrao Wankhede.
- The Institute has installed 18 KWP on grid solar Panel in the campus to generate alternate energy resource which is environment friendly and sustainable.
- The college premise is filled with greenery which produces soothing impact in hot summer days.
- Botanical garden is the asset of the college with more than 175 plants. 1538 plants in campus counting 90 different species.
- QR codes to campus trees is the initiative taken by department of Botany for identification of different plants species in the college campus.
- Wormy compost pit is formed.
- paperless communication is encouraged.
- Bulbs and Tube lights are mandatorily replaced with LED.
- Rain Water Harvesting was installed in some buildings.
- Maati, Pani Aasha center established in the college as a collaborative project of GSG and SESA supports environment sustainability in the form of organic farming.
- Food and Water for Birds" programe,seed collection drive is organised.
- Soil Analysis facility is made available for farmers in unmarked region.
- E-waste collection project is undertaken.
- Energy audit , Environment Audit and Green Audit is done by external agency
- Tree planation and environment awareness drives through NSS are carried out by the students in adopted village.

**Evidence of Success:**

- The administration is cautious about use of LED bulbs, Tubes and other energy efficient appliances. The installed 18 KW on grid solar system is in tune with government's policy to check carbon emission.
- The wormy compost produced on campus is utilized as a manure to the plants and trees in campus and restricts the use of fertilizers leading to organic gardening.
- The initiatives and activities of Maati, Pani Aasha center established in the college as a collaborative project of GSG and SESA support environment sustainability in the form of organic farming. A group of farmers have shown their interest in organic farming and training sessions were conducted for these farmers.
- Air quality index according to Environmental Audit report is found well to satisfactory which indicates the healthy environment of the campus.
- E-waste collected is either sold to scrap vendor for recycling while some of the electronic and electrical components are reutilized in Physics department for circuit assembling and maintenance of the equipment. The students have constructed power supply out of E-waste.
- Cleaner environment, bio diversity maintained in campus, botanical garden with rare plant species, green campus, students' initiatives at their own places to save environment. are the outcomes

**Problems Encountered and Resources Required**



- Planning of different activities needs continuous efforts of staff as well as students. Moreover the quantitative outcome is difficult to measure.
- Maintenance of botanical garden is challenging as they need more human resources and funds.
- Animal hazards especially monkeys are a challenge.
- Water scarcity is the main problem of the area in summer and the water resources are limited to use.

## 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:**

**Title:** *Upliftment of students especially from socially and economically backward / underprivileged society and female students of rural area through quality education*

**Introduction:**

Gopikabai Sitaram Gawande College has been established in the year 1966 under the aegis of Yavatmal Zilla Ahkil Kunabi Samaj. From its establishment to the recent, it was the only NAAC accredited institutions in Umardhed Taluka to provide quality higher education to the students of the rural area with weaker socio-economic background by offering academic choices. The demographic data indicates the prominence of underprivileged society therefore The Umardhed legislative constituency is reserved for SC category. The number of students seeking admission to higher education is mainly from these socially and economically weaker sections.

To the present, the institute is regarded as a center of quality education and therefore is the first choice of the students, especially students belonging to underprivileged strata and female students.

In tune with one of its vision to be a lifelong learning center, it offers programs from UG to Ph.D. and provides opportunities to transform from local to global with the institution's relations with SESA, a non-government organization at US and Ohio University, USA.

**Practice:** The College being a co-ed institution serves both the genders however, every year it records the increasing percentage of female and students belonging enrolled to various courses. At present there are around 70% female students taking education through various streams at affordable cost. This facilitate female students, who cannot afford to join colleges at city for education outside the area, to enter higher education successfully and complete the degree. This also ensures incremental growth in GER of this area. Out of admitted students more than 80% are held from socio economic and educationally weaker section.

1. To accommodate every eligible student, the institute has added sections on non-grant basis.
2. More than 80 % students belong to reservation category while around 65% students are benefited from GOI and other scholarships. Moreover the institute offers fee concession to the students in genuine cases.
3. The college is committed to uplift students through **C2E2** activities:

**Curricular Activities:** by using latest technological tools in teaching and innovative pedagogical approaches in tune with the directions released by Parent University, by constantly updating the teachers' quality through faculty development programs and research involvement.

**Co-curricular Activities:** To support the teaching –learning process and its optimal adoption by students, the institute is proactive in organising co-curricular activities including guidance talks, guest lectures, study clubs, study tours, field tours, industry visits, subject related practices such as seminars, group discussion sessions, quiz competition, interactive teaching sessions, and other intra classroom practices with new approach.

**Extra-curricular Activities:** Include competitions organised on miscellaneous aspects, activities conducted in collaboration with other institutes, trainings, workshops on career guidance, programs to inculcate ethics and values, nominations of students on committees, participation of students in sports and cultural activities, etc. for the holistic development of the students.

The result of curricular activities is can be measured with the students achieving ranks in university results. There are **13 students appeared in university merit list** during the assessment period. **10 PG students have passed NET/SET/GATE exams** as a result of meticulous efforts taken by faculty on academics. The co-curricular and extra-curricular activities encourage students to participate in competitions organised outside the college at various levels and achieve ranks in them as well as to join the groups work for social cause.

**Extension, and Community Services:** The NCC unit inspires to inculcate patriotism and discipline while NSS unit encourages to serve the community especially rural society. Teaching departments and committees formed for the cause inculcate the value of social work and integrity to foster social harmony, patriotic values, social skills, community hitches. The students receive individual experiences through camps, rallies, road shows, social drives, environmental drives, community services and visits.

- To empower our students the institute caters dedicated women faculty to attend the issues of female students, fully automated library with open access and adequate learning resources, continuous evaluation through internal Exam Cell, mentoring sessions arranged periodically for emotional and intellectual development of students, Adequate physical facilities with internet connectivity, conducive sports environment, institute's collaboration with other HEI and NGOs through MOUs for academic purposes guarantees the students awakening and empowerment through education.
- The formation of Women Cell, Navi Deesha Girls' organisation, Placement Cell, Anti- Ragging and ICC stand for women safety and empowerment. The activities and the programmes held for women students create the sense of belonging to inclusive education. The placement cell through campus and pool campus placement drive creates opportunities for students to secure jobs. The cell conducts workshops/sessions/ training programmes to build confidence and competency to

secure their place at job market. The pre marriage counselling cell conducts counselling programs for female students in order to acquaint them their value, responsibility and to retain their studies even after early marriage.

- Adequate representation from SC/ST category has been given at the time of appointment and the faculty held from these category are equally nominated on the working committees of the institute and given equal opportunity in CAS and other academic advances.
- The institution's collaboration with Ohio University, Athens, which provides funding for An Ohio University faculty or student, on average one per year to travel to GSG College to study, teach, conduct research, is a rare opportunity for rural and socially backward students of the area to expose to the new people and culture. The endowment strengthened Ohio University's partnership with GSG College. The partnership emerged from SESA's establishment of the Ram and Sushila Gawande India Endowment at Ohio University in 2012, This promotes Ohio University students to Undertake study abroad program at GSG College. The interactive sessions with study abroad students and faculty ensure opportunity for international exposure to the college students.

## 5. CONCLUSION

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### **Additional Information :**

The college has a dream of creating a benchmark in imparting quality education in a rural area. The institute aims to produce responsible citizens through extensive training and continuous all-around developmental activities.

We are committed to imbibe the true national spirit and ethical values and generate/reflect the same in the young generation to become responsible citizens of India. The Institute involves all stakeholders by organizing parent, alumni, and employer meetings. Stakeholders are invited to various committees either to contribute to Academic or Non-Academic issues to keep students upgraded with the latest happenings in respective fields. Faculty and staff also have representation on various committees where they contribute to decision-making. In a nutshell, the institute is working for the betterment of society by involving all of the stakeholders.

### **Concluding Remarks :**

**Gopikabai Sitaram Gawande College** recognizes the paramount importance of achieving accreditation from the **National Assessment and Accreditation Council (NAAC)** to enhance the quality of both its academic and administrative endeavors. Throughout our journey, we have maintained unwavering commitment to upholding high standards in teaching, learning, and evaluation processes.

We pride ourselves on our transparent admission procedures, ensuring strict adherence to statutory regulations. Our commitment to diversity is evident in our student body, which represents a rich tapestry of society and geographical backgrounds. Our mission is to provide students with a holistic education, blending formal, informal, and practical training to empower their learning abilities.

Furthermore, we have consistently invested in sports and recreational facilities, underlining our dedication to nurturing the comprehensive development of every student.

This **Self Study Report (SSR)** marks the initial step towards securing NAAC accreditation, encompassing all aspects across various criteria. It serves as a testament to our commitment to elevating the quality of academics and administration within our institution. Gopikabai Sitaram Gawande College has continually striven to develop innovative strategies in response to the evolving landscape of legal education, with a keen focus on its societal implications.

Accreditation by NAAC not only fuels the creation of pioneering educational programs but also reinforces our moral compass. Our collective academic endeavors of the past years have propelled us toward our goals, imbuing us with a steadfast determination to realize the vision and mission of our college.

We cordially invite **NAAC Peer Team** to visit our Institute and evaluate, access for accreditation process.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p><b>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</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b>            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>513</td> <td>502</td> <td>502</td> <td>502</td> <td>428</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>402</td> <td>423</td> <td>402</td> <td>416</td> <td>371</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b>            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>513</td> <td>502</td> <td>502</td> <td>502</td> <td>428</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>513</td> <td>502</td> <td>502</td> <td>502</td> <td>428</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	513	502	502	502	428	2022-23	2021-22	2020-21	2019-20	2018-19	402	423	402	416	371	2022-23	2021-22	2020-21	2019-20	2018-19	513	502	502	502	428	2022-23	2021-22	2020-21	2019-20	2018-19	513	502	502	502	428
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3.1.1	<p><b>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</b></p> <p><b>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)</b>            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>0</td> <td>7.39400</td> <td>10.19200</td> <td>0</td> <td>12.40386</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>0</td> <td>00</td> <td>00</td> <td>00</td> <td>1.408</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	0	7.39400	10.19200	0	12.40386	2022-23	2021-22	2020-21	2019-20	2018-19	0	00	00	00	1.408																				
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Remark : DVV has made changes as per the report shared by HEI.

**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	18	4	36	80

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	08	00	18	00

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
69	26	16	21	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	7	4	6

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	10	6	16	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	6	10	9

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

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

Answer before DVV Verification :

Answer After DVV Verification :5

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

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

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

## 2.Extended Profile Deviations

### Extended Profile Deviations

No Deviations