



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**SIDDHARTH MAHAVIDYALAYA AND SHIKSHAN
PRABODHINI, NANDED.**

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<http://siddharthmahavidyalayaned.in/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Gyanjyoti Shikshan Prasarak Mandal, Degloor, is recognized for its progressive and quality education in the academic field. Established on February 12, 1992, the institution is dedicated to providing quality education to rural students in Maharashtra. Under the guidance of this organization, Siddharth College and Shikshan Prabodhini was founded in 2009.

Siddharth College and Shikshan Prabodhini offer various academic programs aimed at providing students with modern educational opportunities. The college primarily offers two major undergraduate degree programs:

1. **B.A. in Mass Communication and Journalism:** This program equips students with in-depth knowledge of the media and communication field. Students receive training in modern journalistic techniques, digital media, broadcast journalism, and other related subjects. This empowers them to create a unique identity in the ever-evolving world of media.
2. **B.A. in Interdisciplinary Studies:** This program helps students gain knowledge across various disciplines, fostering a multidimensional perspective. It encompasses subjects like sociology, humanities, environmental science, and rural development, providing students with opportunities for holistic development.

Siddharth College and Shikshan Prabodhini boast a faculty of expert educators dedicated to effective teaching. The institution employs modern educational technology to enhance the learning process. Its mission is to provide higher education opportunities for students from rural and underprivileged backgrounds while striving for their overall development.

The college focuses on shaping students not only academically but also socially, morally, and professionally. This comprehensive approach plays a vital role in contributing to the bright future of its students, making the institution's efforts significant in the educational landscape.

Vision

The vision statement "Education for Weaker Sections, Social Commitment for Ethics" embodies the college's overarching goals and values, reflecting its dedication to both social equity and ethical principles in education.

"Education for Weaker Sections"

1. **Inclusivity and Accessibility:** This part of the vision emphasizes the institution's commitment to providing educational opportunities for marginalized and underprivileged groups in society. It recognizes the barriers these individuals often face in accessing quality education and aims to address these challenges.
2. **Empowerment Through Education:** The focus on "weaker sections" signifies the belief that education is a vital tool for empowerment. By equipping these individuals with knowledge, skills, and resources, the college seeks to enhance their socio-economic status and promote upward mobility.
3. **Social Justice:** This aspect of the vision reflects a commitment to social justice, aiming to level the playing field for those who have been historically disadvantaged. It acknowledges the importance of equitable access to education as a fundamental right, ensuring that everyone has the opportunity to succeed regardless of their background.

"Social Commitment for Ethics"

1. **Ethical Values:** This part of the vision underscores the importance of instilling strong ethical values in students. It reflects a dedication to teaching principles such as integrity, honesty, and responsibility, which are essential for personal and professional conduct.
2. **Social Responsibility:** The phrase "social commitment" highlights the college's aspiration to cultivate a sense of duty among students to contribute positively to their communities and society at large. It emphasizes the role of education in fostering not only knowledgeable individuals but also responsible citizens who are aware of social issues.
3. **Active Citizenship:** By promoting ethical conduct and social responsibility, the college aims to prepare students to be active participants in society, advocating for justice, equality, and positive change. This commitment encourages students to engage with and address societal challenges, ensuring that their education translates into meaningful action.

Mission

Translation:

"To integrate students from economically weaker sections, minorities, backward classes, and Dalits into the educational mainstream. To emphasize skill-based education. To instill a sense of social responsibility among students through educational initiatives. To promote national unity and loyalty."

Definition:

1. **Integration of Marginalized Students:** The mission emphasizes the college's commitment to including students from economically disadvantaged groups, minorities, backward classes, and Dalits in the educational system. This reflects a dedication to social equity and the belief that everyone, regardless of their socio-economic background, deserves access to quality education.
2. **Focus on Skill-Based Education:** This aspect highlights the importance of providing education that not only imparts theoretical knowledge but also equips students with practical skills. By focusing on skill development, the college aims to enhance employability and prepare students for the challenges of the job market.
3. **Fostering Social Responsibility:** The mission aims to cultivate a sense of social responsibility among students through various educational programs and initiatives. This suggests a belief that education should not only be about personal advancement but also about contributing to the community and addressing social issues.
4. **Promotion of National Unity and Loyalty:** This part underscores the college's intention to instill values of national unity and loyalty in its students. It reflects the belief that education plays a crucial role in fostering a sense of belonging and responsibility towards the nation, encouraging students to contribute positively to society.

Overall Interpretation

The mission statement articulates the college's holistic approach to education, focusing on inclusion, skill development, social responsibility, and national loyalty. It reflects a commitment to creating an educational environment that empowers marginalized communities while promoting ethical values and active citizenship. This approach aims to prepare students not only for personal success but also for meaningful contributions to their communities and the nation as a whole.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college possesses several institutional strengths that contribute to its effectiveness and success in delivering quality education and fostering a positive learning environment.

1. **Strong Leadership and Governance:** The institution is guided by a dedicated leadership team that

prioritizes transparency, accountability, and inclusive decision-making. This ensures that all stakeholders, including faculty, students, and administrative staff, have a voice in shaping policies and practices, promoting a sense of belonging and commitment to the institution's goals.

2. Experienced Faculty: The college boasts a team of highly qualified and experienced faculty members who are experts in their respective fields passionate about teaching and mentoring students. Their commitment to academic excellence and student development is reflected in innovative teaching methodologies, regular feedback, and a supportive learning environment that encourages student engagement and critical thinking.

3. Comprehensive Support Systems: The college has established various support systems, including academic counseling, career guidance, and mental health services. These resources help students navigate their academic journeys and personal challenges, ensuring that they receive the necessary assistance to thrive both academically and personally.

4. Diverse Extracurricular Activities: The college offers a wide range of extracurricular activities, including sports, cultural events, and clubs that promote personal development and teamwork. These activities foster a vibrant campus life, allowing students to develop their talents and build meaningful relationships with their peers.

5. Robust Infrastructure and Learning Resources: The college is equipped with modern facilities, including well-resourced libraries, laboratories, and technology-enhanced classrooms. This infrastructure supports effective teaching and learning, providing students with access to the latest educational tools and resources.

6. Strong Community Engagement: The college actively engages with the local community through extension activities and outreach programs. This enriches students' learning experiences fosters a sense of social responsibility and civic engagement among students.

Institutional Weakness

1. Limited Financial Resources
2. Challenges in Attracting and Retaining Faculty.
3. Limited Access to Research Funding

Institutional Opportunity

1. Enhancing Leadership Development Programs: Given the strong leadership and governance in place, the college creates formal leadership development programs for students and faculty. These programs could include workshops, mentorship opportunities, and student leadership training, empowering individuals to take on leadership roles within the college and in their future careers.

2. Faculty-Led Research Initiatives: With a team of experienced faculty members, the college can capitalize on this strength by fostering collaborative research initiatives. Encouraging faculty to engage in interdisciplinary research projects can enhance academic reputation, attract external funding, and provide students with opportunities to participate in innovative research.

3. Expanding Support Services: The comprehensive support systems already in place can be further expanded to include online resources, peer mentorship programs, and workshops focused on specific student needs, such as stress management or study skills. This expansion would ensure that students receive holistic support tailored to their individual journeys.

4. Developing New Extracurricular Programs: The diverse range of extracurricular activities can be leveraged to introduce new programs that cater to emerging interests, such as sustainability clubs or tech innovation competitions.

5. Leveraging Infrastructure for Community Partnerships: The college's robust infrastructure, including modern classrooms and laboratories, utilized to host community workshops, seminars, or training programs. This would provide practical experience for students strengthen community ties and showcase the college as a hub for lifelong learning.

6. Strengthening Community Engagement Initiatives: Building on existing community engagement efforts, the college can explore partnerships with local organizations to develop service-learning projects. These projects enhance students' academic experiences while fostering social responsibility, preparing them for active citizenship in their communities.

7. Marketing and Recruitment Strategies: The college's strengths can be highlighted in marketing and recruitment strategies to attract prospective students. Promoting the experienced faculty, comprehensive support systems, and vibrant extracurricular activities enhance the college's appeal and enrollment.

Institutional Challenge

1. Limited Financial Resources: The lack of adequate financial resources poses significant challenges to the college's operations. This limitation hinders the ability to invest in necessary infrastructure upgrades, educational materials, and student services. Financial constraints may affect the college's capacity to offer competitive salaries, which leads to difficulties in attracting and retaining qualified faculty. Without sufficient funding, the college struggles to implement innovative programs or extracurricular activities that enhance the student experience, ultimately impacting student enrollment and retention rates.

2. Challenges in Attracting and Retaining Faculty: The college's struggle to attract and retain experienced faculty members can adversely affect the quality of education offered. High turnover rates may disrupt course continuity, diminish mentorship opportunities, and impede the development of strong academic programs. The inability to compete with institutions that offer more attractive compensation packages result in a reliance on less experienced faculty, which could compromise the overall educational experience for students. This challenge also limits opportunities for collaboration on research projects and professional development initiatives, further affecting the college's academic reputation.

3. Limited Access to Research Funding: The college's restricted access to research funding presents a considerable obstacle to fostering a vibrant research culture. Without sufficient financial support, faculty may be unable to engage in meaningful research projects, limiting opportunities for student involvement in research

activities. This lack of funding can also hinder the college's ability to pursue partnerships with industry or other academic institutions, which often rely on research collaboration. Consequently, the college may struggle to enhance its academic profile, secure external grants, and attract prospective students interested in research opportunities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Siddharth College and Shikshan Prabodhini, affiliated with Swami Ramanand Teerth Marathwada University, Nanded, offers a diverse array of interdisciplinary programs, including B.A. in Interdisciplinary Studies, Accountancy, Economics, English, Environmental Science, Hindi, Marathi, Public Administration, Rural Development, Soft Skills, and B.A. in Journalism and Mass Communication. This extensive curriculum is designed to provide students with a comprehensive educational experience that addresses contemporary societal needs and challenges.

To facilitate effective curriculum planning and delivery, the college adopts a systematic approach. An Academic Calendar is prepared at the beginning of each academic year, detailing key academic activities, examination schedules, and continuous internal assessment timelines. This calendar is disseminated to faculty and students, ensuring transparency and alignment with academic objectives.

Faculty members utilize the Academic Calendar to structure their courses, lectures, and assessments. They prepare detailed syllabus distributions, teaching plans, and course outlines for each subject to ensure comprehensive coverage of all topics within the designated timeframe. Continuous internal assessments, such as assignments, quizzes, and presentations, are conducted regularly to monitor student progress and ensure alignment with learning outcomes.

The college conducts regular departmental review meetings to evaluate curriculum delivery progress. Feedback from students is actively solicited and incorporated, allowing for timely adjustments to teaching methodologies and practices. This student-centric approach enhances engagement and fosters a collaborative learning environment.

The college emphasizes skill-based education through various certificate courses and practical learning opportunities. Internship and project-based learning are integral components of the curriculum, facilitating real-world application of theoretical knowledge.

The curriculum also addresses critical cross-cutting issues relevant to the diverse programs offered, such as ethical communication in journalism, sustainable development in economics, and social values in literature. Through these comprehensive efforts, Siddharth College ensures that its curricular offerings are not only academically rigorous but also socially relevant, preparing students to make meaningful contributions to society.

Teaching-learning and Evaluation

the teaching-learning process is designed to foster an engaging and inclusive educational environment that caters to diverse student needs. The college employs a variety of pedagogical methods to enhance the learning experience, ensuring that students are not only passive recipients of knowledge but active participants in their educational journey.

Diverse Teaching Methods: Faculty members utilize a mix of traditional and modern teaching strategies, including lectures, group discussions, case studies, role-playing, and experiential learning. This multi-faceted approach encourages critical thinking, creativity, and collaborative skills among students. Additionally, the integration of technology and ICT-enabled tools into the curriculum enhances the teaching process, allowing for interactive learning experiences and access to a wealth of online resources.

Student-Centric Learning: The college prioritizes student engagement by fostering a learner-centric environment. Faculty members actively encourage students to participate in discussions, ask questions, and share their perspectives, promoting an atmosphere of open communication. By incorporating project-based learning and practical assignments, students are provided with opportunities to apply theoretical concepts in real-world scenarios, enhancing their understanding and retention of course material.

Continuous Assessment and Feedback: The evaluation process at Siddharth College is both transparent and comprehensive. Continuous internal assessments, including assignments, quizzes, presentations, and practical examinations, are conducted to gauge student progress throughout the academic year. This ongoing evaluation mechanism allows for timely feedback, enabling students to identify their strengths and areas for improvement. Additionally, faculty members hold regular meetings to discuss student performance and implement necessary adjustments in teaching methods based on assessment outcomes.

Holistic Development: The college recognizes the importance of holistic development in education. Alongside academic evaluation, it promotes extracurricular activities, internships, and community service, which contribute to students' overall growth. By participating in various initiatives, students develop essential life skills such as teamwork, leadership, and social responsibility.

The college is committed to creating a dynamic teaching-learning environment that emphasizes active student participation, continuous assessment, and holistic development, ensuring that graduates are well-prepared for both professional and personal challenges.

Research, Innovations and Extension

The College prioritizes research, innovation, and community outreach as integral components of its academic framework. The college has established a dedicated Research and Development (R&D) Cell, which plays a crucial role in fostering a culture of inquiry and innovation among faculty and students alike.

Research and Development Cell: The R&D Cell is tasked with promoting research activities, facilitating

funding opportunities, and providing guidance on research methodologies. It organizes workshops and seminars on Intellectual Property Rights (IPR), research methodologies, and recent advancements in various fields. These initiatives equip faculty and students with essential research skills and encourage them to engage in impactful research that can contribute to societal development.

Workshops and Training: Regular workshops and training sessions are conducted to raise awareness about the importance of research and innovation. Topics covered include IPR, patent filing processes, ethical considerations in research, and effective communication of research findings. By enhancing the research capabilities of students and faculty, the college aims to contribute to knowledge generation and dissemination.

Innovative Practices: The college actively encourages faculty and students to undertake innovative projects that address pressing social issues. This includes interdisciplinary research collaborations that leverage diverse expertise to tackle complex challenges. The R&D Cell also supports the exploration of emerging technologies and sustainable practices that can enhance educational outcomes and societal well-being.

Extension Activities: In addition to its focus on research and innovation, Siddharth College is deeply committed to the welfare of the community. The college has established a robust practice of extension activities that aim to serve the local population and promote social responsibility among students. Through outreach programs, workshops, and awareness campaigns, the college engages with various social groups to address issues such as health, education, environmental sustainability, and women's empowerment.

Community Engagement: Students are encouraged to participate in extension activities that foster their sense of social responsibility and community engagement. This experiential learning enriches their educational experience and empowers them to make meaningful contributions to society.

The college emphasis on research, innovation, and extension activities reflects its commitment to academic excellence and social responsibility. Through its R&D initiatives and community outreach programs, the college strives to create a positive impact on society while preparing its students to become informed and responsible citizens.

Infrastructure and Learning Resources

The college is committed to providing a robust infrastructure and comprehensive learning resources to facilitate academic excellence and enhance the overall educational experience of its students.

Physical Facilities: The college campus is equipped with essential physical facilities that cater to the diverse needs of students and faculty. This includes well-structured classrooms, spacious lecture halls, and specialized laboratories designed for practical learning in various disciplines. The infrastructure also encompasses dedicated spaces for extracurricular activities, ensuring a holistic educational environment. Additionally, the

college provides amenities such as recreational areas, libraries, and study lounges, creating a conducive atmosphere for learning and collaboration.

Library and Learning Resources: The college library is a cornerstone of academic development, offering a vast collection of books, journals, and digital resources to support students' research and study needs. To enhance library management, the college utilizes the Library Management System (LMC) software, which streamlines various library operations, including cataloging, circulation, and user access. This software not only improves the efficiency of library services but also provides students and faculty with easy access to a wealth of academic resources.

Technology Integration: Recognizing the importance of technology in education, the college has integrated LMC software into various academic processes, including admissions, finance management, and the teaching-learning process. The adoption of technology in these areas facilitates efficient management and enhances the overall academic experience. For instance, the software automates admission procedures, ensuring a seamless process for prospective students. Similarly, it supports financial management, allowing for transparent tracking of funds and expenditures.

Teaching-Learning Process: The college continually invests in upgrading its learning resources to incorporate innovative teaching methodologies. This includes equipping classrooms with modern teaching aids such as projectors, smart boards, and audio-visual equipment, which enhance the quality of instruction. Furthermore, the availability of online resources and digital learning platforms allows students to access supplementary materials and engage in self-directed learning.

Support Services: In addition to physical facilities and technological resources, the college provides academic support services, including counseling, tutoring, and skill development programs. These services aim to enhance students' academic performance and personal growth, ensuring a well-rounded educational experience.

Student Support and Progression

is dedicated to fostering an environment that supports student success and progression through various initiatives aimed at addressing their diverse needs. The college prioritizes holistic development by providing financial assistance, career counseling, and opportunities for active participation in extracurricular activities.

Financial Support: The college plays a crucial role in helping students secure financial support through various state and central government scholarship schemes. This financial assistance is designed to aid students from economically disadvantaged backgrounds, ensuring that they have access to quality education without financial constraints. The college provides guidance and support in the scholarship application process, facilitating students' eligibility for various government schemes. This initiative not only eases the financial burden on students but also motivates them to pursue their academic goals.

Career Counseling Cell: To enhance employability and career readiness, the college has established a Career Counseling Cell. This cell offers personalized guidance to students in exploring career options, preparing for job interviews, and developing essential skills for the workforce. Workshops on resume writing, interview techniques, and soft skills development are conducted regularly, equipping students with the tools they need to

succeed in their chosen fields.

Competitive Examination Cell: The Competitive Examination Cell is dedicated to assisting students in preparing for various competitive exams. The cell provides resources, study materials, and coaching sessions tailored to help students excel in exams such as UPSC, MPSC, and others. This proactive approach not only enhances students' academic performance but also broadens their career opportunities.

Women's Redressal Cell: The college is committed to promoting a safe and inclusive environment for all students, particularly women. The Women's Redressal Cell addresses any issues related to gender discrimination, harassment, or grievances faced by female students.

Active Student Participation: The college encourages student participation in various committees and cells, fostering a sense of responsibility and leadership.

Cultural and Sports Activities: Recognizing the importance of extracurricular activities, Siddharth College conducts various cultural and sports events throughout the academic year. These activities provide students with opportunities to showcase their talents, foster teamwork, and promote physical well-being.

Governance, Leadership and Management

The College exemplifies effective governance, leadership, and management through a structured framework that fosters transparency, accountability, and stakeholder engagement. The institution operates under the aegis of the ?????????? ?????? ??????? ???, which provides a robust administrative structure to ensure the smooth functioning of the college.

Leadership Structure: The college is led by a dedicated team of experienced administrators and faculty members who work collaboratively to achieve the institution's vision and mission. The Principal plays a pivotal role in setting academic standards and overseeing the implementation of policies. The leadership team comprises heads of departments, coordinators, and various committees that facilitate effective communication and decision-making processes across the college.

Strategic Planning: The college adopts a systematic approach to strategic planning, aligning its goals with the academic and operational requirements set forth by Swami Ramanand Teerth Marathwada University. Regular meetings are held to review institutional performance, evaluate progress against set objectives, and identify areas for improvement. This continuous evaluation fosters an environment of innovation and adaptability, allowing the college to respond effectively to changing educational needs and challenges.

Transparency and Accountability: Siddharth College emphasizes transparency in its operations and decision-making processes. Regular feedback mechanisms are established, allowing stakeholders, including faculty, students, and parents, to voice their opinions and suggestions. The institution's grievance redressal system ensures that concerns are addressed promptly and efficiently, fostering trust and collaboration among all stakeholders.

Management Practices: The college employs sound management practices that facilitate resource allocation, budgeting, and financial planning. The establishment of various cells and committees, such as the Academic Council, Internal Quality Assurance Cell (IQAC), and Research and Development Cell, ensures that all aspects of governance are systematically addressed. These committees are tasked with monitoring quality assurance,

promoting research initiatives, and organizing academic and extracurricular activities.

Community Engagement: Leadership at Siddharth College extends beyond the campus, with a strong commitment to community engagement and social responsibility. The college actively participates in extension activities that benefit the local community, fostering a sense of social commitment among students and staff.

Institutional Values and Best Practices

The college has implemented two key initiatives aimed at enhancing the educational experience and professional development of journalism students: **Promoting Critical Engagement and Professional Networking in Journalism** and **Enhancing Educational Quality through Systematic Feedback and Review**.

Promoting Critical Engagement and Professional Networking in Journalism seeks to develop students' critical thinking and analytical skills through various extracurricular activities that connect academic knowledge to real-world applications. This initiative includes monthly debates and panel discussions featuring faculty, students, and guest speakers who explore contemporary social issues. Additionally, regular film screenings of documentaries followed by discussions with filmmakers encourage deeper analysis of societal challenges. The annual journalism festival serves as a major event, offering workshops, keynote speeches from industry leaders, and networking opportunities, along with competitions that allow students to showcase their work. An annual conference further promotes academic engagement by inviting students to present research papers, enhancing their confidence and professional connections.

On the other hand, **Enhancing Educational Quality through Systematic Feedback and Review** aims to cultivate a culture of continuous improvement by systematically gathering feedback from students and faculty. Structured feedback forms are utilized to evaluate courses and teaching methods, collecting both quantitative and qualitative insights anonymously. Regular quarterly review meetings involving faculty, administration, and student representatives assess feedback results and propose actionable changes. An action plan is developed based on these discussions, ensuring that necessary adjustments to course content and teaching approaches are effectively communicated to all stakeholders.

Future plans include exploring digital platforms for more efficient feedback collection.

Together, these initiatives significantly enrich the learning environment, preparing students for successful careers in journalism while ensuring that educational quality meets the needs and expectations of all stakeholders.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SIDDHARTH MAHAVIDYALAYA AND SHIKSHAN PRABODHINI, NANDED.
Address	Dr.Babasaheb Ambedkar Chauk, Vasarni, Nanded
City	Nanded
State	Maharashtra
Pin	431603
Website	http://siddharthmahavidyalayaned.in/

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Maharashtra	Swami Ramanand Teerth Marathwada University	View Document
Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
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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	Dr.Babasaheb Ambedkar Chauk, Vasarni, Nanded	Urban	0.082644	7200

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Ba Interdisciplinary,Account Economics English Environment Hindi Marathi Public Administration Rural Dev and Soft skill	36	H.S.C.	Marathi	120	65
UG	BA (Journalism),Ba Mcj,general	36	H.S.C.	Marathi	120	17

Position Details of Faculty & Staff in the College

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

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

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	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

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

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

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

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

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

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	0	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The B.A. (Mass Communication and Journalism) program at our college follows a multidisciplinary and interdisciplinary approach, integrating diverse fields of knowledge to enrich students' education and prepare them for professional roles. This approach is essential in Mass Communication and Journalism, where an understanding of the relationships between media, society, politics, and technology is crucial. Multidisciplinary Aspects Integration of Social Sciences and Media Studies: The program offers courses like Indian Government and Politics, Governance and International Relations, and Civic Development & Rural Reporting, which combine political science, sociology, and journalism. These</p>
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courses help students understand political dynamics, governance structures, and their effects on media, enabling informed and analytical reporting. Additionally, courses such as Economic Development and Agriculture Industry & Public Sector in India delve into economic factors shaping media narratives, equipping students to analyze and report on economic issues with depth and context.

Technology and Media: Courses like Introduction to Computer Applications for Media, Introduction to Web Internet Journalism, and Printing Technology integrate digital technology and computer science with journalism. These classes provide students with the technical skills essential for digital media practices. Students also explore the creative side through courses like Understanding Photography, Design and Graphics, and Audio Visual Media, where they learn the artistic and technical aspects of visual storytelling, merging design principles with media production.

Legal and Ethical Frameworks: The curriculum includes courses such as Indian Constitution and Media Law, Press Freedom & Press Law in India, and New Trends in Public Relations. These subjects blend media studies with legal and ethical considerations, fostering a deeper understanding of the frameworks that guide responsible journalism. This knowledge is vital for students to navigate the complexities of media regulations and ethics.

Interdisciplinary Aspects

Cross-Disciplinary Media Skills: The program emphasizes writing and editing skills through courses like Media Writing, Copy Writing, and Translation Techniques & Media Criticism. These skills are relevant across different media platforms, fostering a versatile approach to communication. Courses such as Writing for Radio, Television & Web and Interpretative & Investigative Reporting train students to adapt their writing to various media, encouraging a flexible and adaptable communication style.

Blending Theory and Practice: The curriculum balances theory with practical experience, offering courses like Field Reporting, Photojournalism, Advanced Reporting and Editing, and Public Relations. These courses enable students to apply theoretical concepts in real-world settings, creating a seamless transition between academic learning and professional media practice.

Hands-on projects, such as Photography: Techniques & Tools and Copy

	<p>Writing and Advertising Research, provide opportunities for collaboration across disciplines like design, marketing, and media research, fostering teamwork and applied learning. Cultural and Linguistic Diversity: Courses like Media Language (Marathi/Hindi/English) and Films, Radio & Television highlight the role of cultural context in media. They prepare students for work in diverse linguistic and cultural environments, a critical skill in a multicultural nation like India. The course Rural Development Communication equips students to effectively engage with rural communities, blending insights from rural sociology, communication strategies, and development studies to foster better communication with diverse populations.</p>
2. Academic bank of credits (ABC):	<p>The college has established an Academic Bank of Credits (ABC) as per the guidelines of the affiliating university, aligning with the vision of the National Education Policy (NEP) 2020. The ABC initiative is aimed at enhancing flexibility in the higher education system by providing a digital platform for students to accumulate and transfer academic credits across institutions. Here is how the college has implemented and facilitated the ABC system: Implementation of ABC Credit Bank at the College: Establishment of ABC Credit Bank: The college has set up an ABC credit bank in accordance with the requirements and guidance provided by the affiliating university. This ensures that the ABC framework is properly integrated into the academic structure of the institution. The digital credit bank allows students to store and manage their earned credits securely, ensuring transparency and easy access to their academic records throughout their educational journey. Guidance and Support for Students: The college has taken an active role in guiding students on how to utilize the ABC credit bank, including registration, credit accumulation, and transfer processes. Orientation sessions and workshops are conducted to help students understand the benefits and procedures of the ABC system. Faculty members and academic advisors are available to assist students in selecting courses and programs that align with their academic and career goals, ensuring that they make the best use of the flexibility provided by the ABC framework. Alignment with University Policies: The ABC system at the college is designed</p>

	<p>in alignment with the policies of the affiliating university, ensuring uniformity in credit recognition and transfer. This allows students to seamlessly transfer credits between institutions within the university's network. The college has ensured compliance with the university's credit standards, thereby maintaining the credibility and quality of the credits accumulated by students.</p> <p>Benefits of the ABC Credit Bank for Students:</p> <p>Enhanced Flexibility in Learning: Through the ABC credit bank, students can accumulate credits from various courses and programs, which can later be transferred towards degree completion. This flexibility allows them to design their own educational paths and study at their own pace. Students have the option to take courses from other recognized institutions and integrate those credits into their academic records, broadening their learning opportunities and exposure.</p> <p>Support for Multi-Entry and Multi-Exit: The college's ABC credit bank supports a multi-entry and multi-exit system, where students can take breaks in their studies and rejoin later without losing their previously earned credits. This is particularly beneficial for students who may need to pause their education for personal or professional reasons. With this system, students can earn a certificate, diploma, or degree at different stages of their educational journey, making higher education more accessible and accommodating diverse needs.</p> <p>Facilitating Lifelong Learning: The ABC credit bank encourages a culture of lifelong learning by allowing students to return to the college for further studies, building upon their accumulated credits. This supports continuous skill enhancement and keeps students updated with the latest developments in their fields. The college has also encouraged alumni to use the ABC credit bank to pursue advanced courses, thereby fostering a strong relationship between the institution and its graduates.</p>
3. Skill development:	<p>The college is committed to skill development alongside its academic offerings, providing a variety of skill-based courses to enrich the B.A. (MCJ) program. These courses aim to equip students with industry-relevant skills and practical knowledge, improving their employability and professional abilities in media and communication as:</p> <p>Basics of Digital Marketing: Covers SEO, social media</p>

marketing, and online advertising, teaching students how to promote content and brands effectively in the digital space—a vital skill for today’s media professionals. Film Appreciation and Analysis: Focuses on understanding cinematic techniques and storytelling, enabling students to analyze films critically and gain a deeper insight into visual narratives. Creative Writing for Media: Enhances storytelling, scripting, and content creation skills across various media platforms, fostering adaptability for print, digital, and broadcast formats. Data Journalism and Analytics: Blends journalism with data analysis, teaching students to gather, interpret, and present data-driven stories with data visualization and statistical tools. Event Management for Media: Provides insights into planning and executing media events, preparing students for roles in organizing media conferences, product launches, and cultural events. Corporate Communication and Branding: Teaches strategies for brand management and internal communication, equipping students with skills to maintain a positive brand image and media relations. Advanced Photography Techniques: Focuses on advanced lighting, composition, and digital editing skills, helping students create professional-quality visual content. Fundamentals of Documentary Filmmaking: Guides students through the process of creating documentaries, from concept to editing, promoting critical thinking and storytelling. Radio Production and Broadcast Techniques: Offers hands-on training in radio scripting, sound editing, and live broadcasting, preparing students for careers in radio and audio content. Techniques of Voice Modulation for Broadcast Media: Trains students in voice control, articulation, and pronunciation for professional roles in radio, television, and podcasting. Public Relations Strategies in the Digital Era: Emphasizes modern PR techniques using digital platforms, teaching students to manage brand reputation and crisis communication. Content Creation for Social Media: Focused on creating engaging content for platforms like Instagram and YouTube, covering audience engagement and multimedia strategies. Media Criticism: TV, Film, and Web: Encourages critical analysis of media content, helping students understand its societal impacts and cultural narratives. Media and Gender Studies: Explores how media representations shape

	<p>societal views on gender, encouraging students to challenge biases and promote inclusivity.</p> <p>Introduction to Podcasting: A practical course that covers podcast production, from scripting to marketing, equipping students to produce professional audio content.</p> <p>Cybersecurity for Media Professionals: Focuses on safeguarding digital content and data security, teaching strategies for online privacy and encryption.</p> <p>Investigative Journalism Skills: Trains students in research, interviewing, and fact-checking techniques, preparing them to uncover complex stories with precision.</p> <p>Benefits of Skill-Based Courses Enhanced Employability: These courses offer practical skills applicable directly to the media industry, preparing students for roles in journalism, marketing, and content creation.</p> <p>Hands-on Learning: With an emphasis on experiential learning through workshops and projects like film reviews and documentary production, students gain real-world experience.</p> <p>Holistic Development: The courses foster critical thinking, creativity, and communication skills, contributing to the comprehensive development of students.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The college is committed to integrating the Indian Knowledge System (IKS) into its academic and skill development programs, promoting the use of Indian languages, cultural appreciation, and online learning. This approach aims to foster a deeper connection with India's rich heritage while ensuring that students are well-prepared for a globalized world.</p> <p>The integration of IKS is implemented through various methods, including teaching in regional languages, embedding cultural studies into the curriculum, and utilizing online platforms for a broader reach as:</p> <ol style="list-style-type: none"> 1. Teaching in Indian Languages: The college offers courses and teaching materials in regional languages such as Marathi, Hindi, and English, ensuring that students from diverse linguistic backgrounds can engage with the content more effectively. By conducting lectures, discussions, and assessments in regional languages, the college ensures that students can understand and express themselves better, leading to a more inclusive and accessible learning environment. This approach also helps students appreciate and maintain their linguistic heritage, fostering a sense of pride in their cultural

	<p>roots while making education more contextually relevant.</p> <p>2. Cultural Studies and Heritage Appreciation: The curriculum includes subjects that explore Indian culture, history, and philosophy, allowing students to understand the evolution of Indian society and its contributions to the world. Courses like Media and Gender Studies include discussions on traditional Indian perspectives on gender roles, and how these intersect with modern views, creating a balanced understanding. Film Appreciation and Analysis also focuses on Indian cinema, both contemporary and classic, allowing students to analyze and appreciate India's cinematic contributions and storytelling traditions. Special workshops and seminars are organized on Indian art forms, literature, music, and folk traditions, giving students an opportunity to engage with and learn about India's diverse cultural heritage.</p> <p>3. Integration of Online Courses: The college leverages online platforms like SWAYAM, DIKSHA, and other government-supported initiatives to provide access to courses on the Indian Knowledge System. These courses cover topics such as Indian philosophy, traditional art forms, and ancient sciences. Online learning modules allow students to explore topics at their own pace, offering flexibility and a broader scope for in-depth study of subjects like Indian classical music, yoga, Ayurveda, and traditional Indian crafts. Faculty members guide students in selecting relevant online courses that complement their core subjects, helping them integrate traditional knowledge with modern learning.</p> <p>4. Promotion of Regional Arts and Local History: As part of the B.A. (MCJ) program, the college encourages students to engage with local cultural practices and traditions through fieldwork and project-based learning. Courses like Rural Reporting and Civic Development involve studying local communities, their history, and their contributions to Indian culture. This helps students connect with their immediate cultural context while developing a deeper understanding of India's rural landscape. The college also collaborates with local artists, historians, and cultural practitioners to conduct guest lectures and cultural events, providing students with direct exposure to India's diverse cultural heritage.</p>
5. Focus on Outcome based education (OBE):	The college is dedicated to implementing Outcome-

Based Education (OBE) across its academic programs, ensuring that the focus remains on achieving measurable learning outcomes that align with students' personal and professional goals. OBE emphasizes what students are expected to learn and achieve by the end of their academic journey, moving beyond traditional content delivery to a more student-centric approach. Here's how the college incorporates OBE in its curriculum and pedagogy:

1. **Defining Clear Learning Outcomes:** The college has established well-defined Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) for each program and course. These outcomes are aligned with the objectives of the curriculum and aim to develop both technical and soft skills. Learning outcomes are communicated to students at the beginning of each course and are made available through departmental handouts, library resources, and the college website, ensuring transparency and clarity. These outcomes are designed to ensure that students acquire the knowledge, skills, and attitudes required for success in their chosen field, particularly in media and communication studies.
2. **Student-Centric Learning Approach:** OBE emphasizes active learning and engagement. The college employs various student-centric teaching methods like project-based learning, case studies, workshops, and seminars, which encourage students to apply theoretical concepts in practical scenarios. In courses like Advanced Photography Techniques, Creative Writing for Media, and Documentary Filmmaking, students are given opportunities to create projects that reflect their understanding of course concepts, allowing them to showcase their competencies. This approach ensures that students take ownership of their learning process, developing critical thinking, creativity, and problem-solving skills that are essential for the media industry.
3. **Assessment and Evaluation Aligned with Outcomes:** The college uses a variety of assessment methods that align with the desired outcomes, including written exams, project submissions, presentations, and practical evaluations. These assessments are designed to measure how well students have achieved the COs and POs. Regular feedback is provided to students based on their performance, helping them understand their strengths and areas that require improvement. This feedback-

	driven approach allows students to continuously refine their skills and achieve their learning goals. The college employs a seven-scale measurement system to gauge attainment levels, with graphical representation to clearly illustrate students' progress toward the set outcomes. This method ensures a transparent and systematic evaluation process.
6. Distance education/online education:	The college has plan for it in future.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club (ELC) has been established in the college. The ELC aims to educate and empower students about the electoral process, encouraging them to become informed and active participants in the democratic system. It serves as a platform for students to learn about the importance of voting, the functioning of elections, and the role of the Election Commission of India. The club conducts a variety of activities, including workshops, debates, quizzes, and awareness campaigns, to familiarize students with electoral procedures and their rights as voters. Through these activities, students gain a deeper understanding of the democratic process, voter registration, and the significance of participating in elections. The ELC also collaborates with local election offices to facilitate the voter registration process, especially for first-time voters. By promoting voter awareness and participation, the ELC plays a vital role in fostering a culture of civic responsibility among students. It helps them appreciate the value of informed voting and encourages them to contribute to the democratic governance of the country.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the college has appointed a dedicated students' coordinator along with coordinating faculty members to oversee the functioning of the Electoral Literacy Club (ELC). These coordinators are responsible for organizing activities, guiding discussions, and ensuring that the club meets its objectives of promoting electoral awareness among students. The ELCs are fully functional, actively engaging students through various initiatives such as workshops, seminars, and awareness campaigns. These activities

	<p>are designed to enhance students' understanding of the electoral process, the significance of voting, and their roles as responsible citizens. The ELCs are representative in character, ensuring inclusivity by encouraging participation from students across different disciplines, backgrounds, and academic years. This representation fosters a diverse environment where various perspectives on electoral issues can be discussed and appreciated. By involving a broad spectrum of students, the ELCs promote democratic values and a sense of responsibility towards civic engagement, empowering students to take an active role in the electoral process.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Clubs (ELCs) at our college have undertaken several innovative programs and initiatives aimed at fostering electoral awareness and encouraging active participation in the electoral process. Here are some of the key initiatives:</p> <p>Voter Registration Drives: ELC members have organized voter registration camps on campus, encouraging students to register as voters. They also extend this initiative to local communities, assisting residents in completing the registration process. This proactive approach helps to increase the voter base and ensures that young voices are heard in elections.</p> <p>Voter Awareness Campaigns: The ELC conducts regular awareness campaigns using various platforms, including social media, workshops, and street plays. These campaigns focus on educating students and the community about the importance of voting, the electoral process, and how to make informed choices. Creative methods such as skits and poster exhibitions are employed to engage a wider audience.</p> <p>Ethical Voting Promotion: The club promotes ethical voting practices through seminars and discussions that address issues like electoral integrity, the importance of voting for capable candidates, and the significance of accountability in governance. This initiative aims to instill a sense of responsibility in voters to make ethical choices.</p> <p>Engaging Underprivileged Sections: The ELC actively works to enhance participation among underprivileged groups, including transgender individuals, commercial sex workers, disabled persons, and senior citizens. Initiatives include outreach programs designed to educate these communities about their voting rights and how to</p>

	<p>navigate the electoral process, ensuring that marginalized voices are represented. Collaboration with District Election Administration: ELC members volunteer to assist local election authorities during elections. This includes helping to set up polling booths, facilitating the smooth conduct of polls, and providing support to voters on election day. Such collaborations offer students hands-on experience in the electoral process while contributing to the efficiency of elections.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The college is deeply committed to promoting democratic values and enhancing participation in electoral processes through various socially relevant projects and initiatives. Here are some of the key activities undertaken: Awareness Drives: The college organizes awareness drives during election seasons, including street rallies, interactive sessions, and workshops aimed at educating students and the community about the importance of voting. These drives not only inform participants about the electoral process but also encourage them to engage actively in civic duties. Content Creation: Students are encouraged to create various content forms—such as articles, blogs, videos, and podcasts—focused on electoral issues and democratic participation. This content is shared on social media platforms and college websites, broadening the reach of electoral awareness initiatives and making information more accessible to diverse audiences.</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>The extent of students above 18 years who have yet to be enrolled as voters in the electoral roll is a matter of concern, as it directly impacts the democratic process and civic engagement among youth. At our college, we recognize the importance of addressing this issue and have undertaken several initiatives to ensure that eligible students are registered as voters. Current Enrollment Status Through surveys and outreach efforts conducted by the Electoral Literacy Club (ELC), we have identified that a significant percentage of students who are eligible to vote are not yet registered. The exact number fluctuates, but the college is actively working to reduce this figure by implementing targeted programs aimed at increasing voter registration among students. Efforts by the Electoral Literacy Club (ELC) Awareness Campaigns: The ELC organizes regular awareness campaigns to educate students about the importance</p>

of voter registration. These campaigns include workshops, seminars, and interactive sessions where students learn about the registration process, voting rights, and the significance of participating in elections. Voter Registration Drives: The ELC collaborates with local election authorities to conduct on-campus voter registration drives. During these events, trained personnel assist students in completing their voter registration forms and provide information about the necessary documentation required for enrollment.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
161	211	206	274	244

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 20

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	09	08	09	09

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
11.28379	13.96	11.92	10.49	10.90

File Description	Document
Upload Supporting Document	View Document

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 offers various interdisciplinary programs such as BA in Interdisciplinary Studies, Accountancy, Economics, English, Environmental Science, Hindi, Marathi, Public Administration, Rural Development, Soft Skills, BA (Journalism), and BA (MCJ). These programs are affiliated with Swami Ramanand Teerth Marathwada University, Nanded, and the institution strictly follows the rules and regulations set by the university.

To ensure effective curriculum planning and delivery, the institution implements a systematic and structured approach. An Academic Calendar is prepared at the beginning of each academic year, which outlines key academic activities, examination schedules, and timelines for continuous internal assessments. This calendar is shared with all stakeholders, including faculty and students, to ensure transparency and alignment with academic goals.

Faculty members follow the Academic Calendar to plan their courses, lectures, and assessments effectively. Syllabus distribution, teaching plans, and course outlines are prepared by faculty for each subject to ensure that all topics are covered within the stipulated time frame. Continuous internal assessments, including assignments, class tests, quizzes, and presentations, are conducted regularly to monitor students' progress and to ensure that learning outcomes are met.

Regular review meetings are held at the department level to assess the progress of curriculum delivery. Feedback from students is also considered to make necessary adjustments to the teaching process, ensuring that the curriculum is delivered in a student-centric manner. This approach helps maintain high academic standards and ensures that students receive a holistic and enriching learning experience.

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

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: 16

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 38.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
91	101	129	00	101

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Sidharth Mahavidhyalaya and Shikshan Prabodhini, Nanded is affiliated to Swami Ramanand Teerth Marathwada University, Nanded. Hence, the planning and designing of the curriculum is the part of affiliating university while implementation is the part of the College. The curriculum designed by the affiliated university has the following crosscutting issues faculty and subject wise :

BA (Mass Communication of Journalism)

Freedom movement and role of press, Skill for personal and professional development, Social, cultural, economic development in media, Personal identity, free expression, social power, Civic participation, Digital Cultures, Rise of modern media society, Ethics precautions, Censorship, copyrights, Ethics, filtering, Trend Setting Analytics, Advertising ethics & laws, Citizen journalism through You Tube, Cyber Crime, Role of communication in family welfare, Media as vehicles of inter cultural communication, News value & News sense, History of Indian Cinema, Economy of digital media, Globalization and emerging cyber cultures

BA Interdisciplinary

Rational Behavior, Maximization of utility and satisfaction of life, Green revolution, Role of agriculture, Sustainable development, National Income, Natural resources, optimal population, Signification of money, Cashless economy, Development & environment, Human development index, Gender discrimination, Women empowerment, Biodiversity, Sustainable development, Global warming, Poverty & welfare Hindi : Email-Writing. New report writing, communication skill, Feminism (???? ?????) Dalit Consultation (???? ?????) Tribal Consultation (?????? ?????), Elderly Consultation (????? ?????), Children Consultation (??? ?????). Professional Letter Writing (?????????? ???????), Linguistic identity (????? ???????), Humanism (?????????), (National Integrity)????????? ????????. Bhati Sect (????? ???????) Marathi: Rebel Value (?????????????). Sadness, Pain & Denial(???, ??????????). Practical Value (????????????????), Depicting Rural Life(????????????????), Feminism(?????????), Metropolitan Consciousness(????????????????), An understanding of human values, (????? ?????????? ???), Linguistic & Literature Value (????? ??? ?????????? ?????), Social Values (????????? ?????), Social & Cultural Values (????????? ? ?????????? ?????), Knowledge of Grammar content (????????????? ??????? ?????), Professional opportunity(????????????????? ?????), Creative Writing (????????????????? ??? ???? ????), Public Administration : Democratic Values, Development of Responsibility in Indian citizen, Accountability, Decentralization, Participatory Management, Transparency in Administration, Development of Human resources, Leadership Quality, Humanities, Nationalism, National Interest, Awareness , egarding rural area and rural development , Develop interest towards rural development etc. cross cutting topics are given in the syllabus of affiliating university.

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

1.3.2

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

Response: 5.59

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

Response: 09

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

1.4 Feedback System**1.4.1**

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 46.92

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

2023-24	2022-23	2021-22	2020-21	2019-20
93	128	48	118	176

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
240	240	240	240	240

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 37.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
30	53	23	49	75

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

2023-24	2022-23	2021-22	2020-21	2019-20
124	124	124	124	124

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.1

2.3 Teaching- Learning Process

2.3.1

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

Response:

The college prioritizes student-centric teaching methods to ensure an engaging and enriching learning experience. Various approaches like **experiential learning**, **participative learning**, and **problem-solving methodologies** are employed to actively involve students in the learning process, making education more meaningful and application-oriented.

1. **Experiential Learning:** Students are exposed to real-world experiences through activities like field visits, industrial tours, internships, projects, and hands-on laboratory sessions. This method helps students apply theoretical concepts in practical settings, facilitating deeper understanding and retention of knowledge. For example, students in subjects like Environmental Science and Rural Development participate in fieldwork to study environmental issues and community development practices.

2. **Participative Learning:** Group discussions, debates, seminars, and workshops are regularly organized to foster a collaborative learning environment. Students are encouraged to share their ideas and perspectives, leading to enhanced critical thinking and communication skills. Faculty members also conduct role-playing activities and simulations in subjects such as Public Administration and Journalism, allowing students to gain insights into real-life scenarios.

3. **Problem-solving Methodologies:** The institution emphasizes the development of analytical and problem-solving skills by incorporating case studies, research projects, and scenario-based learning into the curriculum. For instance, in subjects like Accountancy and Economics, students analyze case studies to understand complex concepts and their practical implications. This method helps students build a logical approach to address various challenges they might face in their respective fields.

To support these student-centric approaches, teachers integrate **ICT-enabled tools** into their teaching practices. The use of **online learning platforms**, **digital resources**, and **multimedia presentations** makes the learning process more interactive and accessible. Teachers utilize e-books, online journals, educational videos, and simulation software to supplement classroom teaching, catering to diverse learning styles. Additionally, online quizzes, assignments, and assessments are conducted to evaluate students' understanding of the subject matter and to provide timely feedback.

Through this blend of innovative teaching methods and ICT-enabled tools, the college ensures that students have access to a dynamic and engaging learning environment that equips them with both theoretical knowledge and practical skills.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years**Response:** 84.91**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
10	11	10	12	10

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 22.22**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**

2023-24	2022-23	2021-22	2020-21	2019-20
01	02	03	02	02

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The college has established a well-defined and transparent mechanism for conducting both internal and external assessments, ensuring fairness and objectivity in evaluating students' academic performance. The system is designed to keep all stakeholders informed about the assessment process while offering a timely and efficient grievance redressal system.

1. **Internal Assessment:** The internal assessment process is conducted according to the guidelines provided by the affiliating university. It includes a variety of evaluation methods such as class tests, assignments, quizzes, presentations, and project work. The schedule for these assessments is communicated to students well in advance through the academic calendar, departmental notices, and classroom announcements. To ensure transparency, the criteria for evaluation, such as weightage for each component and marking schemes, are shared with students at the beginning of the academic term.

After the evaluation, marks and feedback are provided to the students promptly. This allows them to understand their strengths and areas that need improvement. Any discrepancies or concerns regarding internal marks can be addressed through an open discussion with the concerned faculty members.

2. **External Assessment:** The institution follows the external assessment procedures as mandated by the affiliating Swami Ramanand Teerth Marathwada University, Nanded. These assessments include end-semester examinations that are conducted and evaluated by the university. The institution ensures that the process is smooth and adheres to the guidelines laid out by the university. The schedule for external exams, along with details like examination centers and timetables, is communicated to students in advance.

3. **Grievance Redressal System:** The institution has a **time-bound and efficient grievance redressal**

mechanism in place for handling any issues or discrepancies related to both internal and external assessments. If a student has any concerns regarding their assessment, they can submit their grievances through a formal process. A committee, usually comprising faculty members and the examination coordinator, reviews the grievance and takes appropriate actions such as re-evaluation or verification of marks, if required.

The college ensures that all grievances are resolved within a stipulated time frame to maintain the integrity of the assessment process. This approach fosters trust among students and creates a fair academic environment where their concerns are addressed promptly.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college is committed to transparency and clarity regarding the educational objectives of its academic programs. To this end, it has clearly defined and articulated Program Outcomes (POs) and Course Outcomes (COs) for all programs offered. These outcomes serve as essential benchmarks for both faculty and students, outlining the skills, knowledge, and competencies that students are expected to acquire by the end of their courses and programs.

Program Outcomes (POs) describe the overarching goals and objectives that a student should achieve upon completing a specific degree program. These outcomes encompass a range of competencies, including critical thinking, analytical skills, practical knowledge, ethical reasoning, and effective communication. By defining POs, the college ensures that all academic offerings align with the institution's mission and the needs of the industry and society.

Course Outcomes (COs), on the other hand, focus on the specific skills and knowledge that students should gain from individual courses within a program. Each course is designed with clearly stated COs that inform students of what they can expect to learn and accomplish. This not only aids students in setting personal learning goals but also provides a framework for instructors to develop their teaching methodologies and assessments.

To ensure accessibility and visibility, the college has made POs and COs readily available on its official website. This online platform allows current and prospective students, faculty, and stakeholders to easily access information regarding the expected learning outcomes for each program and course. The website

features a dedicated section that outlines these outcomes in detail, ensuring that all stakeholders are informed and engaged.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college places a strong emphasis on the evaluation of Program Outcomes (POs) and Course Outcomes (COs) to ensure that the educational objectives are being met effectively. The process of evaluating the attainment of these outcomes involves systematic assessment strategies, data collection, and analysis, enabling the institution to continuously improve its academic offerings and support student success.

Evaluation Process

The evaluation of POs and COs occurs at multiple levels, including formative and summative assessments throughout the academic term. Faculty members employ a variety of assessment methods to gauge student performance and mastery of course content, including:

- 1. Examinations and Quizzes:** These are used to assess students' knowledge and understanding of the course material. Results from these assessments provide quantitative data on how well students are achieving the specific COs associated with each course.
- 2. Assignments and Projects:** Individual and group assignments are designed to encourage students to apply theoretical knowledge in practical scenarios. By evaluating these assignments, faculty can measure students' abilities to engage critically with course content and develop skills relevant to the POs.
- 3. Capstone Projects:** In many programs, students are required to complete a capstone project that integrates learning across various courses. This project serves as a culmination of the skills and knowledge gained throughout the program and is evaluated based on specific criteria linked to POs.
- 4. Feedback Mechanisms:** Regular feedback is provided to students regarding their performance on assessments, along with guidance on areas for improvement. This feedback loop not only supports student learning but also serves as valuable data for faculty in assessing the effectiveness of their teaching methods.

Data Collection and Analysis

Data on student performance is systematically collected and analyzed at the end of each semester. The college employs a robust framework for tracking student progress, including:

- **Performance Metrics:** Faculty compiles data on student performance against established benchmarks for each PO and CO. This information is aggregated to provide insights into overall program effectiveness.
- **Course Evaluation Surveys:** Students are encouraged to participate in anonymous surveys at the end of each course to evaluate teaching effectiveness and course design. These surveys provide qualitative data that reveals trends in student perceptions of how well the course meets its stated outcomes.

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

2.6.3

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

Response: 61.93

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	34	39	25	21

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

2023-24	2022-23	2021-22	2020-21	2019-20
24	46	87	32	29

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.48

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

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

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, 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 college has established a comprehensive ecosystem that fosters innovations while integrating the Indian Knowledge System (IKS) into its educational framework. Central to this ecosystem is the Research and Development (R&D) Center, which plays a pivotal role in promoting research initiatives, knowledge transfer, and the creation of technology.

Creation of an Innovation Ecosystem

1. **Research and Development Center:** The college's R&D Center serves as a hub for innovation, encouraging faculty and students to engage in cutting-edge research. The center provides access to advanced research facilities, resources, and mentorship, facilitating the exploration of innovative ideas and solutions.

2. **Interdisciplinary Collaboration:** The R&D Center fosters interdisciplinary collaboration, enabling students and faculty from different disciplines to work together on research projects. This collaborative approach enhances creativity and leads to the development of holistic solutions to complex problems.
3. **Workshops and Training Programs:** Regular workshops and training programs are conducted to enhance research skills and promote innovation. These sessions include topics on emerging technologies, research methodologies, and best practices in technology development.

Integration of Indian Knowledge System (IKS)

1. **Curriculum Enrichment:** The institution integrates elements of the Indian Knowledge System into its curriculum, emphasizing the importance of traditional knowledge, cultural heritage, and indigenous practices. This integration ensures that students appreciate and understand the relevance of IKS in contemporary contexts.
2. **Research Projects on IKS:** The R&D Center actively supports research projects that focus on various aspects of IKS, such as Ayurveda, traditional arts, and sustainable practices. These projects aim to revive and modernize traditional knowledge, highlighting its application in addressing current societal challenges.

Awareness About Intellectual Property Rights (IPR)

1. **IPR Education and Workshops:** The institution prioritizes awareness about Intellectual Property Rights by conducting workshops and seminars for students and faculty. These programs provide insights into the significance of IPR in safeguarding innovations and research outcomes.
2. **Support for Patent Filing:** The R&D Center offers guidance and support to faculty and students in the process of patent filing. This includes assistance with documentation, legal procedures, and commercialization strategies, thereby promoting the protection and marketability of innovative ideas.

Outcomes of Initiatives

1. **Increased Research Output:** The establishment of the R&D Center has significantly increased the quantity and quality of research output. Faculty and students have produced numerous research papers, patents, and project proposals, contributing to the institution's reputation as a center of academic excellence.
2. **Successful Knowledge Transfer:** Innovations developed through the R&D Center have been successfully transferred to industries and local communities, addressing real-world challenges. This has resulted in improved practices in various sectors, showcasing the practical impact of research initiatives.
3. **Recognition and Impact:** The college's initiatives in fostering innovation and integrating the IKS have garnered recognition at various levels, including awards and funding for research projects. This recognition further reinforces the institution's commitment to driving societal change through research and innovation.

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

3.2.2

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

Response: 19

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

2023-24	2022-23	2021-22	2020-21	2019-20
04	04	04	04	03

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.05

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	01	00	00	00

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.25

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

2023-24	2022-23	2021-22	2020-21	2019-20
01	02	02	00	00

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities**3.4.1**

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

Response:

The college has actively engaged in a variety of extension activities aimed at addressing social issues and enhancing community well-being. These initiatives have had a significant impact on the local community while playing a crucial role in sensitizing students to social concerns, fostering their holistic development.

One of the notable initiatives was the COVID-19 Awareness Campaign conducted in the academic year 2019-20. This campaign successfully reached 150 participants, including both students and local community members. Through educational efforts, the initiative raised awareness about COVID-19 precautions, safety measures, and hygiene practices. The distribution of masks and sanitizers significantly enhanced community safety during the pandemic. In the same academic year, the Blood Donation Drive involved 100 participants and fostered a spirit of altruism among students and community members. This collaboration with a local blood bank underscored the importance of blood donation while providing direct health support to the community.

In 2020-21, an Online Mental Health Awareness Webinar engaged 200 participants, addressing the critical mental health challenges faced during the lockdown. The webinar provided valuable coping strategies and support, significantly contributing to the mental well-being of both students and community members. In response to the second wave of COVID-19, the Community Support Drive mobilized 250 students and faculty to distribute essential supplies, including food and hygiene products, to affected families, emphasizing the importance of solidarity in times of crisis.

The following academic year, 2021-22, featured a Vaccination Awareness Campaign that reached 300 individuals, effectively promoting COVID-19 vaccination in rural areas through door-to-door outreach and social media efforts. This initiative significantly increased community vaccination awareness and participation. Concurrently, an Environmental Awareness Drive educated 180 participants about ecological responsibility through a tree plantation drive and workshops on waste management, contributing to environmental sustainability.

The Digital Literacy Program in 2022-23 improved digital skills for 220 community members, a vital need for online learning and digital transactions, thus empowering individuals and enhancing their employability. A Cleanliness Drive, aligned with the Swachh Bharat Abhiyan, engaged 180 participants and promoted hygiene and sanitation practices, instilling a sense of responsibility among students and community members alike.

More recently, in 2023-24, a Health Check-up Camp attracted 250 participants, offering free health screenings and enhancing health awareness within the community. A Gender Sensitization Workshop, attended by 120 participants, addressed crucial issues related to gender equality and women's safety. By collaborating with local women's groups, this workshop encouraged discussions on societal norms and empowered students to advocate for gender justice.

Through these extension activities, students have gained practical experience, understanding the complexities of societal challenges and developing essential skills and empathy. Organizing and participating in these initiatives has nurtured leadership qualities and teamwork skills, preparing them for

future roles in society. Continuous involvement in community outreach has instilled a strong sense of social responsibility, motivating students to become proactive contributors to their communities. Exposure to diverse social issues has broadened their perspectives, fostering critical thinking and informed discussions.

3.4.2

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

Response:

The college has made significant strides in its extension activities, which have been recognized and appreciated by various communities and organizations. Over the past few years, the college has received several awards and recognitions from government and government-recognized bodies for its impactful outreach initiatives. One of the most notable acknowledgments came in the form of appreciation letters from nearby villages, highlighting the positive influence of the college's extension activities on the local community.

These appreciation letters serve as a testament to the college's commitment to community service and its proactive approach to addressing social issues. The outreach programs conducted by the institution, such as health awareness campaigns, environmental initiatives, and educational workshops, have not only enhanced the well-being of local residents but have also fostered a spirit of cooperation and trust between the college and the community.

The government bodies and local authorities have acknowledged the college's efforts in organizing various extension activities aimed at improving health, education, and environmental sustainability. These initiatives have played a crucial role in addressing the needs of the community, particularly during challenging times such as the COVID-19 pandemic. The successful implementation of programs like the COVID-19 Awareness Campaign, vaccination drives, and health check-up camps has been instrumental in improving community health awareness and responsiveness.

In recognition of these efforts, the institution has received formal commendations, underscoring its role as a leader in community engagement. These awards not only validate the hard work of the faculty and students involved in these activities but also inspire further commitment to serve the community. The appreciation from nearby villages highlights the college's dedication to social responsibility and its effective contribution to the community's development.

Through these extension activities, the college has fostered strong relationships with local communities, building trust and demonstrating its commitment to service. The awards and recognition received reinforce the institution's mission to be an active participant in societal development, reflecting its holistic approach to education that extends beyond the classroom and into the community. Overall, the accolades received for extension activities showcase the college's impactful role in promoting community welfare and its ongoing dedication to serving as a catalyst for positive change.

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: 10

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

2023-24	2022-23	2021-22	2020-21	2019-20
02	02	02	02	02

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

3.5 Collaboration**3.5.1**

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

Response: 04

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution boasts an extensive and well-structured infrastructure that caters to the diverse needs of its academic and administrative functions, supporting a dynamic teaching-learning environment. Spanning three floors, the college is equipped with adequate facilities that promote educational excellence, foster holistic development, and enhance the overall student experience.

Ground Floor Facilities The ground floor houses essential spaces that facilitate daily academic activities and administration. The **Record Room** serves as a centralized hub for maintaining academic and administrative records, ensuring that information is organized and easily accessible. **Classroom-1** is designed to promote active learning, featuring adequate space for interactive lectures. The **Seminar Hall**, with its spacious layout, is ideal for hosting seminars and workshops, encouraging academic discourse and collaboration among students and faculty.

Moreover, provisions for student comfort and administrative efficiency are evident in the **Ladies Room with Attached WC**, the **Waiting Area**, and the various administrative offices, including the **Principal Cabin** and the **NAAC Office**. The facilities ensure effective management and support for both students and staff.

Second Floor Facilities The second floor enhances the academic experience with additional classrooms, each designed to foster a conducive learning environment. Classrooms are varied in size and flexibility, catering to different teaching methods, whether for lectures or group discussions. The **Media Lab** is a notable highlight, equipped with advanced technology for students pursuing media studies, enabling hands-on learning experiences.

The **Library** serves as the central resource hub, stocked with a vast array of academic materials to support research and study. Complementing the library, the **Computer Lab and Study Room** facilitate computer-based learning, providing students with access to the latest computing equipment and learning resources.

Physical fitness is prioritized with a **Gym**, encouraging students to maintain their health and well-being. Additionally, a **Tiffin Point** allows students to socialize and recharge, enhancing the sense of community on campus.

Third Floor Facilities The third floor is dedicated to large gatherings and community interactions, featuring an **Auditorium** that accommodates events, lectures, and various cultural programs. This versatile space is equipped with necessary facilities, including a restroom, ensuring comfort for attendees.

Administrative support is streamlined with a **Secretary Office**, facilitating smooth operations within the institution. The additional **Balcony** area offers an outdoor space for students and staff to engage informally, fostering a collaborative atmosphere.

ICT-Enabled Facilities The college incorporates modern ICT-enabled facilities to enhance the teaching-learning process. Utilizing the **Learning Management System (LMS)** provided by Bihani Technology, Kolhapur, educators can deliver content efficiently, monitor student progress, and provide an interactive learning environment. The integration of **smart classrooms** ensures that technology is leveraged effectively, supporting diverse teaching methodologies and catering to the varied learning styles of students.

Cultural and Sports Activities The institution recognizes the importance of extracurricular activities in fostering holistic development. Adequate facilities for cultural and sports activities are provided, including areas for indoor and outdoor games. A **Yoga Centre** contributes to students' physical and mental well-being, promoting a balanced lifestyle.

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

4.1.2

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

Response: 3.41

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.058	0.45	0.502	0.523	0.4615

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	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 library at the institution is a state-of-the-art facility that has been fully automated through the implementation of an Integrated Library Management System (ILMS). This advanced system significantly enhances the efficiency of library operations, making it easier for both faculty and students to access and manage library resources. The automation of cataloging, circulation, and user services allows for quick and easy retrieval of information, streamlining the research process and promoting a conducive learning environment.

Digital Facilities and E-Resources

The library boasts a robust collection of digital facilities, which includes access to a wide range of e-resources, such as e-books, e-journals, and online databases. These subscriptions are carefully curated to meet the diverse academic needs of both faculty and students, ensuring that they have access to the most current and relevant information in their respective fields. The integration of the Learning Management System (LMS) provided by Bihani Technology, Kolhapur, further enriches the library's offerings. This LMS facilitates seamless access to course materials, assignments, and additional resources, effectively bridging the gap between classroom learning and library resources.

Optimal Usage by Faculty and Students

The library is actively and optimally utilized by the faculty and students, reflecting its integral role in the academic landscape of the institution. Faculty members frequently leverage the library's resources for research, curriculum development, and teaching preparation, demonstrating a strong reliance on the library as a vital academic support system. Additionally, students utilize the library for studying, group projects, and research, benefiting from the extensive range of materials and digital resources available.

To promote effective usage, the library conducts regular orientation sessions and workshops, educating users about the functionalities of the ILMS and the vast array of digital resources at their disposal. These initiatives empower both faculty and students to make the most of the library's offerings, fostering a culture of active learning and inquiry.

Thus, the library's automation through the ILMS, coupled with adequate subscriptions to a variety of e-resources and journals, positions it as a central hub for academic excellence. The effective integration of the LMS from Bihani Technology, Kolhapur, further enhances the library's functionality, making it an essential resource for both faculty and students. This commitment to maintaining a modern and accessible library environment not only supports the institution's educational objectives but also contributes significantly to the academic success of its community.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college is well-equipped with various IT facilities designed to enhance the educational experience for both students and faculty. These include:

1. Media Lab:

- The Media Lab (13 x 13 feet) is dedicated to students studying media production and communications. It is equipped with professional-grade editing software and hardware for video and audio production.
- In March 2024, the lab was updated with the latest editing software, providing students with hands-on experience using industry-standard tools essential for their field.

Internet Connectivity

The institution recognizes the importance of reliable and high-speed internet access in supporting its IT facilities. To this end, it has implemented the following:

1. Wi-Fi Access:

- The entire campus is equipped with a comprehensive Wi-Fi network that covers all academic buildings, laboratories, libraries, and common areas. This extensive Wi-Fi coverage ensures that students and faculty can access online resources from anywhere on campus.
- In August 2023, the Wi-Fi infrastructure was significantly upgraded to improve connectivity and enhance user experience. The new system provides seamless access, allowing users to engage in research, online learning, and collaboration without disruptions.

2. Internet Bandwidth:

- The college currently offers a high-speed internet connection with a bandwidth of 100 Mbps, sufficient to support the needs of faculty, students, and administrative staff. This bandwidth allows for multiple simultaneous users, enabling them to stream educational content, participate in online courses, and conduct research efficiently.

Thus, the college's commitment to regularly updating its IT facilities and providing robust internet connectivity underscores its dedication to creating a dynamic and innovative educational environment. With state-of-the-art facilities such as the Media Lab and reliable Wi-Fi access, students and faculty are empowered to utilize digital resources effectively, ultimately enhancing their academic and professional pursuits. Continuous assessments and upgrades ensure that the college remains responsive to the evolving technological landscape, reinforcing its commitment to excellence in education.

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

4.3.2

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

Response: 40.25

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

Response: 04

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 96.17

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)

2023-24	2022-23	2021-22	2020-21	2019-20
10.94485	13.51725	11.42382	9.97298	10.44937

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 74.64

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

2023-24	2022-23	2021-22	2020-21	2019-20
102	167	170	185	194

File Description

Document

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

[View Document](#)

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

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: D. 1 of the above

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

5.1.3

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

Response: 11.13

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

2023-24	2022-23	2021-22	2020-21	2019-20
32	32	32	0	26

File Description	Document
Upload supporting document	View 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: C. 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 8.89

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

2023-24	2022-23	2021-22	2020-21	2019-20
04	03	05	00	00

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	34	39	25	21

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities**5.3.1**

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 2.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
04	03	03	00	03

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

5.4 Alumni Engagement**5.4.1**

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

Response:

The college recognizes the invaluable role of its alumni in contributing to its development and overall growth. While the college does not currently have a registered Alumni Association, it actively engages its alumni through various informal networks and initiatives that foster connections and support services.

- **Informal Alumni Networks:**

- The college maintains an informal network of alumni who are encouraged to stay connected with the institution. This network facilitates communication among graduates, enabling them to share their experiences and insights.
- Regular updates about college events, achievements, and initiatives are shared with alumni through newsletters and social media platforms, encouraging their continued involvement.

- **Support for Current Students:**

- Alumni frequently participate in mentorship programs, providing guidance and support to current students. They share their career journeys, offer advice on professional development, and help students navigate the challenges of transitioning from academia to the workforce.
- Alumni also engage in guest lectures and workshops, where they impart practical knowledge and skills relevant to various fields, enhancing the learning experience for students.

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 governance and leadership at the college are closely aligned with its vision and mission, reflecting a commitment to academic excellence, holistic development, and community engagement. This alignment is evident in various practices that demonstrate the institution's dedication to implementing the National Education Policy (NEP), fostering sustained growth, encouraging decentralization, and promoting active participation in governance.

Alignment with Vision and Mission

The college's governance framework is designed to support its overarching vision and mission, which emphasize quality education, research, and the development of responsible citizens. The leadership team is committed to fostering an inclusive environment that encourages collaboration and innovation, ensuring that all stakeholders, including faculty, students, and administrative staff, contribute to achieving the institution's goals.

NEP Implementation

One of the key indicators of effective governance is the successful implementation of the NEP. The college has undertaken several initiatives in this regard, such as:

- **Curriculum Reform:** The institution has revised its curriculum to include interdisciplinary approaches and skill development, in line with NEP guidelines. This ensures that students are equipped with relevant skills and knowledge to thrive in a rapidly changing job market.
- **Flexible Learning Paths:** The college has adopted a flexible learning framework that allows students to choose courses based on their interests and career aspirations, promoting personalized education.
- **Integration of Technology:** The leadership has prioritized the integration of technology in teaching and learning processes, enhancing access to resources and promoting innovative pedagogical practices.

Sustained Institutional Growth

The college has experienced sustained growth through strategic planning and effective resource management. Leadership engages in regular assessments of institutional performance, which informs the development of short-term and long-term goals. This focus on continuous improvement has led to enhanced academic offerings, increased student enrollment, and improved infrastructure.

Decentralization of Governance

Decentralization is a cornerstone of the college's governance model, allowing for greater participation and input from various stakeholders. Committees representing faculty, students, and administration are actively involved in decision-making processes, ensuring that diverse perspectives are considered. This collaborative approach fosters a sense of ownership and accountability among stakeholders, enhancing institutional cohesion.

Participation in Governance

Active participation in institutional governance is encouraged at all levels. Faculty members are invited to contribute to curriculum development, policy formulation, and assessment processes. Student representatives participate in various committees, providing insights into student needs and experiences. This participatory model not only enriches decision-making but also empowers individuals to take an active role in shaping the institution's future.

Institutional Perspective Plan

The college has developed a comprehensive Institutional Perspective Plan that outlines its strategic direction for the coming years. This plan incorporates both short-term and long-term objectives aligned with the vision and mission. Regular reviews and updates ensure that the plan remains relevant and responsive to changing educational needs and societal demands.

The governance and leadership of the college are deeply rooted in its vision and mission, as evidenced by effective NEP implementation, sustained growth, decentralization, and active participation in governance. These practices enhance the educational experience for students ensure the college remains responsive to the evolving landscape of higher education. Through a commitment to collaborative governance and strategic planning, the college is well-positioned to achieve its goals and contribute positively to society.

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

6.2 Strategy Development and Deployment

6.2.1

The 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 college has successfully deployed its Institutional Perspective Plan (IPP), ensuring that the functioning of institutional bodies is both effective and efficient. This deployment is evident through a well-structured administrative setup, clearly defined policies, and established procedures that guide appointments and service rules.

Effective Deployment of the Institutional Perspective Plan

The IPP serves as a roadmap for the college, outlining its strategic vision, goals, and objectives. The deployment process involves:

1. **Strategic Alignment:** The IPP is closely aligned with the college's vision and mission, ensuring that all initiatives and actions contribute to the institution's overarching goals. This alignment is reflected in departmental plans and activities, demonstrating a cohesive approach to institutional development.
2. **Monitoring and Evaluation:** The college has instituted regular monitoring mechanisms to evaluate the progress of the IPP. This includes periodic assessments of departmental performance, resource allocation, and achievement of key performance indicators (KPIs). Feedback from stakeholders is actively sought and used to refine and adjust strategies as needed.
3. **Stakeholder Engagement:** The effective implementation of the IPP involves engaging various stakeholders, including faculty, students, and administrative staff. Regular meetings and workshops provide opportunities for collaboration and input, fostering a sense of ownership and shared responsibility in achieving institutional goals.

Effective and Efficient Functioning of Institutional Bodies

The functioning of institutional bodies within the college is characterized by efficiency and effectiveness, as demonstrated through the following elements:

1. **Clear Policies and Procedures:** The college has established comprehensive policies and procedures that govern various aspects of its operations. These include guidelines for academic governance, faculty recruitment, student admissions, and assessment practices. The clarity of these policies ensures consistency and transparency in decision-making processes.
2. **Administrative Setup:** The administrative structure is designed to facilitate effective communication and collaboration among different departments. Roles and responsibilities are clearly defined, allowing for streamlined operations and accountability. Regular administrative meetings ensure that all departments are aligned with the college's objectives and can effectively address emerging challenges.
3. **Appointment and Service Rules:** The college follows a transparent recruitment process for faculty and staff, adhering to established service rules and regulations. This process ensures that qualified and competent individuals are appointed, contributing to the overall quality of education and institutional performance. Regular training and development programs for staff further

enhance their skills and effectiveness.

4. **Resource Allocation:** The college demonstrates effective resource allocation, ensuring that necessary resources—financial, human, and material—are allocated to support the implementation of the IPP. Budgeting processes are aligned with strategic priorities, allowing for targeted investments in key areas such as infrastructure, technology, and faculty development.
5. **Feedback Mechanisms:** The institution has established robust feedback mechanisms to gather insights from faculty, students, and other stakeholders. This feedback is critical for evaluating the effectiveness of policies and procedures, identifying areas for improvement, and ensuring that the institution remains responsive to the needs of its community.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has established a comprehensive performance appraisal system complemented by effective welfare measures for both teaching and non-teaching staff. It provides various avenues for career development and progression, contributing to a supportive and motivating work environment.

Performance Appraisal System

The performance appraisal system at the institution is designed to evaluate and enhance staff performance systematically. Key features of this system include:

1. **Structured Appraisal Process:** The appraisal process is conducted annually and involves self-assessments, peer reviews, and evaluations by supervisors. This multi-dimensional approach ensures a holistic assessment of staff contributions.
2. **Clear Evaluation Criteria:** Appraisals are based on predefined criteria that include teaching effectiveness, research contributions, administrative responsibilities, and community engagement. This clarity allows staff to understand expectations and align their efforts accordingly.
3. **Feedback and Development:** Following the appraisal process, staff members receive constructive feedback aimed at professional growth. This feedback is used to identify strengths and areas for improvement, facilitating targeted development opportunities.

Effective Welfare Measures

The institution prioritizes the welfare of its staff through various initiatives aimed at promoting their well-being and job satisfaction. These measures include:

1. **Health and Wellness Programs:** The college offers health initiatives such as regular health check-ups, mental health support, and wellness workshops to ensure staff members maintain a healthy work-life balance.
2. **Financial Support:** Various financial assistance programs are available, including provident fund schemes, insurance coverage, and retirement benefits, ensuring financial security for staff members and their families.
3. **Work-Life Balance:** The institution promotes a healthy work-life balance by offering flexible working hours and leave policies that accommodate personal and family needs.

Avenues for Career Development and Progression

Recognizing the importance of career advancement, the institution provides numerous opportunities for staff development, including:

1. **Professional Development Programs:** Regular training sessions, workshops, and seminars are organized to enhance the skills and knowledge of both teaching and non-teaching staff. These programs are tailored to address emerging trends and challenges in the education sector.
2. **Mentorship and Guidance:** New staff members are paired with experienced mentors who provide guidance on navigating their roles and advancing their careers. This mentorship fosters a supportive environment and encourages professional growth.
3. **Promotional Opportunities:** The institution has a clear framework for career progression, with opportunities for promotions based on performance appraisals, qualifications, and contributions to the institution. Faculty members are encouraged to pursue higher degrees and engage in research activities that enhance their credentials.
4. **Support for Research and Innovation:** The institution encourages staff to engage in research projects and innovation initiatives. Funding and resources are made available for research activities, and staffs are recognized for their contributions through awards and public acknowledgment.

6.3.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	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: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

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

2023-24	2022-23	2021-22	2020-21	2019-20
03	03	03	03	03

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	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 institution employs several effective strategies for mobilizing and optimizing the utilization of resources and funds from various sources, including government and non-government organizations, while ensuring that financial audits are conducted regularly.

- 1.Diverse Revenue Generation Sources:** As a self-financing college, the primary source of revenue generation is through student fees. The institution adopts a systematic approach to fee collection, ensuring timely and efficient processing.
- 2.The college has established a dedicated team responsible for identifying and applying for grants from various funding agencies.** This includes researching potential funding opportunities and preparing proposals that align with the institution's goals and objectives, particularly in areas such as infrastructure development, research initiatives, and community outreach programs.
- 3.Strategic Partnerships:** The institution collaborates with local businesses, industries, and NGOs to develop programs that benefit both students and the community. These partnerships not only enhance resource mobilization but also provide opportunities for internships, workshops, and placements for students, further contributing to the college's revenue generation.
- 4.Optimal Resource Allocation:** The college implements a transparent and accountable budget allocation process. Annual budgets are prepared based on strategic planning and the evaluation of resource needs across various departments. Regular monitoring of expenditures ensures optimal utilization of funds, minimizing waste and promoting efficiency.

5.Regular Financial Audits: To maintain financial integrity and transparency, the institution conducts regular internal and external financial audits. Internal audits are carried out at the end of each financial year to assess compliance with budgetary provisions and identify areas for improvement. External audits are conducted by qualified auditing firms to ensure adherence to regulatory requirements and to provide an unbiased evaluation of the financial health of the institution.

6.Capacity Building and Training: The college invests in the capacity building of its administrative staff through training programs focused on financial management and resource mobilization. This enhances their skills in budgeting, financial planning, and resource optimization, ensuring effective financial governance.

7.Stakeholder Engagement: The institution encourages active participation from various stakeholders, including faculty, staff, students, and alumni, in the decision-making process regarding resource allocation and utilization. Regular feedback and consultations help in identifying resource needs and prioritizing projects that align with the college's mission.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance strategies and processes within the college. Its contributions are reflected in several key areas:

- 1.Systematic Review of Teaching and Learning Processes:** The IQAC regularly reviews the teaching-learning processes to ensure that they meet the desired educational standards. This includes evaluating instructional methods, curriculum delivery, and student engagement strategies. By collecting feedback from students and faculty, the IQAC identifies areas for improvement and implements necessary changes to enhance the overall learning experience.
- 2.Periodic Assessment of Operational Structures:** The IQAC conducts periodic assessments of the college's operational structures and methodologies. This involves reviewing administrative processes, support services, and resource allocation to ensure that they align with the institution's goals and contribute effectively to the educational environment. The assessments lead to

streamlined operations, which enhance efficiency and effectiveness across all departments.

3. **Evaluation of Learning Outcomes:** The IQAC places significant emphasis on evaluating learning outcomes at regular intervals. By establishing clear performance indicators and assessment criteria, the cell monitors student progress and achievement in relation to program outcomes. This systematic evaluation helps identify gaps in learning and informs strategies for curriculum enhancement and instructional improvements.
4. **Documentation of Incremental Improvements:** The IQAC meticulously documents incremental improvements across various activities and processes. This documentation serves as a valuable resource for tracking progress over time and provides insights into the effectiveness of implemented strategies. By maintaining comprehensive records, the IQAC ensures transparency and accountability in quality assurance practices.
5. **Facilitation of Workshops and Training Programs:** To foster a culture of continuous improvement, the IQAC organizes workshops and training programs for faculty and staff. These initiatives focus on best practices in teaching, assessment techniques, and innovative pedagogical methods. The capacity-building activities equip educators with the necessary skills to enhance their teaching effectiveness and adapt to evolving educational demands.
6. **Stakeholder Involvement and Feedback Mechanisms:** The IQAC actively engages stakeholders, including faculty, students, and alumni, in the quality assurance process. Regular feedback is solicited through surveys, focus groups, and meetings, ensuring that diverse perspectives are considered in decision-making. This inclusive approach enhances the effectiveness of quality assurance initiatives and fosters a sense of ownership among stakeholders.
7. **Quality Assurance Reports and Action Plans:** The IQAC prepares regular quality assurance reports that highlight the findings from evaluations and assessments. These reports inform action plans aimed at addressing identified issues and enhancing overall quality. The cell's proactive approach ensures that quality assurance is not a one-time effort but an ongoing process of refinement and improvement.

Thus, the IQAC significantly contributes to institutionalizing quality assurance strategies and processes by systematically reviewing and enhancing the teaching-learning environment, operational methodologies, and learning outcomes. Its commitment to continuous improvement and stakeholder engagement fosters a culture of quality that permeates all aspects of the institution, ultimately leading to improved educational outcomes and institutional effectiveness.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The college has prioritized gender equity and sensitization, implementing a comprehensive Gender Audit alongside a range of measures to cultivate an inclusive environment for all genders. Our commitment to gender equity is evident in various curricular and co-curricular activities, as well as in facilities and support systems specifically designed for women on campus. The Gender Audit aims to assess the current status of gender representation within the institution, identifying areas for improvement and guiding our initiatives. The findings from this audit have been instrumental in developing targeted strategies to promote gender equity, while regular assessments ensure that our policies and practices remain responsive to the evolving needs of our community.

In terms of curricular activities, gender studies have been integrated into various subjects, such as sociology, psychology, and political science. This inclusion allows students to engage critically with issues related to gender equity, feminism, and social justice, fostering a deeper understanding of gender dynamics. The college organizes workshops and seminars focusing on gender sensitization, featuring guest speakers from diverse fields, including activists, scholars, and professionals. These events encourage open dialogue and raise awareness about gender issues, helping students to develop a nuanced understanding of the challenges faced by different genders. Furthermore, students are actively encouraged to pursue research projects on gender-related topics, with faculty members available to mentor them in developing their proposals. This approach not only embeds gender studies within academic discourse but also equips students with the tools needed to investigate and address gender disparities within society.

Co-curricular activities further enhance our commitment to gender sensitization. The institution regularly conducts gender sensitization programs for students and staff aimed at raising awareness and promoting respectful behavior. Activities such as role-playing, discussions, and group exercises provide a supportive environment for participants to explore and challenge gender stereotypes and biases. Cultural events hosted by the college celebrate diversity and gender inclusivity, showcasing performances and artwork that highlight women's voices and experiences. These events foster a sense of community and solidarity among students while providing a platform for expression. Various clubs and societies focused on gender issues, including women's empowerment groups, allow students to engage in advocacy and community service, encouraging participation in discussions and initiatives that promote gender equity both on and off-campus.

To support women on campus, the college has established dedicated services, including counseling and mentorship programs. Trained counselors are available to assist female students with personal, academic,

and career-related concerns, fostering a safe and supportive environment. The campus also features designated safe spaces for women, ensuring they have areas to relax, study, and engage in activities without fear of harassment or discrimination. These spaces are equipped with essential resources, including study materials and recreational facilities. Furthermore, the college prioritizes the health and well-being of female students by providing access to healthcare services, including reproductive health education and counseling. Workshops on health awareness and nutrition empower students to make informed decisions about their health.

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

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: D.1 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

The College is dedicated to fostering an inclusive environment that promotes tolerance and harmony among students and employees from diverse cultural, regional, linguistic, communal, and socioeconomic backgrounds. Recognizing that such diversity enriches the academic community, the institution prepares students to thrive in a globalized society. To achieve this goal, various initiatives and programs have been implemented to sensitize the community to constitutional obligations, including the values, rights, duties, and responsibilities of citizens.

The primary aims and objectives of these initiatives are multifaceted. First, the College aims to promote cultural understanding by encouraging appreciation and respect for diverse cultures through various awareness programs and activities. Second, it seeks to integrate social justice themes into the educational curriculum across all disciplines, ensuring that students engage with concepts of human rights and diversity. Third, workshops and seminars are conducted to educate both students and staff about their constitutional rights and civic responsibilities. Fourth, the College focuses on enhancing faculty training, equipping educators with the knowledge and skills necessary to foster an inclusive and respectful learning environment. Lastly, the institution is committed to supporting marginalized groups by

providing dedicated advocacy and resources for underrepresented communities within the college.

The scope of these initiatives extends across all departments and programs, impacting students, faculty, and staff alike. This comprehensive approach includes organizing cultural events and festivals, developing inclusive curricula, conducting workshops and training sessions, engaging in community outreach, and establishing grievance redressal mechanisms.

Creating an inclusive environment is essential for several reasons. It enhances learning by incorporating diverse perspectives that contribute to a richer educational experience, fostering critical thinking and innovation. Moreover, promoting respect and understanding reduces discrimination and cultivates a sense of belonging among all students and staff. This inclusive atmosphere also prepares students to become informed global citizens who actively engage in society, recognizing their rights and responsibilities.

The expected outcomes from these initiatives are significant. Increased participation in cultural events and awareness programs will reflect the diversity of the student body. A greater integration of social justice themes within the curriculum is anticipated, evident through student projects and research. Improved understanding of constitutional rights among students and staff will be gauged through feedback and surveys. Additionally, enhanced faculty engagement in diversity training will lead to more inclusive teaching practices, while strong support systems for marginalized groups will result in increased advocacy and representation within the college.

Key initiatives that the College has undertaken include cultural awareness programs, which regularly celebrate diversity through cultural fairs and festivals, leading to a 30% increase in participation over the past three years. An interdisciplinary curriculum that integrates social justice and human rights themes into various subjects, along with quarterly workshops focusing on constitutional obligations, has shown positive feedback, with 80% of participants reporting increased awareness of their rights and responsibilities. Diversity and inclusion training for faculty has revealed a 40% improvement in confidence levels when addressing diverse classroom environments.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice: 1

Title: Promoting Critical Engagement and Professional Networking in Journalism

Objectives:

- 1.To foster critical thinking and analytical skills among students through debates and discussions on relevant social issues.
- 2.To provide a platform for students to engage with industry professionals and peers during journalism festivals and conferences.
- 3.To enhance students' understanding of contemporary societal issues and the role of journalism in addressing them.

Context:

In the rapidly evolving field of journalism, it is essential for students to engage with current social issues and develop their skills through practical experiences. Extracurricular activities, such as debates, panel discussions, and journalism festivals, play a vital role in bridging the gap between academic learning and real-world applications.

Activities:

1. Debates and Panel Discussions:

- Organize monthly debates and panel discussions featuring faculty, students, and guest speakers from various fields.
- Topics are selected based on current social issues, encouraging students to research and present well-informed arguments.

2. Film Screenings:

- Host regular film screenings that focus on documentaries and films addressing societal challenges, followed by discussions to analyze the media's portrayal of these issues.
- Invite filmmakers or critics to lead discussions and provide insights into the production process and the impact of storytelling.

3. Annual Journalism Festivals:

- Conduct an annual journalism festival that includes workshops, keynote speeches by industry leaders, and networking sessions.
- Encourage student participation through competitions, showcasing their work in various media formats.

4. Conferences:

- Organize an annual conference inviting academics, practitioners, and students to discuss trends, challenges, and innovations in journalism.
- Provide opportunities for students to present research papers, fostering academic engagement and confidence.

Evidence of Success:

- Increased student participation in extracurricular activities, with attendance growing by over 30% in the past year.
- Positive feedback from participants indicating enhanced understanding of social issues and

improved public speaking and critical thinking skills.

- Collaboration with various media organizations and professionals, resulting in internships and job placements for students.

Challenges:

- Ensuring consistent participation from students due to academic pressures.
- Securing funding and resources for events and inviting prominent speakers.

Future Plans:

- Expand the scope of activities to include more diverse topics and formats, such as podcasts and online discussions.
- Develop partnerships with media organizations for greater exposure and resource sharing.

Conclusion:

The organization of debates, panel discussions, film screenings, and journalism festivals has significantly enriched the learning environment in the College. By promoting critical engagement with social issues and fostering professional networking opportunities, these extracurricular activities contribute to the holistic development of students and prepare them for successful careers in journalism.

Best Practice: 2

Title: Enhancing Educational Quality through Systematic Feedback and Review

Objectives:

- 1.To systematically gather feedback from students and faculty regarding courses and teaching methods.
- 2.To conduct regular review meetings that assess the effectiveness of academic programs and implement necessary adjustments for continuous improvement.
- 3.To foster a culture of open communication and responsiveness to stakeholder input.

Context:

In the pursuit of academic excellence, it is crucial for institutions to have robust evaluation and feedback mechanisms. Collecting insights from students and faculty helps in identifying strengths and areas for improvement, ensuring that the educational experience is aligned with the needs of all stakeholders.

Activities:

1.Systematic Collection of Feedback:

- Implement structured feedback forms for students and faculty at the end of each term to evaluate courses and teaching methodologies.
- Use both quantitative (rating scales) and qualitative (open-ended questions) formats to gather comprehensive insights.
- Ensure anonymity to encourage honest and constructive feedback.

2.Data Analysis and Reporting:

- Compile feedback data and analyze trends to identify common themes and areas for enhancement.
- Prepare reports summarizing findings, highlighting strengths and areas requiring attention.

3.Regular Review Meetings:

- Schedule quarterly review meetings involving faculty, administration, and student representatives to discuss feedback results.
- Utilize these meetings to assess the effectiveness of programs, teaching methods, and overall course delivery.
- Encourage faculty to present their reflections on feedback received and propose actionable changes.

4.Implementation of Changes:

- Develop an action plan based on feedback discussions, outlining specific adjustments to be made in course content, teaching approaches, or support services.
- Communicate changes to all stakeholders to ensure transparency and demonstrate responsiveness.

Evidence of Success:

- Improved course ratings and student satisfaction scores, with an increase of 20% in positive feedback on teaching methods over the last academic year.
- Faculty engagement in discussions about feedback, with 80% of instructors reporting that they have made changes based on student input.
- Documentation of action plans and follow-up reports indicating that adjustments were effectively

implemented and evaluated.

Challenges:

- Ensuring consistent participation in feedback processes from both students and faculty.
- Addressing the diversity of feedback to create tailored solutions that meet varying needs.

Future Plans:

- Explore the use of digital platforms for more efficient feedback collection and analysis, including real-time feedback mechanisms.
- Establish a continuous professional development program for faculty based on feedback insights to enhance teaching practices.

Conclusion:

The systematic collection of feedback from students and faculty, coupled with regular review meetings, has significantly enhanced the educational quality in the College. By fostering a culture of evaluation and responsiveness, these mechanisms ensure that the institution continuously adapts to the needs of its stakeholders, ultimately contributing to a richer learning experience and improved academic outcomes.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Distinctive Features of the College: Enhancing Writing Skills through Samyak Sanwad

Introduction

The college is dedicated to holistic student development, focusing not only on academic excellence but also on essential skills such as effective communication and creative expression. One of the distinctive features of the college is its commitment to nurturing students' writing skills through structured activities

like newsletter writing and local wall poster preparation. This initiative, known as "Samyak Sanwad," aims to engage students in the process of gathering, writing, and presenting news in a creative format, fostering a sense of community and enhancing their overall educational experience.

Aims and Objectives

The primary aims and objectives of the college regarding the Samyak Sanwad activity are as follows:

1. **Enhancing Writing Skills:** To develop students' writing skills through practical experience in creating newsletters and wall posters.
2. **Promoting Critical Thinking:** To encourage students to think critically about current events and select relevant news items for their publications.
3. **Fostering Creativity:** To provide a platform for students to express their creativity and engage in visual and textual storytelling.
4. **Encouraging Teamwork and Collaboration:** To promote collaborative efforts among students as they work in groups to collect, write, and present news.
5. **Building Community Awareness:** To create awareness of local issues and events within the college community through informative and visually appealing wall posters.

Scope of the College

The scope of the Samyak Sanwad initiative encompasses:

- **Regular Activity:** The activity is conducted regularly, allowing students to develop their skills progressively over time.
- **Collaboration Across Disciplines:** Students from various disciplines can participate, fostering interdisciplinary collaboration and diverse perspectives in the news they produce.
- **Integration with Curriculum:** The activity aligns with the college's broader educational objectives, enhancing the overall learning experience while reinforcing the importance of effective communication.

Opportunities and Challenges

Opportunities:

- **Skill Development:** Students gain hands-on experience in writing, editing, and graphic design, preparing them for future academic and professional endeavors.
- **Showcasing Talent:** The wall posters serve as a medium for students to showcase their talents and creativity to the college community.
- **Engagement with Current Affairs:** Students become more engaged with local and national news, fostering a sense of responsibility and awareness.

Challenges:

- **Resource Constraints:** Limited resources for printing and displaying posters may hinder the full realization of the initiative.
- **Time Management:** Balancing this activity with academic responsibilities can be challenging for

students.

- **Sustaining Interest:** Maintaining student enthusiasm and participation in the activity over time may require continuous innovation and encouragement.

Importance of the Activity

The Samyak Sanwad activity is vital for several reasons:

1. **Practical Application of Knowledge:** It allows students to apply theoretical knowledge in a practical setting, enhancing their learning outcomes.
2. **Development of Soft Skills:** Through writing and collaboration, students develop essential soft skills such as communication, teamwork, and problem-solving.
3. **Community Engagement:** The activity promotes active participation in the college community, fostering a sense of belonging and civic responsibility among students.
4. **Cultural Awareness:** By focusing on local themes and issues, students become more culturally aware and socially conscious.

Conclusion

The distinctive feature of the college lies in its commitment to enhancing students' writing skills through the Samyak Sanwad initiative. By regularly engaging students in newsletter writing and local wall poster preparation, the college fosters critical thinking, creativity, and community awareness. Despite the challenges, the opportunities presented by this activity significantly contribute to the overall development of students, preparing them for future success in their academic and professional endeavors. The college's proactive approach to skill development exemplifies its dedication to providing a holistic educational experience that extends beyond the classroom.

File Description		Document	
Appropriate web in the Institutional website		View Document	

5. CONCLUSION

Additional Information :

Impact on Student Experience:

- **Quality of Education:** Elaborate on how limited financial resources and faculty turnover may affect curriculum development, course offerings, and student support services, ultimately impacting the quality of education.
- **Student Satisfaction:** Include data or anecdotal evidence regarding student satisfaction related to faculty engagement and available resources.

2. Long-Term Consequences:

- **Enrollment Trends:** Discuss how these challenges might affect enrollment trends over time. For instance, if potential students perceive the college as lacking in resources or faculty expertise, it could lead to decreased applications.
- **Reputation and Competitiveness:** Consider how these issues may impact the institution's reputation and competitiveness compared to other colleges and universities.

3. Mitigation Strategies:

- **Resource Development:** Highlight any strategies the college might implement to address limited financial resources, such as seeking grants, partnerships with local businesses, or alumni donations.
- **Faculty Recruitment Initiatives:** Discuss potential strategies for attracting and retaining faculty, such as offering professional development opportunities, mentorship programs, or collaborative research initiatives.
- **Research Collaboration:** Mention possible collaborations with other institutions or industry partners to access additional research funding and resources.

4. Stakeholder Engagement:

- **Community Involvement:** Suggest ways the college can engage its local community or alumni network to support financial growth, faculty recruitment, or research initiatives.
- **Feedback Mechanisms:** Discuss the importance of implementing feedback mechanisms for students and faculty to understand their needs and address challenges collaboratively.

5. Future Outlook:

- **Vision for Improvement:** Conclude with a vision or a strategic plan that the college could adopt to overcome these challenges, focusing on how addressing these weaknesses could lead to improved educational outcomes and growth of the college.

Concluding Remarks :

The commitment of the leadership team, combined with the dedication of the experienced faculty and the robust support systems already in place, lays a strong foundation for overcoming these challenges. Strategic initiatives aimed at resource development, community engagement, and innovative faculty recruitment can pave the way for a more sustainable future. Moreover, fostering a culture of collaboration and open communication among stakeholders will ensure that the needs and aspirations of students and faculty are adequately addressed.

The college continues to engage with its local community and leverage its institutional strengths, it positions itself as a competitive and attractive option for prospective students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :16</p> <p>Remark : As per the supporting documents provided based on that DVV input is recommended.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>110</td><td>127</td><td>162</td><td>00</td><td>142</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>91</td><td>101</td><td>129</td><td>00</td><td>101</td></tr></table> <p>Remark : As per the supporting documents provided based on that DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	110	127	162	00	142	2023-24	2022-23	2021-22	2020-21	2019-20	91	101	129	00	101
2023-24	2022-23	2021-22	2020-21	2019-20																	
110	127	162	00	142																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
91	101	129	00	101																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 10</p> <p>Answer after DVV Verification: 09</p> <p>Remark : As per the documents provided by the HEI and According to number of certificates provided, thus DVV Input is recommended.</p>																				
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p>																				

2023-24	2022-23	2021-22	2020-21	2019-20
78	128	48	118	176

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
30	53	23	49	75

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
126	126	126	126	126

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
124	124	124	124	124

Remark : As per the documents provided by the HEI, data for the Metric I.D 2.1.2.2 must be 52% According to state reservation policy of the data for the Metric I.D 2.1.1.2, and data for the Metric I.D 2.1.2.1 the number of seats admitted should not be more than earmarked, excess of seats should be considered as general merit, Thus DVV Input input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
12	13	12	14	12

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
10	11	10	12	10

Remark : As per the documents provided by the HEI, Excluding Liberian physical education director Thus DVV Input is recommended.

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:

2023-24	2022-23	2021-22	2020-21	2019-20
00	01	01	00	00

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
00	01	00	00	00

Remark : As per the revised data provided by the HEI, Thus DVV Input is recommended.

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:

2023-24	2022-23	2021-22	2020-21	2019-20
01	06	05	00	00

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
01	02	02	00	00

Remark : As per the revised data provided by the HEI, Thus DVV Input is recommended.

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 :04

Remark : As per the revised data provided by the HEI, Thus DVV Input is recommended.

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

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

Answer before DVV Verification : 06

Answer after DVV Verification: 04

Remark : As per the data provided in the supporting documents, number of computer available for the students use only to be considered. Thus DVV Input is recommended.

5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <p><i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. ICT/computing skills</i></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. 1 of the above Remark : As per the revised data provided by the HEI, Thus DVV Input is recommended.</p>																																			
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <p>1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : As per the revised data provided by the HEI, Thus DVV Input is recommended.</p>																																			
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>04</td><td>03</td><td>05</td><td>00</td><td>00</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>04</td><td>03</td><td>05</td><td>00</td><td>00</td></tr></table> <p>5.2.1.2. Number of outgoing students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>16</td><td>34</td><td>39</td><td>21</td><td>21</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr></table>	2023-24	2022-23	2021-22	2020-21	2019-20	04	03	05	00	00	2023-24	2022-23	2021-22	2020-21	2019-20	04	03	05	00	00	2023-24	2022-23	2021-22	2020-21	2019-20	16	34	39	21	21	2023-24	2022-23	2021-22	2020-21	2019-20
2023-24	2022-23	2021-22	2020-21	2019-20																																
04	03	05	00	00																																
2023-24	2022-23	2021-22	2020-21	2019-20																																
04	03	05	00	00																																
2023-24	2022-23	2021-22	2020-21	2019-20																																
16	34	39	21	21																																
2023-24	2022-23	2021-22	2020-21	2019-20																																

16	34	39	25	21
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Remark : As per the clarification received from the HEI, Thus DVV Input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
01	01	01	01	01

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
00	00	00	00	00

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
03	03	03	03	03

Remark : As per the revised data provided by the HEI, All FDP programs are less than 5 days which should not be considered as per SOP and data for the metric I.D 6.3.3.2 be according to IIQA, Thus DVV Input is recommended.

6.5.2 Quality assurance initiatives of the institution include:

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

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

	<p>Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : As per the Documents provided by HEI, proofs for the options 2,4,5 are not provided, Thus DVV Input is recommended.</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. 4 or All of the above</p> <p>Answer After DVV Verification: D.1 of the above</p> <p>Remark : As per the revised data provided by the HEI, proofs for the options 1,3,4,5 are not provided, without GEO Tagged photographs evidence, the claim cannot be considered, Thus DVV Input is recommended.</p>

2.Extended Profile Deviations

Extended Points Deviations

ID	Extended Questions																				
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 14 Answer after DVV Verification : 20																				
2.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>11.28379</td><td>13.85745</td><td>11.39045</td><td>10.37419</td><td>10.27601</td></tr></table> Answer After DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>11.28379</td><td>13.96</td><td>11.92</td><td>10.49</td><td>10.90</td></tr></table>	2023-24	2022-23	2021-22	2020-21	2019-20	11.28379	13.85745	11.39045	10.37419	10.27601	2023-24	2022-23	2021-22	2020-21	2019-20	11.28379	13.96	11.92	10.49	10.90
2023-24	2022-23	2021-22	2020-21	2019-20																	
11.28379	13.85745	11.39045	10.37419	10.27601																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
11.28379	13.96	11.92	10.49	10.90																	