SELF STUDY REPORT

FOR

2ⁿᵈ CYCLE OF ACCREDITATION

ARTS, COMMERCE COLLEGE

AT AND POST. YEODA, TQ. DARYAPUR, DIST. AMRAVATI
444706

www.accy.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Overview of Janvikas Shikshan Sanstha, Yeoda, and Arts, Commerce College, Yeoda:

Establishment and Mission:

Janvikas Shikshan Sanstha, Yeoda, TqDaryapur, Dist Amravati, was established with specific goals and a mission for the overall development of people in the rural and backward regions of Amravati district.

Founding Year and Affiliation:

Arts, Commerce College, Yeoda, was established in 1994 to provide higher education to rural students.

The college is permanently affiliated with Sant Gadge Baba Amravati University, Amravati.

Approved under sections 2(f) and 12(B) of UGC Act 1956.

Programs Offered:

Offers undergraduate programs (B.A., B.Com.) and Postgraduate programs in English and History.

Undertakes 26 Value-added and Add-on Certificate Courses to impart employable and life skills.

Research and Faculty:

- One recognized research center.
- Out of 14 permanent faculties, 11 hold Ph.D. degrees.
- Three faculty members serve on the Board of Studies of the affiliating university.

Webinars and Activities During COVID-19:

Organized 03 National, 03 State, and several university-level webinars on various themes during the COVID-19 pandemic.

Sports Facilities and Achievements:

- Indoor and outdoor sports facilities.
- Several students have won University Color Coats in various sports.

Extension Activities and Recognition:

Various extension activities undertaken, and some teachers have been recognized for their contributions, receiving awards.

Best practices align with national policies and local priorities.

Accreditations and Ratings:

Participated in NIRF.

NAAC accredited the college with a B+ grade in its 1st cycle with a CGPA of 2.52.

Conclusion:

Janvikas Shikshan Sanstha Yeoda's Arts, Commerce College, Yeoda, stand as pillars of education and development in rural areas, fostering academic excellence, research, and holistic growth among students. The commitment to societal welfare, recognized faculty, and accreditation reflects their dedication to quality education.

Vision

Moto

    "NAHI DNYANENA SADRISHNA PAVITRA MIH VIDYATE"

Vision

- The vision of our college is to inculcate good values in students and to make education more accessible to rural and backward-class students of this region.
- To create a class of intellectually, morally sound, and committed citizens, who will become human resources of high caliber; and cater to the needs of society by taking into rapid changes in the global scenario.

Mission

- To create a learning environment and knowledge–based society.
- To create a teaching–learning environment conducive to the pursuit of higher knowledge, relevant skills, and experience for rural and backward-class students.
- To create a research environment helpful for the all-round development of the society.
- To include new developments in education into the curriculum to promote academic advancement leading to national development.
- To sensitize the students on socio-economic issues (emphasizing gender and human rights) by including related topics in the curriculum and through co-curricular activities.
- To promote awareness and ecological and environmental issues.
- To promote and develop ICT learning by taking into consideration global changes.
- To undertake various extension activities so that it reflects the aim and objectives of the institute.
- To uplift rural girls who lack educational opportunities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

INSTITUTIONAL STRENGTHS:

1. Multi-faculty College with permanent affiliation, 2(f) & 12(B).

2. Only Grant-in-aid college in the Rural area offering UG, PG & Ph.D. programs.

3. Total 4 acres of land providing a conducive learning environment.

4. Implementation of CBCS/Elective system in all UG and PG programs.

5. Addition of Value and Add-on certificate courses for skill enhancement.

6. Active participation of faculty members in University Administration and Board of Studies for academic policy-making decisions.

7. Campus with internet connections of 50 MBPS and CCTV surveillance ensuring connectivity and security.

8. One research centre equipped with adequate facilities.

9. 79% of permanent teachers hold Ph.D., with 73% being Ph.D. Supervisors.

10. Partially automated library with access to e-resources through an e-library portal.

11. Adequate sports facilities for both indoor and outdoor games.

12. Proactive, visionary, and participative management ensuring effective governance.

13. Student support services, including canteen, girls and boys common rooms.

14. A robust Mentor-Mentee system for personalized student guidance.

15. Safe and Secure Campus with measures in place for student well-being.

16. Eco-friendly premises with green practices like No Vehicle Day, Green & Clean Campus, plastic-free campus, and Rainwater Harvesting unit.

17. Undertaking Green, Energy, Environment, Academic, and Administrative Audits for continuous improvement.

18. Decentralized administration for efficient functioning.

19. Registered alumni (under process) for building a strong network.

20. Active NSS unit contributing to societal welfare.

21. Participate in Unnat Bharat Abhiyan.

22. Adoption of best practices aligning with National policies and local priorities.

23. Experienced and dynamic staff enhancing the quality of education.

Institutional Weakness

Institutional Weaknesses:

1. Rural Location with Limited Resources:

2. Economically Weaker Background of Students:

3. Limited Funds for Research, Sports, and Infrastructure:

4. Vocational Disadvantage for Strengthening Academia-Industry Linkages:

Institutional Opportunity

Institutional Opportunity

- To provide higher education facilities to the diversified socio-economic strata of the Rural Region
- To enhance multiple interactions among different cultures
- To develop e-content by faculty for national-level MOOCs To strengthen the institute-industry linkage
- To create an eco-system for start-ups To enhance employment opportunities
- To carry out a varied and more number of research projects To build up consultancy services
- To develop collaborative work with government, industries, and NGOs

Institutional Challenge

Institutional Challenge

1. Lack of awareness about vocational education among Students.

2. Financial and other resource mobilization

3. To obtain CSR funds for college development

4. Inadequate accessibility and connectivity in terms of conveyance and communication due to the rural area.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects at Arts, Commerce College, Yeoda:

University Affiliation and Curriculum:

Affiliation: The college is affiliated with Sant Gadge Baba Amravati University, Amravati (Maharashtra State).

Curriculum: All programs follow the elective pattern, and the curriculum is prescribed by the University.

Teacher Involvement and Curriculum Framing:

Teachers actively participate in curriculum framing through the Board of Studies and university-conducted workshops.

Policy documents on curriculum delivery guide the framing and execution of academic plans.

Academic Planning and Communication:

- Academic calendar, timetables, teaching plans, and examination schedules are prepared and circulated to students at the beginning of each session.
- Induction programs, bridge courses, entry-level tests, and the Mentor-Mentee scheme contribute to effective curriculum delivery.

Identifying Learners' Needs:

- Entry-level tests identify slow and advanced learners.
- Allotment of assignments, seminars, group discussions, and regular evaluations leads to comprehensive curriculum delivery.

Examination System:

- The college follows the scheme of examination prescribed by the affiliating university.
- The internal examination committee plans and conducts internal exams.

Innovative Approaches and Adaptability:

- Encouragement of field/industrial visits for participative learning.
- Effective adaptation to online teaching and evaluation during the COVID-19 pandemic.

Quality Assurance and Review:

- IQAC, and the Principal conduct periodic reviews of curriculum delivery.
- Value-added and Add-on courses Certificate (26 in total) impart employable and life skills education.

Cross-Cutting Issues and Environmental Education:

- Various cross-cutting issues in syllabi are committed to being imbibed among students.
- Environmental Science is a compulsory subject in the second year of the UG program, fostering ecological awareness.

Stakeholder Feedback and Continuous Improvement:

- Feedback on the curriculum is collected to ensure effective delivery.
- Collective opinions and feedback on academic performance are communicated to the University through faculty members on the Board of Studies.

Conclusion:

Arts, Commerce College, Yeoda, is committed to a robust curriculum delivery system, involving faculty participation, innovative approaches, adaptability to changing circumstances, and a continuous feedback loop for improvement. The emphasis on cross-cutting issues and environmental education reflects the college's commitment to holistic learning and societal awareness.

Teaching-learning and Evaluation

TeachingLearning and Evaluation at Arts, Commerce College, Yeoda:

Admission Process and StudentTeacher Ratio:

- Admissions follow rules, regulations, and the reservation policy of the affiliating university and State government.
- Maintains a decent student-teacher ratio.
- Increased enrollment during the assessment period, especially among girls.

Faculty Qualification and Involvement:

- The average percentage of full-time teachers against sanctioned posts is 77%.
- About 79% of full-time teachers hold a Ph.D. as their highest qualification.
- The mentoring policy ensures all full-time teachers are engaged in mentoring activities.

Experiential and Participative Learning:

- Enhances student learning through study tours, excursions, field projects, industrial visits, group discussions, and intersubject seminar competitions.
- Students actively participate in the editorial board of the college magazine.
- Library orientation, soft skills development, and life skills training contribute to enhancing confidence and various skills.

Social Activities and Diverse Learning Experiences:

- Social activities provide students with diverse learning experiences.
- Incorporates contents and ICT facilities in teaching-learning and evaluation, especially during the COVID-19 pandemic.

Outcome Mapping and Communication:

- Program Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are displayed on the college website and circulated among students and staff.

 Communicates POs, PSOs, and COs to students during the induction program.

Grievance Redressal Mechanism:

 Both the college and affiliating university have a Grievance Redressal Mechanism.

Result Analysis and Improvements:

- Regular result analysis is conducted, showing improvement in external evaluation results over the years.
- Attainment levels are well-mapped with POs, PSOs, and COs.

Pass Percentage:

For the latest completed academic year, the pass percentage of final-year students stood at 56.66%.

Conclusion:

Arts, Commerce College, Yeoda, focuses on creating a conducive learning environment through experiential and participative methods, faculty involvement, and the integration of technology. The institution ensures effective communication of outcomes, maintains a robust grievance redressal mechanism, and continuously analyzes results for improvement. The increased enrollment, especially among girls, reflects the positive impact of their initiatives.

Research, Innovations and Extension

Intellectual Property Rights (IPR) Workshop:

Conducted a workshop on Intellectual Property Rights (IPR).

Research Publications:

- 58 Research papers are published in reputed journals(UGC CARE LISTED JOURNAL).
- Published 47 books/book chapters/papers in national/international conference proceedings.

Extension Activities:

- Departments actively participate in extension activities.
- Contributions to Swachha Bharat and Swastha Bharat Abhiyan.
- Conducts cleanliness drives, Say No To Plastic campaigns, etc.
- NSS addresses various social and health issues.
- Organized a vaccination awareness camp during the COVID-19 pandemic.

Physical Education Department Initiatives:

- Regularly organizes Yoga & Meditation Camp.
- Conduct sports and elocution competitions.

Community Service:

- Provided free services to other colleges for the preparation of NAAC assessment.

Conclusion:

Arts, Commerce College, Yeoda, engages in diverse extension activities, contributing to social, health, and environmental causes. The publication of research papers and participation in workshops demonstrates a commitment to academic excellence. The institution's involvement in community service, particularly in assisting other colleges, reflects a collaborative and supportive approach within the educational community.

Infrastructure and Learning Resources

Infrastructure and Learning Resources:

Classrooms and Laboratories:

- 09 classrooms
- 01 laboratories cum classrooms
- 02 laboratories
- Separate girls' and boys' common rooms
- Office and Principal's cabin

Facilities:

- Library, research centres, career guidance cell
- Sports and NSS department
- Staff room, canteen
- ICTenabled seminar hall for co-curricular/cultural activities
- **Parking zone**

ICTEnabled Classrooms:

- 3 classrooms are ICT-enabled.

Sports Facilities:

- Adequate space for sports and various indoor/outdoor games.
- Equipment for games like Basketball, Chess, Badminton, Athletics, Khokho, Kabaddi, Cricket, Volleyball, Yoga.

Library:

- Partially automated library.
- Access to e-resources through platforms like INFLIBNET, e-shodhsindhu, etc.
- Barcoded spine labels for books, and barcoded Borrowers' Tickets for students.
- Annual expenditure of nearly Rs. 40,000 for book/journal purchases.

Institutional Systems and Committees:

- **Well-established systems and procedures**.
- Committees include the UGC planning board, Library Advisory Committee, building committee, purchase committee, IQAC, etc.

Future Development:

Ongoing efforts for a new college building.

Conclusion:

The college demonstrates a commitment to providing students with a well-equipped and conducive learning environment. The focus on technology-enabled classrooms, a variety of sports facilities, a partially automated library, and the ongoing efforts for a new building reflect a dedication to enhancing infrastructure for academic

and extracurricular activities. The presence of various committees ensures effective governance and maintenance of the physical facilities.

Student Support and Progression

Student Welfare and Development Initiatives:

Scholarships and Recognitions:

- A significant percentage of students are availing of government scholarships and free ships facilitated by the college.
- Cash prizes of around Rs. 10000 (Ten Thousand) are awarded to subject toppers.
- Recognition and felicitation of sports achievers.
- Best student awards to acknowledge outstanding contributions.

Capacity Building and Skill Enhancement:

- Initiatives include guidance for Competitive Examinations, Career Counseling, Soft Skill Development programs, Remedial Coaching, Bridge Courses, Yoga, and Meditation.
- The Career Guidance Cell provides guidance and study material for various competitive examinations.
- Programs focused on self-defense and life skills for girls.

Empowerment Policies:

- Policies promoting gender equality and other empowerment measures have been implemented.
- The MentorMentee scheme offers personal attention to address student issues.
- The Internal Complaint Committee ensures effective grievance redressal.
- Installation of a suggestion box for students to voice their opinions.

Entrance and Competitive Examinations:

- Constant motivation and guidance for students to appear and qualify for various entrance and competitive examinations.
- 30.67% of students went on to pursue higher studies and/or secured placements during the assessment period.

Participation in Extracurricular Activities:

- Encouragement for students to participate in cultural and sports activities/events.
- Some students receive national/international recognition in sports.
- Social awareness is enhanced through participation in NSS and extension activities.

Alumni Engagement:

- Alumni are invited as resource persons to deliver guest lectures, sharing valuable experiences and insights.

Conclusion:

The college is committed to the holistic development of students, providing them with not only academic excellence but also essential life skills and opportunities for personal growth. The various initiatives, scholarships, and recognitions contribute to creating a supportive and empowering educational environment.

Governance, Leadership and Management

Institutional Governance and Administrative Processes:

Monitoring Bodies:

- Academic and administrative matters are overseen by the Board of Directors, College Development Committee (CDC), Staff Council/College Council, and Internal Quality Assurance Cell (IQAC).
- Various statutory and nonstatutory committees ensure representation from all stakeholders.
- Decentralization and participative management are key principles.

Adherence to Regulations:

- The college strictly adheres to the rules, regulations, and directions of UGC, the Government of Maharashtra, and the affiliating university concerning service rules, procedures, recruitment, and promotional policies.
- Grievances are addressed through a well-established mechanism.

Strategic Planning:

- The Strategic Planning and deployment document is based on SWOC analysis.
- Adoption of e-governance in examinations and scholarship processes.

Faculty Appraisal and Development:

- Implementation of PBAS-based API for academic performance evaluation.
- Nonteaching staff appraisal conducted by IQAC.
- Policy document for financial assistance to staff attending conferences/workshops and professional bodies' membership fees.
- Encouragement for staff participation in professional development/administrative training programs.

Financial Resource Management:

- Committees like the Budget Committee, and Purchase Committee ensure efficient use of financial resources.

Regular audits of accounts.

- Financial assistance utilization is aligned with demand, budgetary provisions, and priorities.

Quality Assurance Initiatives:

- IQAC plays a pivotal role in conducting Academic/Administrative Audits.
- Innovative practices initiated by IQAC include NIRF participation, result analysis, curriculum feedback, e-governance implementation, use of platforms, content development, and audits on Green, Energy & Environment.
- The college demonstrates a commitment to effective governance, adherence to regulations, faculty development, and efficient financial resource management. The role of IQAC in ensuring quality across various aspects of institutional functioning is notable, contributing to ongoing improvements and innovation.

Institutional Values and Best Practices

Gender Equity and Sensitization:

- Conducted a Gender Audit and actively promoted gender equity through curricular and co-curricular activities.
- Organizes events commemorating national and international days of significance.
- IQAC prepares and complies with a comprehensive Gender Sensitization Plan.
- ICC diligently addresses grievances related to sexual harassment.
- The anti-ragging committee ensures a safe environment and takes action against incidents of ragging.
- The girls' common room is equipped with a security guard, CCTV surveillance, and a Sanitary Napkin Vending Machine.
- Guest lectures on the safety and security of girls are organized.

Health and Safety Initiatives:

- NSS programs and annual camps provide moral and social training, contributing to students' overall well-being.
- Annual health checkups, blood group checkups, blood donation camps, and AIDS and health awareness programs.
- Emphasis on gender equity in health awareness programs.

Environmental Sustainability:

- Policy document on Green Campus outlines sustainability practices.
- Initiatives to raise environmental consciousness among students through various activities.
- Installation of power-saving gadgets for energy conservation.
- Organized waste management, cleanliness, and NoPlastic drives.
- A rainwater harvesting tank was installed on the campus.
- Regular Environmental, Green, and Energy audits to ensure adherence to sustainability goals.
- Preservation of natural plantations during infrastructure development.
- Active participation in Unnat Bharat Abhiyan.

Inclusive Facilities:

- Facilities like ramps are available for Divyangjan, ensuring accessibility.

Best Practices:

1. "Mahavidyalaya Aplya Dari" (The College at Your Door Step):

Recognized as a best practice, reflecting a commitment to accessible education and community engagement.

2. Earn While Learn Scheme:

Various types of college work for enrolled students, contribute to a holistic learning experience.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ARTS, COMMERCE COLLEGE
Address	At and Post. Yeoda, TQ. Daryapur, Dist. Amravati
City	Yeoda
State	Maharashtra
Pin	444706
Website	www.accy.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Y. G. Singh	07224-299014	9657233055	-	accollegeyeoda@gmail.com
IQAC / CIQA coordinator	A. M. Katrojwar	07224-237063	9420713449	-	anilkatrojwar73@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Sant Gadge Baba Amravati University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	04-09-2012	View Document
12B of UGC	04-09-2012	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At and Post. Yeoda, TQ. Daryapur, Dist. Amravati	Rural	4	19187.43

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,Marathi,	36	HSC	Marathi	220	100
UG	BA,English,	36	HSC	English	220	220
UG	BA,Urdu,	36	HSC	Urdu	220	131
UG	BA,Persian,	36	HSC	Urdu	220	131
UG	BA,History,	36	HSC	Marathi	220	107
UG	BA,Political Science,	36	HSC	Marathi	220	30
UG	BA,Economics,	36	HSC	Marathi	220	37
UG	BA,Sociology,	36	HSC	Marathi	220	57
UG	BA,Home Economics,	36	HSC	Marathi	220	0
UG	BA,Music,	36	HSC	Marathi	220	0
UG	BCom,Commerce,	36	HSC	Marathi	220	83
PG	MA,English Pg,	24	Graduation in any subject	English	80	53
PG	MA,History Pg,	24	Graduation in History	Marathi	80	40
Doctoral (Ph.D)	PhD or DPhil,History Phd,	60	P.G. in History	Marathi	6	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				4				13			
Recruited	0	1	0	1	4	0	0	4	8	1	0	9
Yet to Recruit	0				0				4			
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				9
Recruited	5	1	0	6
Yet to Recruit				3
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	4	0	0	5	1	0	11
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	0	0	2
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/M CH	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/M CH	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	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	302	0	0	0	302
	Female	283	0	0	0	283
	Others	0	0	0	0	0
PG	Male	72	0	0	0	72
	Female	78	0	0	0	78
	Others	0	0	0	0	0
Doctoral (Ph.D)	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	112	126	91	96
	Female	62	62	68	45
	Others	0	0	0	0
ST	Male	13	10	9	9
	Female	9	9	5	8
	Others	0	0	0	0
OBC	Male	204	212	192	175
	Female	156	181	148	135
	Others	0	0	0	0
General	Male	98	113	75	86
	Female	130	85	56	50
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		784	798	644	604

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our college is a multi-faculty having faculty of humanities, social science, and commerce and management with a number of courses. The college has been offering major courses like Marathi Literature, Urdu Literature, Persian Literature, History, Sociology, Political Science, Economics, Music, and Home Economics. Various subjects for Commerce and Arts in UG, and English and History in the PG degree are available in the institute. The college has already conducted 26 Value Added/add-on multidisciplinary courses. The college offers a Ph.D. program in history subject along with the existing program and courses, it is possible to introduce multidisciplinary as well as

	interdisciplinary courses. At present, we have 2 under graduate programs with 12 subjects, 2 postgraduate subjects, and 1 research program. College has established MoUs with HEIs so that in future students can opt for multiple courses.
2. Academic bank of credits (ABC):	The college abides by the courses, syllabus, and other rules and regulations of the affiliating university. The affiliating university has already taken the initiative to adopt a choice-based credit system (CBCS) for UG and PG degree programmes from the academic year 2022 to 2023 which will allow students to choose from amongst the number of electives and general courses. The courses will be designed with imaginative and flexible curricular structures. This will offer multiple entries and existing points and create new lifelong learning possibilities. The students are encouraged to enroll in courses from where the students may earn credits from renowned HEIs. The academic bank credits (ABC) would provide a digital platform for the students for credit reorganization, credit accumulation, credit transfer, and credit redemption. The initiative in this regard has already been taken by the affiliating university. It introduced CBCS in 2023. Our institute has educated the students and promoted them for ABC registration.
3. Skill development:	The affiliating university initiative Learning Outcome Based Curriculum Framework (LOCF) is consistent with NEP objectives for fostering quality and outcome-based education. It aims at bringing academic research into innovations for applicability in society. The college offers a number of courses that enable students to avail large amount of flexibility at entry level. Students through alternative learning modes like MOOCs, Open and Distance learning Modes, SWAYAM etc. can enhance their bench skills. Career or skill-oriented courses like the use of tally, PMKVY, soft skills, etc are introduced as add-ons or certificate courses at the UG level. The college will focus on courses that cover life skills at the undergraduate level.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Faculties are encouraged to develop course materials in vernacular language teachers are encouraged to disseminate study material through various social media platforms in the local languages. Faculties are motivated to deliver lectures in the regional languages. The courses will be designed in the local

	language to aim at optimum receptivity.
5. Focus on Outcome based education (OBE):	The focus of the National Education Policy 2020 is on experiential and application-based learning and research-based internships in science, technology, and engineering. Arts and design and mathematics (STEAM) as a part of this education policy, students will have ample opportunity for internship in local industries and businesses. Local learning experiences as well as internships will provide ample chances for students' employability. The research study will undertake high-quality outcome-based research to produce intellectual property. Students are encouraged to learn and explore the practical side of their learning and promote innovations amongst students by encouraging them to participate in various fields. The interactions with faculty members and other researchers will improve their employment skills and Entrepreneurship.
6. Distance education/online education:	NEP 2020 emphasizes distance education/online education that enables access to education and training for employed students. Our institute has started working in this respect. The IQAC of the institute encourages teachers to use ICT in teaching and learning processes. Some teachers have created YouTube channels for academic purposes. teachers are motivated to conduct online add-on and skill-based courses. Digital Banking, Financial Literacy, online conference were organized. Our teachers motivate students to register for SWAYAM or NPTEL.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the college has established the Electoral Literacy Club in the year 2022-2023.
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, for year 2022-23, co-ordinator – Sunil Thorat (Student), Mr. Vinayak Rathod (Faculty co-ordinator) Year 2023-24, Mr. – Sujit Wankhade (Student Co-ordinator), Mr. Vinayak Rathod (Faculty Co-ordinator). Objectives of ELC –is to make society aware Voting Rights. To organize Voter Awareness Rally in villages.
3. What innovative programmes and initiatives	• To sensitize the student community about

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.	democratic rights and the power of their vote in elections to make their unique decision. • To create awareness amongst college students about the significance of voter registration. • To educate the students about their constitutional rights and duties. • To boost up the voter registration process for eligible persons not yet registered. • To popularize the "Right to Vote" in the community through ELC activities. .All the departments organize Electoral awareness programs. Especially the National Service Scheme (N.S.S.) of the college organizes voter awareness rallies, How to Vote, and Right to Vote programs. In the same way, the Department of English has organized a Voter Awareness Rally in the village of Pimplod under the concept "Mahavidyalaya Aplya Dari".
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.	Election Campaigning and voter awareness is a continuous process of the institute. Voter registration camp for the eligible students on the campus every year by the NSS unit and Department of Political Science. Voter awareness camps are conducted at various places by the NSS unit and the Department of Political Science. In the same way, the Department of English organized a Voter Awareness Rally under "Mahavidyalaya Aplya Dari" (The College at Your Door) in the village of Pimplod. Voter awareness camp conducted for disabled persons and senior citizens. Voter awareness guest lecturers conducted for in-house students. Our faculty members and non-teaching staff provide their services as election offers in various elections. We create awareness for larger populations about voting and its value during our NSS special residential camp and regular NSS activities in graduate constituency voter awareness and registration drives conducted. Teacher constituency voter awareness and registration drive conducted. We train our students with regards to the voting process and in term they teach these things to their villages—Department of Political Science. Provide legal counseling to ruler students and create awareness about their rights and duties.
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.	Voter Registration is undertaken by the N.S.S. of the college. Door-to-door visits are organized under "Mahavidyalaya Aplya Dari" to motivate the youth to register. Voter registration drive conducted at the college for above 18 years of age students.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
783	796	644	606	694

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: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	14	14

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.66536	4.68513	1.55483	4.30280	5.00791

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 comprehensive academic planning and execution at the Institute, as outlined in the provided information, reflect a commitment to ensuring a high standard of education and fostering a conducive learning environment. Here's a detailed breakdown:

1. Affiliation and Curriculum:

- The institute is permanently affiliated with Sant Gadge Baba Amravati University and adheres strictly to the university's curriculum.

2. Academic Calendar and Timetable:

- The academic calendar is discussed and finalized at the beginning of the academic year by the Principal and Heads of Departments.
- The timetable is created based on university guidelines, and the respective committee frames it.

3. Departmental Coordination:

- Heads of departments engage in meetings with faculty members to finalize various aspects, including departmental timetables, curricular and extracurricular activities, and workload distribution.

4. Students' Induction Programme (SIP):

- SIP is conducted for both undergraduate and postgraduate fresh batches, facilitating a smooth transition for new students.

5. Teaching Methods and Tools:

- Teaching aids such as models, specimens, charts, and ICT tools are utilized by subject teachers to enhance the effectiveness of teaching.

6. Adaptation to COVID19 Lockdown:

- During the COVID-19 lockdown, the institution shifted to online platforms (Google Classroom, Google Meet, YouTube, and Zoom) for conducting curricular and cocurricular activities,

demonstrating adaptability.

7. Student Support and Monitoring:

- Teachers actively support students in various aspects, including academic performance, scholarships, examinations, and addressing other problems.
- Continuous monitoring of students is conducted as part of internal assessment, and faculty members are available for doubt resolution.

8. Experiential Learning:

- Faculty members organize study tours, field visits, industrial visits, and bank visits to provide students with practical exposure.

9. Review and Enhancement:

- Regular reviews of syllabus progress and curriculum delivery are conducted.
- Guest lectures by eminent academicians are organized, enriching students with diverse perspectives.

10. Feedback and Improvement:

- Feedback from students regarding curriculum, infrastructure, and teachers is actively collected and analyzed.
- Collected feedback on curricula is communicated to the university for continuous improvement, and some teachers serve as members of the Board of Studies.

11. Professional Development for Faculty:

- Teachers are encouraged and motivated to attend Orientation and Refresher Programmes, as well as short-term courses conducted by the Academic Staff College, and other universities, contributing to their academic and professional development.

The outlined practices demonstrate a holistic approach to education, encompassing academic rigor, technological adaptation, student support, and continuous improvement, contributing to the overall development of students and faculty alike.

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: 26

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: 49.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
774	490	00	321	146

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:

The provided information reflects a holistic approach adopted by the institute to address integrated crosscutting issues such as professional ethics, gender, human values, environment, and sustainability. Here is a breakdown of the key aspects mentioned:

1. Integration of CrossCutting Issues in Curriculum:

- The institute incorporates issues related to professional ethics, gender, human values, environment, and sustainability into the curriculum.
- Prescribed syllabi cover these topics, with specific chapters related to professional ethics in Commerce and Management, gender equity in Humanities, human values in Humanities and Social Sciences, and environment and sustainability in Environmental Science.

2. Teaching Methodology and Additional Courses:

- Students are taught these crosscutting issues with equal emphasis alongside other academic content.
- Value-added courses related to human values are conducted by some departments, enhancing students' understanding of these issues.

3. Student Welfare and Committees:

- The institute maintains an almost equal male-female student ratio.
- Committees such as the AntiRagging Committee, Sexual Harassment Grievance, and Redressal Cell are established to address students' welfare concerns.
- Special care and attention are given to female students, with dedicated committees effectively addressing any issues of harassment.

4. Health Awareness and Programs:

- Health awareness programs, including health check camps, blood donation camps, sickle cell check camps, eye check camps, and blood checkup camps, are organized by the N.S.S. in collaboration with the Government Rural Hospital.
- Suitable diet plans are suggested to students when needed.

5. Women Empowerment Programs:

- Various programs focusing on women empowerment are organized, featuring lectures by self-employed, working, and former female students (Alumnae) who share their experiences and struggles to inspire confidence among girl students.

6. Green Campus Concept:

- The institute actively follows the concept of a green campus, contributing to environmental sustainability.

7. National Service Scheme (N.S.S.):

- N.S.S. plays a crucial role in developing character, discipline, leadership, and a secular outlook among students.
- Various awareness programs on human values and community needs are conducted.

8. Celebration of Special Days:

- The institute celebrates various days, including National Yoga Day, Poetry Day, Ranganathan DayVachan Prerna Day, Marathi Bhasha Diwas, International Women's Constitution Day, etc., to raise awareness about academic and social responsibilities among students.

9. Professional Ethics and Career Guidance:

- Seminars, workshops, and guest lectures are organized to motivate students regarding professional ethics.
- Guest lectures by ex-students placed in various fields are specially organized to impart practical insights into professional ethics.
- Workshops on Intellectual Property Rights and seminars on career counseling guidance are conducted, enhancing students' understanding of ethical practices and career paths.

The overall approach of the institute encompasses a wide range of initiatives and activities that contribute to the holistic development of students, ensuring their well-being, ethical awareness, and social responsibility. The integration of crosscutting issues in both curricular and extracurricular activities reflects a commitment to producing well-rounded and socially conscious graduates.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response: 29.12

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

Response: 228

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
343	419	292	315	307

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

2022-23	2021-22	2020-21	2019-20	2018-19
500	508	340	362	340

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](#)

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: 96.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
224	264	176	188	176

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

2022-23	2021-22	2020-21	2019-20	2018-19
260	264	176	188	176

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](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 60.23

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institution's commitment to student-centric learning methods and the incorporation of various innovative approaches is commendable. Here's a breakdown of the key elements and methodologies adopted by the institution:

1. Experiential Learning:

- The institution emphasizes experiential learning through a variety of activities such as projects, seminars, study tours, field visits, industrial visits, educational tours, NSS, and sports activities.
- Computers and the internet are utilized to explore learning opportunities.

2. Participative Learning:

- Participatory methods, including group discussions, teaching from advanced learners to slow learners, seminar competitions, and peer teaching, are integrated into the learning process.
- Various events like guest lectures, study tours, quiz competitions, and debates are organized to ensure maximum student participation.
- Projects and assignments are given to enhance participative learning.
- Students actively participate in sports, cultural, social, and NSS activities for their all-round development.

3. Problem Solving Methodology:

- The institution employs a problem-solving methodology that involves the question-and-answer method in the classroom.
- Personal counseling is provided to students, and there is an effective responsive Redressal Committee for handling overall student complaints, especially regarding examinations.
- Unit tests and common tests are conducted to assess student understanding.
- Students have free access to the principal to address any problems related to the teaching-learning process.
- A feedback mechanism is in place, and steps are taken based on the feedback received from students to improve teaching methods.

4. Use of ICT (Information Communication Technology):

- Teachers are encouraged to adopt new techniques in the teaching-learning process.
- Various ICT tools, including the internet, projectors, Google Classroom, YouTube, email, WhatsApp groups, Zoom Meets, and Telegram, are effectively used by faculty members.
- Students are informed about MOOCS, SWAYAM, and other online learning platforms.
- Some teachers have created their own YouTube channels to enhance the learning experience.

5. Infrastructure and Facilities:

- A multipurpose hall is available for cultural activities. CCTV cameras from safety and security point of view are set up. a Sanitary Vending Machine is available. Playgrounds for various games available.
- The institution conducts various activities under NSS and other academic-related events, including workshops, seminars, PowerPoint presentations, guest lectures, and social and cultural activities.

- The institution has a website that provides information about available courses, curriculum, academic facilities, academic calendar, examination-related information, faculty profiles, etc.
- The college library is well-equipped with textbooks, reference books, journals, autobiographies, and other relevant materials.

The combination of these elements and methodologies reflects a dynamic and student-focused approach to education. The institution's emphasis on technology, active student engagement, and a responsive feedback mechanism contribute to a well-rounded learning experience for students.

File Description	Document
Upload 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: 74.44

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

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[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: 74.63

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

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

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 awareded by UGC recognized universities	**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 institute's meticulous approach to examinations and internal assessments is evident through several well-defined processes and mechanisms. Here's a breakdown of the key elements mentioned:

1. Adherence to University Guidelines:

- The institute strictly adheres to directives regarding both external examinations and internal assessments as per the norms of the affiliating university.
- Internal assessments are conducted under guidelines issued by the university and prescribed in the syllabi.

2. Internal Assessment Procedures:

- Students are informed a month in advance about the submission of assignment work, which is a part of internal assessment.
- The performance of students is assessed based on various parameters, and a grievance redressal system is in place for overall complaints regarding examinations.

3. Confidentiality and Grievance Redressal:

- The Examination Committee ensures and maintains confidentiality regarding the question paper

setting and the evaluation procedure.

- Notices regarding the prevention of unfair means and any new evaluation methods are circulated among all concerned.
- The committee addresses and solves several problems and complaints related to examinations.

4. Effective Examination Committee:

- The Examination Committee carries out examination and assessment processes effectively.
- Evaluation criteria are elaborately discussed with faculties and other stakeholders.
- Formative assessment includes assignments, tests, seminars, group discussions, fieldwork/visits, and project work/assignments, all in line with university norms.

5. Communication and Online Evaluation:

- Through induction programs, internal and external examination programs, and academic plans, the institute introduces teaching, learning, and evaluation processes to students.
- Department-wise timetables for examinations and other academic matters are circulated well in advance.
- Online evaluation platforms, such as Google Forms, WhatsApp, and video conferencing apps, have been incorporated.
- Participative learning methods like open book tests, poster competitions, quizzes, and question-answer sessions are arranged frequently.

6. Centralized Testing and Transparency:

- Test papers are conducted in a centralized manner to increase student participation.
- Timetables are shared through class WhatsApp groups.
- Students are allowed to check and evaluate their answer sheets to ensure transparency and understanding of their performance.

7. Internal Marks and Feedback:

- Internal marks are given based on punctuality, quality, and timely submission.
- A feedback system is in place for continuous improvement in internal assessment processes.

8. Monitoring and Preventing Malpractice:

- **CCTV cameras are employed to monitor the examination process, helping curb cases of malpractice.**

The institute's comprehensive approach to examinations and assessments reflects a commitment to fairness, transparency, and continuous improvement. The integration of online platforms and participative learning methods further enhances the overall evaluation process, contributing to a robust and student-centric assessment system.

File Description	Document
Upload 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:

It's evident that the institute places a strong emphasis on adhering to the guidelines set by the affiliating university and has its vision for imparting education. The learning outcomes specified for the Faculty of Arts (B.A.) and the Faculty of Commerce (B.Com) demonstrate a clear focus on equipping students with knowledge, skills, and values. Here's a summary of the learning outcomes for both faculties:

FACULTY OF ARTS (B.A.)

Upon successful completion of a Bachelor of Arts, students are expected to:

1. Acquire knowledge of facts and figures related to subjects such as History, Sociology, Economics, Political Science, etc.

2. Understand the basic concepts, fundamental principles, and Human Values.

3. Realize the importance of Literature creation, aesthetic, mental, moral, and intellectual development.

4. Appreciate that social issues are dynamic and dependent on political, and social changes, and advancements in science and technology.

5. Emerge as a multi-faceted personality capable of self-dependence in earning a living and creating opportunities.

6. Develop various communication skills such as reading, listening, and speaking.

FACULTY OF COMMERCE (B.Com)

Upon successful completion of a Bachelor of Commerce, students are expected to:

1. Analyze organizational problems and generate realistic solutions based on current academic research and organizational behavior. Apply basic mathematical and statistical skills necessary for the analysis of a range of problems in economics, actuarial studies, accounting, marketing management, and finance.

2. Demonstrate knowledge of microeconomics theory as it relates to markets, forms, government policies, and resource allocation.

3. Develop viable alternatives and make effective decisions relating to business ethics and social responsibility.

4. Develop communication skills and build confidence to face the challenges of the corporate world.

5. Develop entrepreneurial skills amongst learners.

These learning outcomes reflect a holistic approach, encompassing not only subject-specific knowledge but also the development of critical thinking, communication skills, ethical considerations, and entrepreneurial aptitude. The institution's commitment to these outcomes aligns with the broader goals of education, focusing on the comprehensive development of students

P.G. in English

After the completionof the degree of Post-Grduation in English, the students will be able to know the history of English language. the degree will qualify him or her to work in the field of Mass Communicatio or as an Anchor or a News reader in a news channel. After the completion of the degree the students will be able to do research or take examinations like NET or SET.

P.G. in History

After the completionof the degree of Post-Grduation in History, the students will be able to know the history of India and the whole world. The degree will qualify him or her to work as history analyst. After the completion of the degree the students will be able to do research or take examinations like NET or SET.

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 information provided highlights a systematic and comprehensive approach to defining and assessing Program Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) in the institution. Here's a breakdown of the key points:

1. Communication of POs, PSOs, and COs:

Concerned teachers communicate POs, PSOs, and COs to students during the induction program, ensuring that students are aware of the learning objectives and outcomes associated with their courses.

2. Definition of COs by Faculty:

- Faculty members of each subject define course objectives and outcomes at the beginning of the semester/session.
- Programme Specific Outcomes and Course Outcomes are formulated by the head of the department in consultation with faculty members and are submitted to IQAC for approval.

3. Attainment Levels Calculation:

- Attainment of COs is calculated using university examination results.
- Attainment levels, categorized based on percentage marks in university examinations, are established and communicated to IQAC through the Examination Committee.

4. Attainment Level Categories:

- Attainment level 1: Students scoring below 40% marks in university examinations.
- Attainment level 2: Students scoring more than 40% marks in university examinations.
- Attainment level 3: Students scoring more than 60% marks in university examinations.
- Attainment level 4: Students scoring more than 75% marks in university examinations.

5. Teaching, Learning, and Evaluation Activities:

- Planning of teaching, learning, and evaluation schedules is conducted at the beginning of every academic year.
- Faculty-wise timetables are prepared, displayed on notice boards, and distributed among faculty members.
- Syllabi are discussed in departmental meetings, and each teacher formulates a teaching plan for the allotted syllabi.

6. Continuous Assessment and Evaluation:

- Students are continuously assessed through seminar presentations, assignments, projects, field/industrial visits, and test papers.
- Session-end examinations are scheduled, conducted, and evaluated by the university for all programs.

7. Support Structures for Student-Centric Learning:

- The institution provides a student-centric academic and co-curricular environment, implementing strategies for interactive, collaborative, and independent learning.
- ICT-based teaching-learning platforms are used for effective teacher-student academic interactions.

8. Library Resources:

- The central library houses a good collection of books, journals, autobiographies, etc., for the benefit of both students and faculty.

The institution's approach to defining and assessing outcomes, coupled with a focus on student-centric learning and the use of technology, indicates a commitment to providing a robust and comprehensive educational experience. The continuous assessment methods and the involvement of faculty in the process contribute to the overall effectiveness of the educational system.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

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

Response: 68.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
153	109	145	124	69

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

2022-23	2021-22	2020-21	2019-20	2018-19
270	148	148	129	185

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](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.76

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)**

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has implemented various initiatives to foster innovation, promote the Indian Knowledge System (IKS), raise awareness about Intellectual Property Rights (IPR), and create an ecosystem for the transfer of knowledge and technology. Here's a brief overview of the mentioned initiatives:

1. Entrepreneurship Development and Industry Institute Linkage Cell:

- The institution has established an Entrepreneurship Development and Industry Institute Linkage Cell, indicating a focus on fostering entrepreneurship.
- This cell likely works towards creating linkages with industries and promoting entrepreneurship development among students.

2. Research Club:

- The presence of a Research Club suggests that the institution encourages and supports research activities among students and faculty.
- The Research Club is likely involved in organizing research-related events, seminars, and workshops to enhance research capabilities.

3. Career Guidance Cell:

- The Career Guidance Cell is actively involved in organizing workshops and add-on courses for soft skills development, providing students with valuable skills for their professional journey.
- The competitive spirit is instilled through various activities organized by the Career Guidance Cell.

4. Soft Skills Development Workshop/Add-On Course:

- Workshops and add-on courses focused on soft skills development are organized annually, indicating a commitment to enhancing students' overall employability.
- Success stories of students who have excelled in competitive exams, such as the MPSE preliminary exam, demonstrate the effectiveness of these initiatives.

5. Library and Information Science Centre:

- The college library is described as a rich resource hub with various activities and programs aimed at promoting reading practices and enhancing library engagement.
- Orientation sessions for fresh students, motivational events like Vachan Prerna Din, book banks, best reader awards, and book fairs contribute to creating a vibrant reading culture.
- The accessibility of the library to locals suggests a community-oriented approach.

Overall, the institution's initiatives reflect a comprehensive approach to education, encompassing entrepreneurship, research, career guidance, and a strong focus on reading and information dissemination through a well-equipped library. The ecosystem created seems to support students in their academic and professional pursuits, promoting a holistic development approach.

File Description	Document
Upload 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: 6

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

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

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: 2.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	6	11	0	13

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: 3.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	16	8	16

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](#)

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 institution's extension activities over the last five years have had a positive impact on both students and the neighborhood community. Here are some key outcomes:

1. Holistic Development of Students:

- Participation in extension activities has enabled students to engage with social issues, fostering problem-solving creativity, values, and technical knowledge.
- Skills such as event management, interpersonal communication, research entrepreneurship, and the application of classroom learning in real-world situations have been developed.

2. Swachha Bharat and Swastha Bharat Abhiyan:

- Cleanliness drives and the "Say No To Plastic" activity have resulted in tangible outcomes, such as a ban on plastic bag usage in the village Yeoda.
- The institution actively contributes to national campaigns like Swachha Bharat and Swastha

Bharat Abhiyan.

- The Institute has initiated a concept 'Mahavidyalaya Aplya Dari' (The College at Your Door). Under the concept, the Department of English has been organizing annually a social awareness program in the village of Pimplod since the session 2018-19.

3. N.S.S. Initiatives:

- N.S.S. undertakes awareness programs and drives on a range of issues, including COVID-19 vaccination, malnutrition, global warming, equality, national integration, literacy, tree plantation, anti-female feticide, self-employment, personality development, and maintaining a plastic-free environment.
- Special workshops, like the entrepreneurship development workshop for women, contribute to skill development.

4. Yoga Awareness Programs:

- Yoga awareness programs are organized to enhance health awareness among the local community.
- Programs on cyber security contribute to the well-being and safety of individuals.

6. Scientific Temperament:

- The institution instills a scientific approach among students through programs like "Jagar Vivekacha" (Scientific Temperament).
- Awareness programs about law and duties, college-level sports, elocution competitions, medical check-ups, Constitution Day, and voter awareness are conducted.6. Marathi Department Workshops:

7. Language Enhancing Programs

- The Marathi department conducts workshops on the development and standard usage of the Marathi language, emphasizing practical applications.

8. Energy Conservation Awareness:

- Awareness programs on energy conservation, including guest lectures, contribute to environmental consciousness.

9. "Let's Celebrate Examination":

- The institution organizes programs to help students approach examinations effectively, featuring expert speakers from various fields.

These outcomes demonstrate the institution's commitment to community engagement, social responsibility, and the holistic development of students. The diverse range of activities indicates a well-rounded approach to education that goes beyond academics, incorporating social awareness, skill development, and community impact.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

The extension activities undertaken by the institution, specifically the "Say No To Plastic" initiative by the Department of History and the COVID-19 vaccination and awareness camps, have received commendations and appreciation from local authorities. Here are the notable acknowledgments:

1. "Say No To Plastic" by Department of History:

- The extension activity focused on reducing plastic usage has been appreciated by Gram Panchayat Yeoda.
- This recognition suggests the positive impact and effectiveness of the initiative in promoting awareness and sustainable practices in the local community.

2. COVID-19 Vaccination and Awareness Camps:

- The efforts related to COVID-19 vaccination and awareness camps have received appreciation from the Primary Health Centre in Yeoda, Tq Daryapur, Distt. Amravati.
- This acknowledgment underscores the institution's proactive involvement in addressing public health issues during the pandemic.

3. Social Activities by NSS Unit:

- Various social activities conducted by the NSS unit have been recognized and appreciated by the Sarpanch (Village Administrative Head) of specific villages.
- This appreciation signifies the positive impact of the NSS unit's initiatives on social welfare and community development in the mentioned villages.

The recognition from local authorities and administrative heads indicates the institution's meaningful contribution to the well-being and development of the surrounding communities. It reflects a commitment to social responsibility and community engagement, showcasing the positive outcomes of extension activities in addressing local needs and concerns.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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: 39

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	02	08	07

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: 8

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](#)

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:

Arts Commerce College, Yeoda's commitment to providing adequate and well-utilized infrastructure underscores its dedication to fostering a conducive learning environment and supporting a variety of activities essential for holistic student development. Here's an expanded overview of the key points regarding infrastructure facilities:

1. Funding and Upgrading:

- The institution prioritizes the allocation of funds for ongoing improvements and maintenance of infrastructure to ensure that facilities remain up-to-date and conducive to learning.

2. Classrooms:

- A sufficient number of classrooms are available, each designed with proper lighting, ventilation, and amenities conducive to effective teaching and learning. In addition to traditional classrooms, the institution boasts smart classrooms equipped with modern technology such as LCD facilities to enhance the educational experience.

3. Library:

- The college library serves as a hub of knowledge and research, partially automated to facilitate easy access to resources through an open-access system. Students and faculty benefit from a diverse collection of books, journals, and digital resources essential for academic and intellectual growth.

4. Multi-Purpose Hall:

- A versatile hall serves as a space for various activities, including meetings, cultural events, and academic programs. This multipurpose facility enhances campus life by providing a platform for diverse student engagements.

5. Parking Facilities:

- Ample parking space is provided for students and staff, ensuring convenience and accessibility to campus facilities.

6**. Girls's Common Rooms, Staff Room, and Canteen**:

- The institution prioritizes inclusivity and comfort by providing dedicated spaces for relaxation, dining, and socialization, catering to the diverse needs of students and staff.

7. Internet and CCTV:

- High-speed internet connectivity and CCTV surveillance systems contribute to campus security and facilitate seamless communication and access to online resources.

8. Power Generator:

- A backup power generator ensures an uninterrupted electricity supply, mitigating disruptions to academic and administrative activities.

9. Additional Physical Facilities:

- Various amenities such as examination strong rooms, storage facilities, water purification systems, and well-maintained toilets are provided to support the smooth functioning of the campus.

10. Sports Facilities:

- The institution promotes physical well-being and sportsmanship through well-equipped sports facilities, including basketball courts, kabaddi courts, athletic grounds, and volleyball courts, catering to a diverse range of sporting interests.

11. Cultural Facilities:

- Facilities such as seminar halls, podiums, sound systems, and LCD projectors support cultural activities, encouraging creative expression and community engagement.

12. Memoranda of Understanding (MoUs):

- Collaborative agreements with undisclosed entities underscore the institution's commitment to fostering partnerships for mutual benefit and educational enhancement.

13. Dimensions of Sports Courts:

- Compliance with standard requirements ensures the safety and suitability of sports courts for various athletic activities, promoting student participation in sports and physical fitness.

The institution's comprehensive infrastructure plays a vital role in creating a conducive learning environment that supports academic, cultural, and sports activities, fostering holistic student development and growth. Collaboration through MoUs reflects a commitment to continuous improvement and

innovation in educational practices.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

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

Response: 28.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.84	00	00	0.11	0.97

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](#)

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 college library serves as a vital resource hub, offering many features and services to support the academic and research needs of students and faculty. Here are the key aspects of the library:

A) LIBRARY FEATURES:

1. Total Area and Collection:

- The library spans 1500 sq. ft.
- It boasts a substantial collection of books, encompassing various subjects.

2. Automation and Software:

- Automation is facilitated through Saral-Lib software, offering a range of functions such as Book Acquisition, Institutional Repositories, and Online Journals.
- Special links for Marathi, Persian & Urdu literature, Syllabus, and Question Bank of the affiliating university are available.

3. Bar Coding:

- Books are equipped with bar-coded spine labels for efficient tracking.
- Bar-coded Borrowers' Tickets are issued to students for streamlined borrowing processes.

4. Library Services:

- Circulation Section facilitates book issue/return.
- Reference service aids users in locating and utilizing reference materials.
- Reprographic service is available.
- Online Public Access Catalog (OPAC) enables resource discovery.
- The reading room facility and Periodical section cater to diverse reading needs.

5. Stock Verification:

- The library undergoes stock verification every five years to ensure accuracy.

6. Expenditure:

- Total expenditure incurred over the last five years is meticulously recorded.

7. Per-Day Usage Calculation:

- Per-day usage is calculated from various sources, including Circulation Section data and utilization of e-resources.

B) USER-FRIENDLY FACILITIES:

1. Open Access System and OPAC:

- An open-access system promotes easy access to resources.
- Online Public Access Catalog (OPAC) facilitates efficient resource discovery.

2. Multimedia Reprographic Services:

- Facilities for multimedia and reprographic services are available for users' convenience.

3. CCTV Surveillance:

- The library is equipped with CCTV surveillance for enhanced security.

4. Digital Resources:

- Access to the National Digital Library (NDL) enriches digital resource availability.

5. Sections and Collections:

- Various sections cater to different needs, including research scholars, reference materials, and multimedia resources.

6. Internet Section and Career Guidance Cell:

- Dedicated sections for Internet access and career guidance support users' academic and career pursuits.

C) LIBRARY SERVICES:

1. Circulation:

- Book issue and return services are provided.

2. Reference Service:

- Assistance in utilizing reference materials is available.

3. Article Indexing and Reprographic Service:

- Indexing of articles and reprographic services support research endeavors.

4. Multimedia Services:

- Multimedia services enhance learning through audio/visual aids.

5. Special Services for Research Scholars:

- Research scholars are provided special facility by the library and the Research Centre as well.

6. Bulletin Board and Current Awareness:

- Bulletin board service and current awareness initiatives keep users informed.

7. Library Service for Locals:

- Services are extended to the local community, fostering community engagement.

8. Access to NDL:

- Access to the National Digital Library (NDL) expands digital resource accessibility.

D) PROMOTIONAL ACTIVITIES:

- The establishment of a Readers Club promotes a reading culture.
- Orientation/induction programs educate users on optimal library utilization.

The college library's comprehensive features and services are pivotal in facilitating a conducive learning environment and nurturing academic excellence and research endeavors within the institution.

File Description	Document
Upload 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 has made significant investments in establishing a robust technology infrastructure to meet the evolving learning and administrative needs of its students and faculty. Here's an overview of the key features of the technology facilities:

1. Internet and Connectivity:

- An open-secured WiFi network covers the entire campus area, ensuring seamless connectivity for students and staff.
- High-speed internet with a 50 Mbps connection is provided through Optical Fibre Cable (OFC), available in both wired and wireless modes.

2. Classrooms and Seminar Hall:

- The institution boasts one smart classroom and LCD-enabled facilities in two additional classrooms and one hall, fostering interactive and engaging learning experiences.

3. Digital Library:

Digital Library facility is not available.

4. Video Conferencing and Learning Management Systems:

- Video conferencing facilities facilitate virtual communication and collaboration among students and faculty.
- Learning Management Systems such as Google Classroom enhance the digital learning experience, providing a platform for course materials and assignments.

5. Computer and IT Equipment:

- Uninterrupted power supply to critical systems is ensured through UPS with Battery backup.
- Various equipment including printers with scanners, barcode readers, high-speed photocopier/duplicator, LCD projectors, and WiFi routers are available to meet diverse technology needs.

6. Internet Connections:

- The college maintains an internet connection through BSNL, contributing to reliable and stable connectivity for academic and administrative purposes.

7. AudioVisual Equipment:

- Amplifiers, mixers, and speaker units are provided to address audio needs across various settings, supporting multimedia presentations and events.

8. CCTV Surveillance System:

1. A comprehensive CCTV surveillance system comprising 8 cameras with night vision capability covers the campus area, ensuring security and monitoring.
2. The footage is stored in a centralized network video recorder, with backups stored on external storage devices for added security measures.

These technological facilities not only facilitate access to information and resources but also enhance communication, collaboration, and learning experiences within the college community. Moreover, the emphasis on security through the CCTV surveillance system underscores the institution's commitment to ensuring the safety and well-being of its students and staff.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 65.25

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

Response: 12

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](#)

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: 93.17

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
11.06	8.54	3.24	1.18	2.27

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](#)

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: 52.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
493	456	302	234	353

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](#)

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: B. 3 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: 10.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	108	98	55	27

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: A. All 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: 34.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
70	111	3	12	12

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

2022-23	2021-22	2020-21	2019-20	2018-19
153	109	145	124	69

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: 1.53

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

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

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: 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	0	9	6

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: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	0	6	8

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 involvement and contribution of the Alumni Association play a significant role in the overall development and success of the college. Here are some key points highlighting the role and contributions of the alumni:

A) Alumni Association:

- The college has an active Alumni Association with an ongoing registration process.
- The association holds regular meetings to discuss various academic, student support, and other issues.
- Alumni provide valuable feedback on the development and overall performance of the college.
-

B) Diversity of Alumni:

- Despite working in rural areas with underprivileged students, the alumni have found success in different walks of life.
- Alumni hold positions in the police force and military, and some actively participate in the Alumni committee.

C) Support for Underprivileged Students:

- Alumni actively contribute to admission drives, especially in the region with underprivileged students.
- They share their experiences and insights, motivating current students from similar socioeconomic backgrounds.
- The proximity in age and shared backgrounds make alumni relatable mentors for current students.

D) Motivational Guidance:

- Alumni serve as role models, demonstrating that success is achievable regardless of an underprivileged background.
- Their success stories inspire confidence among current students, encouraging them to strive for success in their own lives.

E) Practical Support:

- Alumni play a crucial role in guiding students through challenges, including situations where parents are unwilling to continue their children's education.
- Successful alumni serve as living examples and provide relevant guidance, addressing the real-life concerns of current students.

F) Contribution to Placements:

- Alumni actively contribute to placements by providing guidance and support.
- Regular visits by alumni help orient current students toward employment opportunities.

The Alumni Association's involvement showcases a strong bond between former and current students, fostering a sense of community and support within the college. The alumni's multifaceted contributions significantly contribute to the holistic development of the institution and its students.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The College demonstrates a robust administrative structure with a focus on all-inclusive collaboration to uphold its vision and mission, particularly in the rural region of western Vidharbha. The administrative setup involves various committees and bodies, each playing a specific role in the governance and development of the institution:

1. Parent Society:

- "Janvikash Shikshan Sanstha Yeoda, Daryapur, Amravati" (JSSY) is the parent society.
- The President and Executive members of JSSY form the supreme decision-making body.
- Regular meetings are held with teaching and non-teaching staff representatives from JSSY, Amravati.

2. College Development Committee (CDC):

- Consists of representatives from all stakeholders.
- Acts as the apex administration authority.
- Discusses and finalizes policy documents.
- Ensures effective implementation of policies.

3. Principal:

- Serves as the academic and administrative head.
- Holds a key role in decision-making and policy implementation.

4. Internal Quality Assurance Cell (IQAC):

- Works continuously to create a conducive academic environment.
- Formulates long-term and short-term perspective plans for institutional growth.
- Supported by the faculty coordination committee and internal examination committee.

5. Staff Council (College Council):

- Collects continuous feedback for effective policy implementation.
- Discusses the regular functioning of the institution.
- Ensures collaboration between different departments and committees.

6. Participative Management and Autonomy:

- The institution follows a culture of participative management from the bottom to the top.
- Various committees, departments and the principal have autonomy in planning and implementing teaching & learning, research, and other activities.
- Budgetary provisions are based on the priorities of each department.
- Heads of departments have functional freedom in decision-making.
- The principal, as the head, provides autonomy to committees and departments.

7. New Educational Policies (NEP) Committee:

- Faculties participate in the process of implementing new policies.
- Adequate representation from different stakeholders.
- Promotes diversity in decision-making and policy formulation.

8. Stakeholder Representation:

- Stakeholders, including parents, students, and faculty members, are represented in various committees.
- The institution values feedback from stakeholders and considers it in decision-making.

9. Student Representation:

Student representatives are part of several committees, ensuring their voices are heard in decision-making processes.

9. Interaction and Coordination:

- Regular interactions between the principal, heads of departments, and faculties ensure effective implementation of academic programs.
- Departments and committees coordinate with IQAC, submitting annual plans for study and approval.

The institution's administrative structure reflects a collaborative and participative approach, ensuring that all stakeholders have a role in decision-making processes and fostering a sense of ownership and responsibility among the community.

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:

Administrative Structure Overview:

1. Parent Society:

- "Janvikash Shikshan Sanstha Yeoda" serves as the parent society.
- The Board of Directors comprises a specified number of members.

2. College Development Committee (CDC):

- Constituted according to the Maharashtra Universities Act of 2016.
- Acts as the apex governing body.
- Responsible for preparing the development plan, making major decisions, and finalizing budgets, new programs, and construction policies.

3. Principal:

- Serves as both the academic and administrative head of the college.

4. Staff Council:

- Constituted according to University Ordinance no 24.
- The principal is the head, and teaching & nonteaching staff are members.

5. Internal Quality Assurance Cell (IQAC):

- Ensures quality performance and continuous enhancement of the institute.
- Emphasises on the improvement in all respects.
- Suggests and proposes quality improvement for academic enhancement purposes.
-

6. College Office:

- Manages matters such as admissions, examinations, and government schemes.
- Provides clerical support for record keeping and interactions with various entities.

7. Committees:

- Various committees are constituted to monitor and facilitate administrative functions, both statutory and non-statutory.

8. **Service Rules, Procedures, Recruitment, and Promotion Policies:**

- The institution adheres to norms, resolutions, and directions from UGC, the Government of Maharashtra, and the affiliating university.

9. Grievance Redressal Mechanism:

- A well-established mechanism addresses grievances from all stakeholders.
- Teachers and students have specific channels to address their grievances.
- Committees like the Anti -Ragging, Discipline & Grievances Redressal Committee handle student-related grievances.
- Internal Complaint Cell addresses women's grievances with a gender sensitization plan.

10. Open Door Policy:

- An open-door policy is adopted, allowing students and alumni access to department heads as needed.

11. Strategic Planning:

- Strategic planning involves SWOC analysis.
- Measurable targets are identified for implementation and monitoring.
- Stakeholder contributions and active participation are sought.

Key Points:

- The administrative structure involves various bodies, each with a specific role and responsibility.
- Committees and cells are in place to handle grievances, ensuring a systematic and timebound resolution.
- The institution follows established rules, procedures, and policies mandated by higher education authorities.
- Open communication channels are maintained with an open-door policy for students and alumni.
- Strategic planning is based on SWOC analysis, emphasizing measurable targets for implementation and monitoring.

This comprehensive administrative structure indicates a commitment to governance, quality assurance, and stakeholder engagement within the institution.

File Description	Document
Upload Additional information	[View 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: C. 2 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 existing welfare schemes for teaching and Non-Teaching staff

Sr. No.	Name of welfare scheme	Description	Beneficiary
1	All schemes applied to state government Employees	Old Pension Scheme, GPF, NPS, Medical Reembasment, Gratuity	Teaching, non-teaching staff

Performance Based Assessment System (PBAS) and Academic Performance Indicator (API):

1. Framework:

The college follows the Performance-Based Assessment System (PBAS) prescribed by UGC.

The university has established an Academic Performance Indicator (API) system based on PBAS.

2. Committees:

A PBAS committee is in place to facilitate teachers' progression and address related issues.

IQAC (Internal Quality Assurance Cell) evaluates teacher appraisals.

3. Submission and Scrutiny:

At the beginning of each academic year, teachers submit their PBAS+API of the previous year along with supporting documents to IQAC.

IQAC scrutinizes and verifies scores across various categories.

Score sheets are submitted to the screening and selection committee nominated by the University for validation during teachers' promotions under the Career Advancement Scheme (CAS).

4. Teacher's Diary:

Teachers maintain a diary providing information about academic, co-curricular, and extracurricular contributions.

The diary is frequently assessed by IQAC and the head of the institution.

5. Outcome and Improvement:

The API review outcome leads to a better understanding of a teacher's role and contribution to the college's development.

Teaching methods, aids, course material, and conduct of lectures and practicals may be modified based on the outcome.

Research calibre is considered, and suggestions are given based on research projects, publications, patents, etc.

Teachers are informed, motivated, and facilitated in publishing articles, presenting papers, and participating in workshops and conferences.

One-to-one meetings with the principal provide advice and promotion for further improvement.

6. Non-teaching Staff:

Appraisal of non-teaching staff is also evaluated by IQAC, and suggestions are shared for better and more effective performances.

7. Career Development:

Career development of staff is promoted through actions like granting NOCs, study leave, etc.

Staff is encouraged to pursue further studies, and support is provided for involvement in various authorities of the affiliating university.

Key Points:

The college employs a systematic framework (PBAS) for assessing the performance of both teaching and non-teaching staff.

The process involves the submission of detailed records, scrutiny by IQAC, and validation by the university committee.

Teachers receive feedback and suggestions for improvement based on the review.

Non-teaching staff are also appraised, and career development opportunities are promoted.

The system supports continuous improvement, motivates staff for further studies, and encourages active participation in academic and research activities.

This performance assessment system ensures a comprehensive and transparent evaluation process, contributing to the professional growth of both teaching and non-teaching staff.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 0

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

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

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: 23.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	6	5	1

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

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

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](#)

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:

Financial Resource Management and Audits:

A) Annual Needs Identification:

1. Stakeholder Feedback:

- Annual needs and requirements are identified through feedback from all stakeholders.
- IQAC, departmental heads, UGC planning & management board, building committee, and maintenance committee hold interactive sessions to finalize needs.

2. Budget Preparation and Approval:

- After identification, the budget is prepared and presented before the College Development Committee (CDC) for approval.
- Financial resources available to the institution are considered during budget formulation.

B) Financial Resources:

1. Government Aid:

- Salary grants from the government contribute to financial resources.
- Scholarship grants from the social welfare department, such as GOI free ships and scholarships.

2. Parent Society:

- The parent society funds the institution based on availability.
- Funds for infrastructural development are provided by the parent society.

3. Student Fees:

- Permissible portions of fees collected from students contribute to financial resources.
- For self-financed courses, Students' Educational Fees serve as a major source of income.

C) Financial Oversight and Control:

1. CDC Authority:

- The College Development Committee (CDC) monitors and controls financial and transactional procedures.

2. Budgetary Adherence:

- Efficient use of financial resources involves strict adherence to budgetary provisions.
- Consultations with concerned departments are conducted when necessary.

D) Financial Audits:

1. Internal and External Audits:

- Internal and external financial audits are conducted regularly.
- The accounts undergo regular auditing by a registered Chartered Accountant.

2. Audit Dates:

Financial audits for the past years include:

Sr. No.	Year	Dates of financial audits carried out

1	2018-19	31/07/2019
2	2019-20	28/07/2020
3	2020-21	31/07/2021
4	2021-22	10/07/2022
5	2022-23	10/072023

E) Financial Management Practices:

- The institution seeks advice from the Chartered Accountant as needed, following general financial rules.
- Yearly financial audits ensure transparency, accountability, and adherence to financial regulations.

Conclusion:

- The institution demonstrates a comprehensive financial resource management approach involving stakeholder input, budgetary preparation, and regular audits. The allocation and utilization of funds align with the institution's needs, contributing to financial sustainability and accountability.

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:

Role of IQAC in Quality Enhancement:

A) Strategic Planning:

- At the beginning of each academic year, IQAC prepares a Strategic Plan, guiding the quality enhancement initiatives.

B) Major Initiatives by IQAC:

1. Quality Strategies:

- IQAC devises quality strategies to enhance various aspects of college functioning.

2. Evaluation of Activities:

- Curricular and co-curricular activities undergo evaluation to ensure quality.

3. ICT Integration:

- **Promotion of ICT in teaching, learning, and evaluation is emphasized.**

4. Research Culture:

- IQAC promotes a research culture among faculty and students.

5. Stakeholder Participation:

- Ensures active participation of stakeholders in college processes.

6. Workshops and Seminars:

- Organizes workshops and seminars for faculty development and knowledge enhancement.

7. Best Practices:

 Introduces best practices to foster a conducive academic environment.

8**. Quality Initiatives:**

- Introduces quality initiatives like accreditation, ranking, collaboration, and internal promotion guidance.

9. Monitoring Extension Programs:

- Monitors extension and outreach programs conducted by departments.

10. NIRF Participation:

- Actively participates in the National Institutional Ranking Framework (NIRF).

B) Academic and Administrative Audit (AAA):

1. Performance Evaluation:

- Conducts AAA to evaluate the performance of teachers using self-appraisal and student feedback.
- Green, Environmental, and Energy Audits:

2. Audit Initiatives:

- Conduct external audits in 2023, adopting green initiatives like LED bulb usage.
- Teaching-Learning Review Mechanism:

3. Academic Calendar Alignment:

- Aligns with the affiliating university's academic calendar for planning.

4 Outcome-Based Learning:

- Monitors outcome-based, student-centric teaching methodologies.

5. Faculty Coordination:

- Monitors teaching processes through the Faculty Coordination Committee.

6. Course Planning:

- Encourages monthly course planning by teachers for curriculum alignment.

7. Methodology Adoption:

- Recommends methodologies aligning with PO, PSO, and CO mapping.

8. Policy Communication:

- Communicates policies and directions regarding teaching, learning, remedial, and mentoring.

9. Examination Conduct:

- Ensures proper conduct of internal examinations with transparent evaluation mechanisms.

10. Result Analysis:

- Analyzes semester-wise results comprehensively to identify departmental strengths and weaknesses.

11. Teacher Performance Evaluation:

- Implements a five-point scale questionnaire for student evaluation of teacher performance.

12. Curriculum Feedback:

- **Collects curriculum feedback from students, teachers, parents, and employers.**

C) Institutional Review Mechanism:

1. Annual Audit:

- Conducts an annual academic and administrative audit.

2. Regular Audits:

- Performs green, environmental, and energy audits as regular practices.

3. Feedback Collection:

- Collects feedback from students on institutional performance.

4. Curriculum Updates:

- Ensures continuous updating of Programme Outcomes, Programme Specific Outcomes, and Course Outcomes by each department.

Conclusion:

IQAC actively drives initiatives for quality enhancement across academic, administrative, and environmental aspects. The strategic planning, audit mechanisms, and stakeholder involvement underscore a holistic approach to improving institutional quality.

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: A. Any 4 or more 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](#)
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:

Promoting Gender Equity and Sensitization:

A) Empowering of Women: Arts Commerce College Yeoda stands as a beacon of gender equity and sensitization, dedicated to fostering an environment where women thrive academically, extracurricular, and personally. Through a robust framework of initiatives and facilities, the college prioritizes the safety, well-being, and empowerment of its female students.

B) Coeducation as a Foundation: The college operates on a coeducational system, creating a platform for vibrant interaction, collaboration, and learning between genders in an inclusive setting. This fosters mutual understanding and breaks down societal barriers, laying the groundwork for genuine equality.

C) Safeguarding Dignity and Rights: An **Anti-Ragging Committee** safeguards the dignity of all students, particularly women, through strict measures that prevent and address instances of ragging. A dedicated **Grievance Redressal Cell** exists to address complaints, including those related to gender-based discrimination or harassment. Female students are encouraged to voice their concerns, with prompt and confidential resolution assured.

D) Dedicated Support Systems: A designated **Girl Common Room** offers a haven for female students to relax, study, and build community. **Personal attention and counseling support** cater to their academic, emotional, and social needs, with faculty and counselors readily available for guidance and mentorship.

E) Equal Opportunities in All Spheres: Female students have **equal footing** in games and sports, extracurricular activities, cultural events, and National Service Scheme (NSS) camp. The college ensures equitable access to facilities and resources, fostering inclusivity and celebrating the diverse talents and contributions of women.

F) Empowering the Admissions Process: The college maintains a **gender-neutral admissions process**, actively encouraging and facilitating the enrollment of women from diverse backgrounds. This ensures a fair and equitable opportunity for all, regardless of gender.

G) Combating Harassment and Building Awareness: A dedicated **Anti-Sexual Harassment Committee** works tirelessly to create awareness, prevent incidents, and provide support to victims. Regular workshops and programs educate both students and staff about their rights and responsibilities,

empowering them to act as allies and advocates.

H) Open Communication and Feedback: To facilitate open communication and feedback, the college provides **complaint and suggestion boxes**, including one accessible to students through the local police station. This allows for confidential concerns and suggestions, ensuring transparency and continuous improvement.

SUMMARY: Arts Commerce College Yeoda stands as a champion for gender equity and sensitization. By nurturing a safe, inclusive, and empowering environment, the college unlocks the full potential of female students, preparing them to be leaders and agents of positive change in society. The comprehensive framework of initiatives and support systems demonstrates the college's unwavering commitment to fostering a future where women are not only heard but empowered to thrive.

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: A. 4 or All 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](#)

7.1.3

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

institutional environment and energy initiatives are confirmed through the following

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

Response: B. Any 3 of the above

File Description	Document
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:

A) Cultural Preservation:

- **Local Language Communication:** Teachers communicate with students in local languages, fostering unity and cooperation while respecting traditional setups.
- **Admission and Awareness Drives**: Educational awareness and admission drives aim to make education accessible to rural communities.
- **AddOn and Certificate Courses**: Various addon and certificate courses enhance educational opportunities while celebrating local culture.

B) Social Awareness and NSS Initiatives:

- **Superstition and Evil Practices:** NSS activities and residential camps focus on dispelling prevalent superstitions and harmful practices.

- Swachh Bharat Abhiyan: Participation in cleanliness activities promotes civic responsibility and hygiene.
- **Unnat Bharat Abhiyan:** Adoption of villages under Unnat Bharat Abhiyan facilitates sustainable development and community empowerment.
- **Constitutional Obligations:** NSS camps sensitize students and employees towards their constitutional obligations.

C) Nationalism and Patriotism:

- **Daily National Anthem:** Chanting the National Anthem fosters national pride and unity among staff and students.
- **Celebration of National Days:** Zealous celebrations reinforce allegiance to the nation and its values.
- **Oaths and Preamble Reading:** Taking oaths and reading the preamble on Constitution Day reaffirms commitment to national ideals.

D) National Values and Duties:

- **Various Celebrations**: Observing International Youth Day, conducting Aids Awareness Programs, and commemorating International Yoga Day promote global citizenship.
- **Gender Sensitization Course:** Offering a specialized course on gender sensitization fosters inclusivity and equality.
- **Inclusion in Syllabi:** Integrating national values into academic curricula nurtures civic duties and societal responsibilities.

E) Responsibility and Citizenship:

- **Teacher's Day and Cultural Fest:** Celebrating occasions like Teacher's Day nurtures values and responsibilities among members.
- **National Integration and Harmony:** NSS camps and Constitution Day celebrations foster national integration and interreligious harmony.

F) Policy Implementation:

- **Human Values and Ethics Policies:** Formulating and implementing policies on Human Values and Professional Ethics emphasize integrity and ethical conduct.
- **Fundamental Duties and Rights**: Displaying photographs depicting Fundamental Duties and Rights on campus reminds of civic duties and responsibilities.

Conclusion: Arts Commerce College, Yeoda, is dedicated to preserving local culture, fostering social awareness, and instilling national values among its students and staff. Through multifaceted initiatives and celebrations, the college aims to build responsible citizens who contribute positively to society while honoring their cultural heritage.

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 NO. 1

TITLE OF THE BEST PRACTICE: "EARN WHILE LEARN PROGRAM"

A) Objective:

The primary goal of the Earn While Learn program is to offer economic support to college students by providing them with opportunities to earn income while pursuing their studies. By engaging students in college-related tasks such as online admissions, scholarships, computer-related work, enrollment and examination assistance, and college maintenance, the program aims to alleviate financial burdens and foster a sense of responsibility and self-sufficiency among students.

B. The Context:

In the current socio-economic landscape, many students face financial constraints that hinder their ability to fully engage in their academic pursuits. Recognizing this challenge, Arts Commerce College Yeoda has implemented the Earn While Learn program to empower students economically and enable them to balance their academic and financial responsibilities effectively.

C. Practice:

1. Identification of Opportunities: The College identifies various tasks and responsibilities within the institution that can be delegated to students as part of the Earn While Learn program.

2. Job Allocation: Students are assigned tasks based on their skills, interests, and availability. These tasks may include assisting with online admissions, managing scholarships, providing computer-related support, aiding in enrollment and examination processes, and participating in college maintenance activities.

3. Training and Support: Before commencing their assigned duties, students receive the necessary training and guidance to ensure they understand their roles and responsibilities thoroughly. Faculty members and staff provide ongoing support and supervision to students throughout their participation in

the program.

4. Flexible Work Hours: Recognizing the importance of balancing academic commitments with work responsibilities, the program offers flexible work hours to accommodate students' schedules and academic obligations.

5. Performance Evaluation: Regular performance evaluations are conducted to assess students' progress and provide feedback for improvement. Outstanding performers may be recognized and rewarded for their contributions.

6. Financial Compensation: Students receive fair compensation for their work based on the nature and complexity of the tasks assigned to them. Payment is disbursed timely to ensure students can utilize their earnings effectively.

D. Evidence of Success:

1. Improved Financial Stability: Participants in the Earn While Learn program experience increased financial stability, allowing them to meet their educational expenses and personal needs more effectively.

2. Enhanced Academic Performance: Students involved in the program demonstrate improved academic performance as they are better equipped to focus on their studies without the burden of financial worries.

3. Skill Development: Participation in various college-related tasks helps students develop valuable skills such as time management, communication, teamwork, and problem-solving, which are beneficial for their personal and professional growth.

4. Increased Engagement: The program fosters a sense of ownership and belonging among students, leading to increased engagement with college activities and initiatives.

5. Positive Feedback: Students express satisfaction with the program, highlighting its positive impact on their academic and financial well-being.

E) Problems Encountered and Resources Required:

1. Resource Allocation: Adequate resources are essential to support the implementation and sustainability of the program, including funding for student wages, training materials, and administrative support.

2. Coordination: Effective coordination among faculty, staff, and students is crucial to ensure the smooth operation of the program and the timely completion of tasks.

3. Student Participation: Encouraging participation and maintaining student interest in the program may require proactive outreach efforts and incentives to attract and retain participants.

4. Evaluation and Monitoring: Regular evaluation and monitoring mechanisms are necessary to assess the program's effectiveness and identify areas for improvement.

5. Sustainability: The long-term sustainability of the program depends on securing continued funding, stakeholder support, and institutional commitment to its goals and objectives.

==

BEST PRACTICE NO. 2

TITLE OF THE BEST PRACTICE: "MAHAVIDYALAY AAPLYA DARI" (COLLEGE AT YOUR DOORSTEP)

1. Objective: This practice aims to bridge the gap between the college and students who have become distant from regular attendance by reaching out to them at their homes and re-engaging them with the college community.

2. Context: In many educational institutions, there are students who, for various reasons, become disconnected from regular college activities and may even stop attending classes altogether. This disengagement not only affects their academic progress but also hampers their overall growth and development.

3. Practice: Under the "Mahavidyalya aaplya Dari" initiative, faculty members and college staff proactively visit the homes of such students to understand their challenges and encourage them to rejoin the college community. These visits aim to establish personal connections with the students and their families, addressing any concerns they may have and emphasizing the importance of education in shaping their future. Additionally, the initiative provides information about support services available within the college to assist students in overcoming obstacles they may face.

4. Evidence of Success: The success of this practice is evident in the increased attendance and participation of previously disengaged students. Academic performance metrics also show improvement among these students after reintegration into college. Moreover, positive feedback from students, families, and faculty members highlights the effectiveness of personalized outreach in fostering a supportive learning community.

5. Problems Encountered and Resources Required: Challenges in implementing this practice may include logistical constraints in organizing home visits and addressing privacy concerns of students and their families. Adequate resources such as transportation facilities, staff training, and coordination efforts are essential for successfully executing this initiative. Collaboration with local community organizations and stakeholders can also enhance the reach and impact of the "Mahavidyalya aaplya Dari" program.

==

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[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:

Empowering Rural Communities Through Multilingual Education: The Transformative Role of Arts Commerce College Yeoda

Introduction:

Arts Commerce College Yeoda stands as a beacon of empowerment in rural communities, championing the transformative power of multilingual education. With a commitment to linguistic diversity and cultural inclusivity, the institution has emerged as a catalyst for change, breaking barriers and fostering socio-economic development in the region. This essay delves into the distinctive performance of the college in promoting multilingual education and its profound impact on rural empowerment.

A) Multilingual Education as a Priority:

1. At the core of Arts Commerce College Yeoda's mission lies the recognition of linguistic diversity as a crucial aspect of rural development. The institution prioritizes multilingual education, offering courses in English, Marathi, Urdu, and Persian languages.
2. This strategic emphasis on linguistic inclusivity reflects a profound understanding of the cultural fabric of the community it serves. By providing education in multiple languages, the college not only preserves indigenous languages but also equips students with valuable linguistic skills essential for navigating a globalized world.

B) Empowering Rural Communities:

1. Arts Commerce College Yeoda plays a pivotal role in empowering rural communities through multilingual education. By offering instruction in languages spoken by residents as well as globally relevant languages like English and Persian, the college ensures that students have access to a diverse range of educational opportunities. This approach fosters a sense of inclusivity and belonging among students from different linguistic backgrounds, bridging divides and promoting social cohesion.
2. Moreover, multilingual education enhances economic prospects for rural communities by opening up avenues for employment and entrepreneurship. Proficiency in multiple languages equips

students with the communication skills necessary to engage in trade and commerce on both local and international levels. This, in turn, stimulates economic growth and reduces the prevalence of poverty in rural areas.

C) Transformative Impact:

1. The transformative impact of Arts Commerce College Yeoda's multilingual education initiatives is evident in various aspects of rural life. One notable area of impact is the preservation and promotion of indigenous cultures and traditions. By offering courses in languages like Urdu and Marathi, which are deeply rooted in the local heritage, the college contributes to the preservation of cultural identity among rural youth. This not only instills pride in one's linguistic and cultural heritage but also fosters intergenerational knowledge transfer, ensuring the continuity of traditional practices.
2. Furthermore, multilingual education enhances access to higher education and professional opportunities for rural youth. Many students from marginalized communities, who would otherwise have limited access to quality education, find a pathway to academic and career success through the programs offered at Arts Commerce College Yeoda. This empowerment through education breaks the cycle of poverty and marginalization, creating a more equitable society.
3. In addition to its socio-economic impact, multilingual education fosters cognitive development and critical thinking skills among students. Research has shown that bilingual and multilingual individuals tend to exhibit greater cognitive flexibility, problem-solving abilities, and cultural awareness. By engaging students in language learning across diverse linguistic contexts, Arts Commerce College Yeoda cultivates a generation of global citizens equipped to navigate the complexities of an interconnected world.

D) Challenges and Opportunities:

1. Despite its remarkable achievements, Arts Commerce College Yeoda faces several challenges in its pursuit of multilingual education. Limited resources, including qualified faculty and educational materials in multiple languages, pose significant constraints on the college's ability to expand its programs and reach more students. Additionally, socio-economic disparities and cultural attitudes towards education present barriers to enrollment and retention, particularly among marginalized communities.
2. However, these challenges also present opportunities for innovation and collaboration. Arts Commerce College Yeoda has MoUs with higher institutions , non-profit organizations, and private sector stakeholders to enhance its multilingual education initiatives. By investing in teacher training programs, curriculum development, and infrastructure improvements, the college can strengthen its capacity to deliver high-quality education to rural communities.

Conclusion:

Arts Commerce College Yeoda exemplifies the transformative potential of multilingual education in empowering rural communities. Through its commitment to linguistic diversity and cultural inclusivity, the institution has become a catalyst for socio-economic development, preserving indigenous languages, and fostering intercultural dialogue. As it continues to navigate challenges and seize opportunities, Arts Commerce College Yeoda remains steadfast in its mission to empower rural youth and build a more prosperous and inclusive society through the power of language and education.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Additional Information:

The institution is dedicatedly focused on addressing the educational needs of students in the socio-economically and educationally weaker regions. The committed and visionary management is resolute in its mission to provide education that not only makes students employable but also uplifts their standard of living and helps establish their identity in society. The college is driven by a genuine enthusiasm to instil values, foster national integration, and promote patriotism among the students. This holistic approach to education reflects a commitment to nurturing well-rounded individuals equipped to contribute positively to society.

Concluding Remarks :

Concluding Remarks:

- Since its establishment in 1994, the college has played a crucial role in serving the rural community by providing education through a diverse range of UG and PG programs, the institution has actively promoted research through its Ph.D. research centre, Beyond academics, the college has been proactive in organizing programs that create awareness about health, social issues, environmental sustainability, and gender equity.
- Looking forward, the college expresses its commitment to introducing more job-oriented and skill-enhancement programs, aimed at making students employable and self-reliant. Aspiring to become an education hub, the institution aims to convey the transformative power of education, knowledge, and information to the people of the rural region, ultimately influencing a positive change in their attitudes and living standards. The college envisions itself as a guiding light and a catalyst for transformative change for future generations in the region.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: table1 Answer After DVV Verification : table2 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: table3 Answer After DVV Verification : table4 Remark : DVV has made changes as per the report shared by HEI.
2.4.2	*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)* 2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years** Answer before DVV Verification: table5 Answer After DVV Verification : table6 Remark : DVV has made changes as per the report shared by HEI.

Table for 2.1.1.1 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
343	417	292	315	307

Table for 2.1.1.1 — Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
343	419	292	315	307

Table for 2.1.1.2 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
500	508	340	362	340

Table for 2.1.1.2 — Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
500	508	340	362	340

Table for 2.4.2.1 — Answer before DVV Verification:

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

Table for 2.4.2.1 — Answer After DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	6	20	0	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	6	11	0	13

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	22	02	16	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	02	08	07

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

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	Answer before DVV Verification :
	Answer After DVV Verification :8
	Remark : DVV has made changes as per the report shared by HEI.

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

year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.61436	2.79381	.07603	2.32307	1.04465

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.84	00	00	0.11	0.97

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

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 : 10
Answer after DVV Verification: 12

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

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)*

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8.63	3.64295	.036152	3.29969	2.27547

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11.06	8.54	3.24	1.18	2.27

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

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

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made changes as per the report shared by HEI.
5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	7	0	8	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	0	6	8

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	7	6	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	6	5	1

6.3.3.2. **Number of non-teaching staff year wise during the last five years**
Answer before DVV Verification:

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

Answer After DVV Verification :

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

0	0	0	0	0

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

7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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784	796	644	606	694 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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783	796	644	606	694	
2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 15 Answer after DVV Verification : 14
2.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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15	15	15	16	16 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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13	13	13	14	14	

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