SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ANTYODAY MAHAVIDYALAYA, DEVGRAM

AT POST- DEVGRAM, TAH. NARKHED, DIST. NAGPUR
441301
www.jvmd.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Antyoday Mahavidyalaya, Devgram, formerly known as Jeevan Vikas Mahavidyalaya, is a prominent educational institution established in 1996 under the auspices of the Antyoday Mission, a visionary initiative led by Hon'ble Dr. Bhausaheb Bhoge. Recognized for his dedication to education and social upliftment, Dr. Bhoge founded the society to bridge the educational gap in the rural Maharashtra. With branches extending to Nagpur and tribal areas of Melghat in Amravati, the society operates a range of educational facilities, including primary and secondary schools, junior and senior colleges, ITI, and vocational training institutions.

Situated at the confluence of Nagpur, Amravati, and Pandhurna districts, our college is affiliated with Rashtrasant Tukadoji Maharaj Nagpur University and recognized by the UGC under Section 2(f) and 12(B) of the UGC Act, 1956. Since its inception, the college has grown to offer diverse programs across the faculties of Arts, Commerce, Science, at both undergraduate and postgraduate levels.

Antyoday Mahavidyalaya is committed to providing quality education to students from all walks of life. Our well-equipped infrastructure includes recognized research laboratories, a comprehensive computer department, and central and departmental libraries supported by spacious reading areas. The campus is enhanced by a beautiful botanical garden, Oxygen Park, and various playgrounds, fostering an environment conducive to learning. The college participated for NIRF and also earned ISO 9001:2015 Certification.

College introduced some unique subjects such as Microbiology, Computer Science, Mathematics, Chemistry and M. Com. at PG level considering the need and demand of the region. Our faculty comprises 46 dedicated educators, including 11 Ph.D. holders, who are committed to academic excellence. The college has achieved notable recognition, receiving a B++ grade in the second cycle of NAAC accreditation. The University has recognized our College as a "Best College in NSS" and the principal has felicitated as the Best Principal Award 2023 by the Parent University. The establishment of an Indoor Stadium, funded by UGC support, reflects our commitment to infrastructure development.

As a leading educational hub in the region, Antyoday Mahavidyalaya continuously strives to meet the evolving educational needs of its community, ensuring holistic development and quality education for all students.

Vision

"Provide academic services to financially backward, deprived students and specially girls students of local community and nearby villages through qualitative and valuable education and work for Antyodaya (poor, needy and downtrodden) people in the community, "Unto the Last"

Mission

1. To impart qualitative and valuable service in the field of education to the students of nearby areas.

2. To attempt community and social development through infrastructure facilities of the institution.

3. To ensure and inculcate perfect discipline in terms of regularity, sincerity and punctuality amongst the students. So that they contribute to the society and nation as the most responsible and respectable citizen.

4. To aim at overall personality development of the students through extra-curricular activities.

5. To provide platform for the students by giving them an opportunity to face all the challenges of the competitive world with utmost utilization of their potential in sports and other events.

6. To foster Regional, National and Global competencies among the students.

7. To adopt Antyodaya students in rural, tribal and hilly areas to give them social justice, opportunities and make them self-reliant so as to uplift their socio-economic status and will help in nation-building.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Visionary and Supportive management

Multifacutlty UG and PG college with young and committed staff

Effective mentor-mentee implementation through Institutional CAP Project and well-disciplined campus.

A huge campus of 13 Acres is picturesque with a lush greenery, ambient open spaces having eco-friendly environment

Large number of   socially/economically disadvantaged students   enrolls due to affordable fee structure and availability of Scholarship.

Adequate and up-dated teaching, learning ICT enabled infrastructure

Students brings laurels in sports and cultural activities at University State and National Level

High pass percentage with merit rank and and noticiable progression to Higher Education

Excellent extenssion actvities through NSS and community outreach activities for village building

The college is aided for providing financial support from government in matters of salary and students'scholarship.

The college has maintained healthy interaction with stakeholders through registered Alumniand Industry parttners.

Good performance of students in co-curricular and extracurricular activities at University State and National level

Institutional Weakness

Being in a rural area most of the students are from first generatioin of learners

Students, primarily from poor farming labor families, face challenges in fully participating in educational activities despite their willingness.

The availability of research grants from government and non-government funding agencies is limited, impacting research opportunities.

As an affiliated college, there is a constrained ability to implement interdisciplinary and innovative curricula, which may hinder academic diversification.

The college's location poses challenges for establishing robust academia-industry linkages, limiting practical exposure for students.

The cessation of non-salary grants from the state government has affected the college's financial stability and ability to support various initiatives.

Institutional Opportunity

The college possesses the capacity to emerge as a leading educational institution in the Vidarbha region, driving innovation and excellence in academia.

The existing postgraduate programs in arts, commerce, and science open avenues for establishing research centers, enhancing scholarly activities and contributions to knowledge.

Given the region's reputation for orange cultivation, there are numerous opportunities for students to engage in agribusiness start-ups, fostering entrepreneurship.

The lack of local training centers for competitive exams presents an opportunity for the college to offer specialized facilities, thereby supporting student preparation and success.

In alignment with the Antyoday Mission, the college's commitment to social activities provides students with valuable experiences in community service, promoting the development of responsible citizenship and moral values.

: The institution has the opportunity to become a training center for female students under the earn-and-learn scheme, enhancing skill development and employment prospects.

There is potential to apply for various national funding schemes to enhance infrastructure and instrumentation, further enriching the educational environment.

The introduction of interdisciplinary courses and programs under NEP 2020 can diversify and modernize the

educational offerings, catering to a broader range of interests and career paths.

The College has the potential to set a benchmark for quality education and community involvement, striving to become a model institution in the region.

Institutional Challenge

The challenge of conducting research activities and implementing innovative practices is compounded by reliance on limited financial resources, hindering potential advancements.

Vacant teaching and non-teaching positions, resulting from the State Government's recruitment policies, place an additional burden on the existing staff, affecting the quality of education and support services.

Many students are engaged in earning a livelihood, making it difficult for them to fully participate in educational activities and achieve academic success.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Antyoday Mahavidyalaya, Devgram (formerly Jeevan Vikas Mahavidyalaya), is affiliated with Rashtrasant Tukadoji Maharaj Nagpur University and offers a comprehensive array of academic programs, including **03** undergraduate and **09** postgraduate courses, alongside **39** career-oriented certificate and diploma courses during assessment period . The college employs the Choice Based Credit System (CBCS) and adopts NEP in semester pattern, ensuring a flexible and student-centric approach to learning.

Curriculum planning and delivery are meticulously structured, guided by a well-documented academic calendar developed by the Internal Quality Assurance Cell (IQAC). This calendar aligns with university guidelines and is reviewed regularly to ensure compliance and effectiveness. Continuous internal assessment is integral to the academic process, utilizing diverse evaluation methods such as seminars, workshops, and practical tests, fostering a culture of continuous improvement.

The **Academic Calendar** is prepared by the IQAC at the start of each session in line with the University calendar, and adherence is ensured through regular reviews. The **Action Taken Report** is developed at the end of each session to assess and improve curriculum implementation.

The institution has embraced modern learning methodologies, including ICT-enabled teaching and extensive online resources. Experiential learning is prioritized through projects, internships, industrial visits, and educational tours, with a significant percentage of students engaging in practical experiences during the latest academic year.

In the last five years, the college has successfully offered a variety of online courses through platforms such as MOOCs, SWAYAM, and NPTEL, enhancing the learning opportunities available to students. A substantial percentage of students have enrolled in and completed these certificate and value-added courses, reflecting the institution's commitment to enriching student education.

Crosscutting issues - including professional ethics, gender sensitivity, human values, and environmental sustainability - are integrated into the curriculum, promoting holistic development. Faculty members play an active role in curriculum development, participating in various academic bodies and contributing to question paper setting and evaluation, ensuring the relevance and quality of educational offerings.

Stakeholder feedback is systematically collected from students, faculty, alumni, and employers, guiding curriculum revisions and enhancing overall educational quality. The action taken reports are made available on institutional website, fostering transparency and accountability.

Teaching-learning and Evaluation

The College ensures a robust teaching-learning framework that prioritizes student engagement and academic excellence. The college adheres to transparent admission process for its undergraduate and postgraduate programs, guided by the online system of Rashtrasant Tukadoji Maharaj Nagpur University. During last five years, the institution has consistently filled over 80% of its sanctioned seats, with a commendable rate of 85% for reserved category admissions, in accordance with reservation policies.

The institution employs various diagnostic tools at the beginning of each academic session to assess student learning levels, distinguishing between advanced and slow learners. To support diverse learning needs, bridge courses are conducted for newcomers, while remedial classes and a "Difficulty Counter" provide tailored assistance for those requiring additional help. A mentor-mentee system (1:32 ratio) fosters strong relationships between faculty and students, facilitating both academic and personal guidance.

The College promotes a student-centric learning environment through experiential learning, participative methods, and problem-solving strategies. Teachers utilize ICT-enabled tools to enhance the learning experience, supported by well-equipped laboratories, a rich library, and internet access. Practical teaching, field visits, and interactive activities such as group discussions and seminars are integral to the curriculum, ensuring comprehensive understanding and engagement. Institutional CAP Project (Career, Academic & Physical Building) for students plays major role for up-gradation.

The college leverages **ICT-enabled tools** and platforms for teaching, learning, and evaluation, with access to well-equipped laboratories, a rich library, internet facilities, and computer resources, creating an effective academic infrastructure.

The college has 46 faculty members out of these 24 facutties are PhD with NET/SLETshowcasing the institution's commitment to high academic standards. Faculty development is encouraged through participation in national and international training programs, ensuring they remain abreast of current educational trends.

Evaluation of student performance aligns with university guidelines, incorporating internal assessments, seminars, and project-based evaluations as per the NEP syllabus. The internal assessment mechanism is

transparent, managed efficiently by an internal assessment committee. The average pass percentage of students stands at 84%, reflecting the effectiveness of the teaching-learning strategies employed. Continuous evaluation by the CERT Wing ensures ongoing improvement in academic processes, aligning with institutional goals and enhancing student outcomes.

Research, Innovations and Extension

The College is dedicated to fostering a robust research culture, innovation, and community engagement. Over the past five years, the institution has actively sought grants from both governmental and non-governmental agencies, successfully securing Rs. **20.26** lakhs for major and minor research projects, alongside six self-financed initiatives. This funding supports various research endeavors, including the completion of two significant projects.

The college has established an ecosystem for innovation, which includes an Intellectual Property Rights (IPR) cell and an Entrepreneurship Cell. These bodies promote awareness of IPR and facilitate knowledge transfer and technology development. The institution has conducted **32** research-focused events, including national conferences and workshops on IPR and research methodology. Faculty members have made significant scholarly contributions, publishing **93** research papers in UGC Care, **14** Patents and authoring **28** books and 43 book Chapters/Procedings

The college is home to four research laboratories and supervises **12 Ph.D**. students under five recognized guides, demonstrating its commitment to advanced research training. The college has formed **36** partnerships and Memoranda of Understanding (MoUs) with various national and regional institutions, fostering collaborative research and practical learning opportunities for students.

Extension activities are integral to the college's mission, with the NSS unit leading community-centric initiatives, such as tree plantation drives and Covid-19 awareness campaigns in collaboration with local health authorities. The institution has received multiple accolades, including four District and University-level awards for its contributions to the Swachha Bharat Abhiyan Mission. During significant national events, such as the 75th Independence celebration, the college engaged students in patriotism-focused activities.

Through its **NSS unit**, the college has carried out various community-centric initiatives, including tree plantation drives under the **Mission Oxygen** program, Covid-19 awareness campaigns, mask distribution, and vaccination drives in collaboration with **PHC Jalalkheda** and the **Jalalkheda Police Station**. Activities such as **Har Ghar Tiranga Abhiyan**, bike rallies, and street plays were organized to instil patriotism in students. The college remains committed to sustainability through programs focusing on a **green, clean, and healthy village** and women empowerment.

Through these comprehensive initiatives, The college not only enhances its academic environment but also positively impacts the surrounding community, demonstrating a commitment.

Infrastructure and Learning Resources

The College is dedicated to providing a comprehensive infrastructure that enhances teaching and learning. The college campus spans 13 acres, featuring a total built-up area of **4,727 sq. m**. and a playground of **15,725 sq. m.** Over the last five years, the institution has invested more than **Rs. 3.5 Crores** in construction and renovation, including new laboratories for various disciplines, an Entrepreneurship Cell, and enhanced facilities such as the seminar hall and cafeteria, all equipped with CCTV surveillance and fire safety systems.

The college has **41 classrooms**, of which **5 are ICT-enabled** and **2** smart classroom, 7 **research laboratories**, an **Audio-Visual Hall**, **2 seminar halls**, a **Girls' Common Room**, and **administration buildings**. The institution also includes a **gymnasium**, a **Yoga Centre**, **Matoshri Auditorium**, and both **indoor and outdoor sports facilities**. Energy-saving initiatives like the installation of **LED lights** and backup power sources such as **Generators and UPS systems.** The institution provides comprehensive IT infrastructure with **65 computers**, **20 laptops**, and a range of learning tools like **LCD projectors**, **OHPs**, **smart boards**, **visualizers**, **scanners**, and **printers**. The campus is **Wi-Fi enabled** with regularly updated IT facilities.

The library is a vital academic resource, housing over **14,503 books and journals**, and is automated with an Integrated Library Management System (ILMS) using 4i Software. It offers access to e-resources through platforms like NLIST-INFLIBNET and features an Online Public Access Catalogue (OPAC) for user-friendly access. In the past five years, the college allocated **Rs. 17.5 lakhs** for resource acquisition, ensuring optimal library utilization by students and faculty.

The campus is fully Wi-Fi enabled, with regular updates to IT facilities that ensure sufficient bandwidth with 100 mpbs internet connection for academic activities.

For student support, the college provides a **study center for competitive exams**, a **Co-Operative Store**, and **medical facilities.** Special provisions are made for differently-abled students. The campus has an **ornamental and medicinal plant garden**, a **greenhouse**, a **vermicomposting unit**, and a **rose garden nursery**, The College has developed the **Talking Tree App** through QR code to know the genetical details of plants.

Student Support and Progression

Antyoday Mahavidyalaya, Devgram prioritizes student support and progression through various initiatives and resources. It ensures that **80%** of students benefit from scholarships and financial assistance provided by the state and central governments. The college offers institutional scholarships, supports economically weaker students through the **Earn while Learn scheme**, and waives fees for deserving candidates. The institution promotes entrepreneurship among students through **career-oriented courses** and **skill development programs**.

The college's **Career Guidance and Placement Cell** conducts regular classes and coaching for competitive exams, including **NET/SET**. Students are also encouraged to participate in **Rojgar Melas** and campus placements, which further aid in their career progression. The institution offers excellent **sports and cultural facilities**, hosting **university-level competitions**. Several students have won **awards and medals** for outstanding performances in sports and cultural activities during the last five years.

The institution has a transparent mechanism for addressing student grievances. **Anti-Sexual Harassment**,

Grievance and Redressal, and **Anti-Ragging Committees** are established per university and government guidelines. The College has an active registered **Alumni Association (Regd. No. Nagpur/ 0000482/2018)** comprising academicians, scientists, government officers, and industrialists, who contribute significantly to the institution's development. Alumni have also established their own successful ventures, reflecting the institution's strong foundation in entrepreneurship.

In the past five years, the college has seen impressive student achievements, with **24** securing **merit positions** in university exams and over **80% progression** to higher education. The college's **NSS units** for girls and boys have been recognized for their outstanding social service activities, including **tree plantation**, **blood donation**, and **water conservation drives**. The college received the **Best College Award** for 2020-2021, and its faculty and administration have been honored with **Best NSS Program Officer** and **Best Principal** awards by the parent university.

Students actively participate in various academic, co-curricular, and extracurricular activities, including **seminars, research presentations**, and **debates**. The institution facilitates these engagements through **guest lectures**, meetings with **international delegates**, and initiatives to instill **scientific temper, social, and moral values**. The college also supports poor and needy students through its **adoption scheme**, ensuring that no student is left behind.

Governance, Leadership and Management

The College upholds its mission and vision through effective governance, participative leadership, and strategic planning. The institution's vision and mission statements distinctly reflect its academic and social goals, focusing on student development and community service. The college's governance structure includes active participation from executive members of the governing body, the principal, faculty members, and various committees such as the College Development Committee (CDC), IQAC, College Council, Purchase Committee, and Library Committee. This ensures a decentralized and participative approach to decision-making and management.

The institution practices e-governance across all areas, including administration, finance, student admissions, and examinations. Departmental autonomy in planning and resource allocation fosters innovation and efficiency. Regular audits, including academic audits conducted by the Antyoday Mission Society's Academic Audit Committee and IQAC, review the performance and development of the college, ensuring continuous quality improvement.

The college has a strategic plan centered on the CAP Project, focusing on the career and academic development of students. The College Development Committee, IQAC, and various heads of departments play a key role in implementing the roadmap for teaching, research, extracurricular, and extension activities. The institutional leadership encourages the participation of faculty in professional development programs, including organizing **36** training programs in the last five years for teaching and non-teaching staff.

The college fosters a culture of staff welfare, with welfare schemes for both teaching and non-teaching members. Self-appraisal forms are utilized for career advancement, and financial audits are regularly conducted by internal and external agencies. The financial budget is approved by the CDC, and audits are prepared by a Chartered Accountant.

IQAC, with its diverse membership, including management, teachers, students, and external experts, has been instrumental in improving research and innovation and enhancing ICT facilities in the college. The academic audit system ensures that all academic activities are regularly monitored and improved. The college also actively engages with alumni, and the principal serves as a member of the University Management Council and Senate, while many faculty members contribute to various academic and administrative committees at the university level.. The institution consistently made efforts to enhance quality and maintain a learner-centric environment.

Institutional Values and Best Practices

The College demonstrates a strong commitment to promoting gender equity and fostering an inclusive environment. Through sensitization campaigns, workshops, and training programs, the institution ensures a safe and secure atmosphere for all. Measures such as CCTV surveillance, secured compound walls, hostels, common rooms, and grievance committees further promote a secure environment.

The institution emphasizes sustainable practices, with a focus on waste management, energy conservation, and water conservation. The college has adopted measures to manage solid, liquid, biomedical, e-waste, and hazardous chemicals responsibly. Renewable energy sources, such as LED and CFL lighting, are used on campus, while rainwater harvesting systems and check dam construction in adopted villages highlight its commitment to water conservation. Quality audits on environment and energy are regularly conducted, and the college takes pride in its green campus, which includes a botanical garden and extensive tree plantation drives.

Social responsibility is deeply embedded in the college's activities. The NSS unit spearheads initiatives such as the **"Mission Oxygen"** tree plantation program, Covid-19 awareness drives, and vaccination campaigns in collaboration with local health centers. Celebrations like the 75th Independence Day are marked with patriotic activities such as rallies, street plays, and the **"Har Ghar Tiranga Abhiyan."** Additionally, the institution undertakes various outreach programs, including the **"Vidhi Pradhikaran Abhiyan**," which raises awareness of social justice in local communities. The NSS units and Study Centers undertook initiatives like voting awareness rally, cultural programmes, and celebration of birth anniversaries of visionary leaders, and Value based programs. **A Code of Conduct** was prescribed for all. Various National and International days are celebrated.

The institution has barrier-free facilities for differently-abled individuals, including ramps and accessible washrooms. The college promotes tolerance and harmony among students of diverse linguistic, cultural, communal, and socioeconomic backgrounds.

The college's two best practices are the **CAP (Career, Academic & Physical) Building Project**, aimed at holistic student development, and the **Village Adoption Initiative** in Devgram. The latter focuses on creating a Green, Clean, and Healthy village through Seva-mandals, with activities ranging from cleanliness drives to computer literacy programs via the E-Choupal initiative. These practices highlight institution's dedication to student and community development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANTYODAY MAHAVIDYALAYA, DEVGRAM
Address	At Post- Devgram, Tah. Narkhed, Dist. Nagpur
City	Devgram
State	Maharashtra
Pin	441301
Website	www.jvmd.co.in

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

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	The Rashtrasant Tukadoji Maharaj Nagpur University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	21-01-2010	View Document
12B of UGC	21-01-2010	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 Post- Devgram, Tah. Narkhed, Dist. Nagpur	Rural	13	15725

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,Arts,	36	XII	Marathi	360	215
UG	BCom,Commerce,	36	XII	Marathi	360	201
UG	BSc,Science,	36	XII	English	360	281
PG	MA,Arts,Marathi	24	Graduation	Marathi	160	48
PG	MA,Arts,English	24	Graduation	English	160	69
PG	MA,Arts,Economics	24	Graduation	Marathi	160	41
PG	MA,Arts,Political Science	24	Graduation	Marathi	160	99
PG	MCom,Commerce,	24	Graduation	Marathi	160	70
PG	MSc,Science, Chemistry	24	Graduation	English	52	50
PG	MSc,Science, Computer Science	24	Graduation	English	22	0
PG	MSc,Science, Mathematics	24	Graduation	English	44	34
PG	MSc,Science, Microbiology	24	Graduation	English	44	31

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				3				7			
Recruited	1	0	0	1	3	0	0	3	4	3	0	7
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				35			
Recruited	0	0	0	0	0	0	0	0	17	18	0	35
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				10
Recruited	9	1	0	10
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
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				2
Recruited	2	0	0	2
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.	1	0	0	3	0	0	4	3	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	17	18	0	35
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	2	1	0	3
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	388	0	0	0	388
	Female	309	0	0	0	309
	Others	0	0	0	0	0
PG	Male	160	0	0	0	160
	Female	282	0	0	0	282
	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	42	58	55	68
	Female	58	63	63	79
	Others	0	0	0	0
ST	Male	9	13	10	20
	Female	13	15	11	25
	Others	0	0	0	0
OBC	Male	131	133	137	149
	Female	136	144	153	185
	Others	0	0	0	0
General	Male	18	18	14	31
	Female	17	21	25	43
	Others	0	0	0	0
Others	Male	84	148	143	182
	Female	107	162	167	216
	Others	0	0	0	0
Total		615	775	778	998

Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | Antyoday Mahavidyalaya Devgram stands poised to embrace the transformative vision of the National Education Policy (NEP) 2020 through the implementation of multidisciplinary and interdisciplinary courses. As a multi-faculty institute, we currently offer a diverse array of programs across Humanities, Commerce, Science and Technology, and Interdisciplinary Studies, which uniquely positions us to adapt to the proposed changes. Existing Academic Framework Our institution offers a rich tapestry of academic offerings, including: Major Science Courses: Physical, Chemical, Life, Mathematical, and Computer Sciences. Vocational Courses: Building Technology, Food Processing and Engineering, Automotive, and Software Development. Humanities: Language & Literature, Political Science, History, Economics, Sociology, Geography, and Music. Commerce: Various subjects tailored to equip students for the business world. With a total enrolment of 1,139 students in the current academic session, we maintain a robust infrastructure that supports a blend of core and interdisciplinary subjects. Strategic Adaptations for NEP Implementation To align with the NEP's vision, we have established a specially constituted committee tasked with reorganizing existing programs and courses. This committee will: 1. Evaluate Current Offerings: Assess the relevance of existing programs and identify opportunities for integration across disciplines. 2. Develop New Curriculum: Create new multidisciplinary and interdisciplinary courses that promote collaboration and innovation. 3. Foster Research Initiatives: Encourage faculty and research students to engage in interdisciplinary projects, enhancing academic inquiry and practical application. Interdisciplinary Collaboration Our institute is uniquely positioned to capitalize on its existing relationships with multidisciplinary units, such as: Ayurvedic Hospital: Facilitating studies that blend health sciences with traditional practices. Technical and Academic Units: Enabling practical applications of theoretical knowledge across disciplines. These collaborations will not only enhance student learning experiences but also prepare them for diverse career pathways. Future Directions As we move forward, our aim is to transform Jeevan Vikas Mahavidyalaya into a leading institute in accordance with NEP 2020. Our focus |

	will be on: Cluster Institute Development: Forming a network of academic and vocational programs that interlink various fields of study. Career-Oriented Programs: Expanding our portfolio of 37 career-oriented programs to include new interdisciplinary options, thereby meeting the evolving needs of the job market.
2. Academic bank of credits (ABC):	The College affiliated with Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, is committed to enhancing educational flexibility and opportunities for our students. In alignment with the National Education Policy (NEP) and the initiatives of our affiliating university, we are preparing to implement the Academic Bank of Credits (ABC) system, which will revolutionize how students can earn and utilize their academic credits. Current Framework and Initiatives As part of our affiliation, we adhere to the courses, syllabi, and regulations established by Rashtrasant Tukadoji Maharaj Nagpur University. The university has already initiated the transition to a Credit Based System, beginning at the Post-Graduate level and gradually expanding to the Undergraduate level. This phased implementation signifies the university's commitment to enhancing academic flexibility and supporting diverse learning pathways. Role of the Academic Bank of Credits (ABC) The ABC will serve as a digital platform designed to facilitate: 1. Credit Recognition: Aiding students in recognizing credits earned from various accredited higher education institutions (HEIs) through online courses and programs. 2. Credit Accumulation: Allowing students to accumulate credits from different sources, fostering a more personalized and flexible academic journey. 3. Credit Transfers: Enabling students to transfer credits between programs or institutions, thereby broadening their educational opportunities. 4. Credit Redemption: Providing students the ability to redeem their accumulated credits towards fulfilling degree requirements. Preparatory Phase and Future Steps Currently, the initiative undertaken by our affiliating university is in the preparatory phase. Jeevan Vikas Mahavidyalaya is actively preparing to register for the ABC system in the near future. This registration will allow our students to benefit from the opportunities provided by the ABC, promoting greater autonomy in their education. Encouraging

	Online Course Enrolment In anticipation of the ABC implementation, we encourage our students to enrol in online courses from recognized HEIs. This not only enriches their academic experience but also allows them to earn credits that can later be recognized through the ABC platform.
3. Skill development:	The college is committed to enhancing the skill development of our students in line with the objectives outlined in the National Education Policy (NEP). Our affiliation with Rashtrasant Tukadoji Maharaj Nagpur University has facilitated the implementation of a Learning Outcome Based Curriculum Framework for undergraduate programs, promoting quality education and practical skills that align with socio-economic needs. Learning Outcome Based Curriculum The Learning Outcome Based Curriculum Framework encourages the translation of academic research into practical innovations that can contribute to socio-economic development. This approach not only enhances the educational experience but also ensures that our graduates are well-equipped to meet the demands of the job market. Investment in Alternative Learning Modes The involvement of public and private sector investments in higher education paves the way for the development of alternative learning modes, including open and distance learning. This flexibility enables students to access education in a manner that best suits their needs and circumstances. MOOCs and Skill Enhancement The introduction of Massive Open Online Courses (MOOCs) allows students to further develop their skills through diverse online learning opportunities. By leveraging these resources, students can gain knowledge and competencies that complement their formal education. Practical Experience and Training To bolster practical skills, our institution has incorporated several hands-on experiences, including: Project Work: Encouraging students to apply theoretical knowledge in real-world scenarios. Summer Training Programs: Providing industry exposure during academic breaks. Internships and Industrial Training: Allowing students to gain practical insights and work experience in relevant fields. These initiatives significantly enhance the bench skills of our students, making them more competitive in the job market. Career-Oriented and Skill Courses Our college offers

	a variety of career-oriented programs and skill courses at the undergraduate level, including: Laboratory Technology; Stock Marketing; Tally; Insurance; Digital Affiliation Marketing; Analytical Chemistry, Fashion Designing. These add-on courses feature a flexible entry and exit mechanism, allowing students to tailor their educational pathways according to their interests and career goals. Focus on Skill Building and Sector-Specific Training The institute emphasizes skill building through: Basic Skill Building: Foundational skills necessary for all career paths. Sector-Specific Training: Specialized training tailored to specific industries. Pre-Employment Training: Preparing students for the workforce with essential employability skills. With a variety of program and course options, students at Jeevan Vikas Mahavidyalaya enjoy substantial flexibility in designing their individual curricula, allowing them to choose subjects that best align with their aspirations.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College recognize the importance of integrating the Indian Knowledge System (IKS) into our curriculum and campus activities. This integration not only fosters a deeper understanding of our rich cultural heritage but also promotes the use of regional languages and local arts, ensuring that education is accessible and relevant to our diverse student body. Promotion of Regional Language in Education To enhance the learning experience, our teachers are actively encouraged to prepare subject material in regional languages. Vocational courses and value-added online courses are translated into the local language to make them more accessible. Additionally, faculty members contribute to local newspapers by writing scientific articles and delivering popular science lectures in Marathi, which helps bridge the gap between academic knowledge and community understanding. Cultural Relevance in Curriculum Design Our course design includes elements that celebrate Indian knowledge and culture, particularly in subjects such as Botany, Yoga, and Literature, where traditional and ancient aspects are incorporated. This approach not only enriches the curriculum but also instills a sense of pride in our cultural heritage among students. Celebration of Local Arts and Crafts The college's Entrepreneurship Cell plays a vital role in promoting regional arts and

	crafts. By supporting local artisans and encouraging students to engage with these traditions, we foster an appreciation for local skills and craftsmanship. Community Engagement through NSS Activities Our National Service Scheme (NSS) activities are conducted in the adopted villages and nearby schools, emphasizing the use of the local Marathi language. This practice ensures that our outreach efforts resonate with the community and enhance the students' connection to their cultural roots. Cultural Celebrations and Inclusivity The college actively celebrates local festivals such as Ganesh Utsav, which is an integral part of Maharashtrian culture. Faculty and students participate in various cultural events, fostering a sense of community and cultural pride. Moreover, students from diverse backgrounds—including Mahanubhav, Varkari, Gurudev Pranali, and Adivasi traditions—are encouraged to showcase their cultural heritage through performances in their traditional languages and attire during college events. Multilingual Communication in Student Expression Our college magazine and wall magazines are published in Marathi, Hindi, and English, providing a platform for students to express their creativity and viewpoints in their preferred languages. This multilingual approach caters to the linguistic diversity of our student body, particularly as many hail from rural backgrounds. It empowers them to share their thoughts and ideas freely, fostering an inclusive environment.
5. Focus on Outcome based education (OBE):	The College is committed to implementing Outcome-Based Education (OBE) in line with the New Education Policy (NEP-2020). OBE emphasizes experiential and application-based learning, preparing students for real-world challenges in the fields of Science, Technology, Engineering, Arts & Design, and Mathematics (STEAM). Our affiliation with Rashtrasant Tukadoji Maharaj Nagpur University enables us to align our educational practices with the university's guidelines and directives. IMPLEMENTATION OF OBE Since the academic year 2018-19, our institute has adopted a comprehensive OBE framework, which includes: Clearly Defined Outcomes: Every program is designed with specific Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs). These outcomes are integral to our

	curriculum and are articulated to reflect both regional and global needs. Cognitive Abilities Framework: Our courses focus on enhancing cognitive abilities across six levels: Remembering, Understanding, Applying, Analysing, Evaluating, and Creating. This structured approach ensures a well-rounded educational experience. TEACHING AND LEARNING APPROACHES To facilitate OBE, our teaching-learning process incorporates a variety of pedagogical methods, including: Lectures and Seminars: Engaging sessions that foster theoretical understanding. Tutorials and Workshops: Practical sessions aimed at reinforcing concepts through hands-on experience. Project-Based Learning: Encouraging students to work on real-world projects, enhancing their problem-solving skills. Field Work: Providing experiential learning opportunities that connect academic knowledge with practical applications. ALIGNMENT WITH SOCIAL AND ETHICAL GOALS In addition to domain-specific skills, our OBE framework emphasizes social responsiveness and ethical practices. We aim to cultivate entrepreneurial skills that empower students to contribute proactively to the economic, environmental, and social well-being of the nation. This holistic approach prepares students not just as professionals but as responsible citizens. CONTINUOUS IMPROVEMENT AND FEEDBACK Our commitment to OBE is further strengthened by ongoing assessments and feedback mechanisms. By regularly evaluating the effectiveness of our programs and teaching strategies, we continuously improve the learning experience, ensuring that we meet the evolving needs of students and the broader community.
6. Distance education/online education:	In alignment with the National Education Policy (NEP), the college recognizes the importance of distance and online education as a means to expand access to learning, particularly for employed students. By offering flexible schedules and accommodating diverse personal responsibilities, our institution is committed to providing quality education through innovative online methodologies. Infrastructure and ICT Facilities To facilitate effective online education, we have established robust ICT-based facilities. Our entire campus is Wi-Fi enabled, and classrooms are equipped with projectors to enhance the online

learning experience. This infrastructure ensures that there are no obstacles to accessing online educational resources. Encouraging Online Course Development Faculty members are encouraged to develop online add-on and skill-based courses, creating a diverse range of learning opportunities. Teachers are also motivated to create e-content and online teaching materials, ensuring that students have access to high-quality resources tailored to their learning needs. Training and Skill Development for Faculty To keep pace with advanced teaching methodologies and current online trends, our faculty participates in various professional development programs, including: Advanced Pedagogy Training: Workshops and training sessions designed to enhance online teaching skills. Short-Term Courses and Induction Programs: Providing educators with the tools necessary to effectively engage students in a digital environment. During the COVID-19 pandemic, our faculty adapted quickly to online teaching through platforms like Google Meet, WhatsApp, Webex, and Zoom. This experience not only ensured continuity in learning during challenging times but also laid the groundwork for a more flexible approach to education post-pandemic. Blended Learning Approach Post-pandemic, we have adopted a blended mode of teaching and learning, leveraging the benefits of both online and in-person education. Departments extensively use Google Classroom and Google Meet for sharing learning content, enabling seamless communication and collaboration between faculty and students. Engagement and Activities During COVID-19 During the lockdown period, the institute organized various programs, meetings, and seminars for students via online platforms, ensuring that learning and engagement continued uninterrupted. This proactive approach demonstrates our commitment to embracing the principles of the NEP.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Electoral Literacy Club (ELC) has been set up in the institution in 2019 and is functioning along with National Service Scheme (NSS). The Principal is the

	Chairperson of the Club with NSS Program Officer as the Faculty Coordinator. Two students are also appointed as student coordinators. 200 students are members in it. The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections. The link for more information about ELC: https://jvmd.co .in/wp-content/uploads/2024/09/JVMD-ELC_merged_.pdf
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The ELC has both faculty coordinator and student coordinators, appointed by the Head of the Institution. The Committee for ELC functioning in the College is as- Sr. No. Name Designation Position in the Committee 1 Dr. D. S. Bhongade Principal Chairperson 2 Dr. M. G. Acharya Associate Professor & NSS Programme Officer Co-ordinator 3 Miss. Pallavi Mahuriya Student Student Co-ordinator 4 Dr. Raju G. Shrirame Vice-Principal & HoD Economics Faculty Member 5 Mr. Raiba Thote Student Student Member The ELC is functioning with the following Objectives. ? To create awareness and interest among faculties and students through awareness activities and camps. ? To educate the targeted populations about voter registration, electoral process and related matters. ? To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. ? To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. ? To facilitate voter registration for its eligible members who are not yet registered. ? To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle Every Vote Counts' and 'No Voter to be Left Behind'. The activities report is available in the website- www.jvmd.co.in The ELC Club imbibe the commitment and character in every member of the institution.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under	Several innovative programs and initiatives conducted electoral literacy and promoting active participation in the democratic process by the College are as follows- 1. Voter Registration Drives: ELCs organize and facilitate voter registration campaigns to ensure that students and local communities are registered to vote. 2. Support for Election Administration: Students from the ELCs volunteer to

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

assist district election authorities during elections. 3. Voter Awareness Campaigns: The ELCs conduct regular awareness campaigns through workshops, seminars, and social media to educate students and local communities about their voting rights, the electoral process, and the importance of informed voting. 4. Promotion of Ethical Voting: Initiatives are in place to promote ethical voting practices. 5. Inclusion of Underprivileged Sections: Special programs are designed to enhance the participation of marginalized groups, including transgender individuals, commercial sex workers, disabled persons, and senior citizens. This involves tailored outreach programs, support for voter registration, and ensuring accessibility at polling stations. 6. Collaborative Community Engagement: The ELCs engage with local communities to identify and address specific challenges faced by underprivileged sections in the electoral process.. 7. Interactive Workshops and Training: The ELCs host interactive workshops and training sessions to build electoral literacy among students and community members. 8. Voter Awareness Rally: ELCs organize vibrant rallies to raise awareness about the importance of voting.. 9. Voter Day Celebration: Celebrating Voter Day allows the ELC to emphasize the significance of democratic participation. Activities include speeches, workshops, and interactive sessions that highlight the rights and responsibilities of voters. 10. 100% Voting Competition: This initiative encourages friendly competition among students and local communities to achieve maximum voter turnout. By fostering a spirit of enthusiasm and commitment, it aims to inspire everyone to cast their vote. 11. MoU with Collector Office: Establishing a Memorandum of Understanding (MoU) with the local collector's office enhances collaboration between the ELC and election authorities. Students' Awareness Programme: Tailored awareness programs educate students about the electoral process, the importance of their vote, and how to engage actively in democratic practices. These programs utilize interactive methods to make learning engaging and impactful. 12. Expert Meet: Hosting discussions with electoral experts provides students with valuable insights into the electoral process, legal aspects of voting, and the significance of ethical voting. This initiative helps demystify complex electoral concepts. 13. Voting Awareness

	Campaign through Video: ELCs create and distribute informative videos that explain the voting process, including registration, the use of voting machines, and the importance of informed voting. This multimedia approach reaches a broader audience and caters to diverse learning preferences. 14. Demonstration of Voting Machines: Organizing hands-on demonstrations of voting machines equips students and community members with the knowledge and confidence to participate in elections. Familiarity with the technology reduces anxiety and promotes ease on voting day. 15. Student Ambassadors for ELC: By appointing Student Ambassadors, ELCs empower students to take on leadership roles in promoting electoral literacy. These ambassadors are responsible for disseminating information, organizing events, and serving as liaisons between the ELC and the student body.
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.	At Antyoday Mahavidyalaya Devgram the college has undertaken several socially relevant projects and initiatives related to electoral issues, aimed at advancing democratic values and enhancing participation in electoral processes. These include: 1. Research Projects: The College has initiated research projects focusing on various aspects of electoral processes, such as voter behavior, electoral reforms, and the impact of educational programs on voter turnout. These research projects are conducted by students and faculty members, contributing valuable insights into electoral dynamics and helping to shape future initiatives. 2. Surveys and Data Collection: The ELCs conduct surveys to gather data on voter awareness, participation rates, and the challenges faced by different demographic groups. This data is used to identify gaps in electoral literacy and to tailor targeted awareness programs and support services. 3. Awareness Drives: The College organizes extensive awareness drives, including public lectures, panel discussions, and community outreach programs. These drives focus on educating students and local communities about the electoral process, the importance of voting, and the role of each citizen in upholding democratic values. 4. Creating Content: Students and faculty members collaborate to create informative content such as brochures, posters, and digital media campaigns. This content is designed to raise awareness about electoral issues, provide

guidance on voter registration, and promote ethical voting practices. 5. Publications: The College publishes newsletters, research papers, and reports that highlight the contributions of ELCs and other electoral literacy initiatives. These publications showcase the impact of the college's efforts on advancing democratic values and provide a platform for sharing research findings and best practices. 6. Workshops and Training Programs: Interactive workshops and training programs are conducted to equip students and community members with the knowledge and skills needed for effective participation in elections. Topics covered include voter rights, the importance of informed voting, and the mechanics of the electoral process. 7. Collaborations and Partnerships: The College collaborates with local election authorities, NGOs, and other institutions to implement joint initiatives that address specific electoral challenges. These partnerships enhance the scope and effectiveness of the college's projects and ensure a broader reach within the community. These projects and initiatives underscore college commitment to promoting democratic engagement, enhancing electoral literacy, and contributing to a more informed and active citizenry.

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.	At Antyoday Mahavidyalaya Devgram, efforts are actively underway to address the issue of students above 18 years who have not yet been enrolled in the electoral roll. While the exact number of such students is continuously monitored, the college and the Electoral Literacy Club (ELC) have implemented several measures to ensure that eligible students are registered as voters: 1. Targeted Registration Campaigns: The ELCs conduct targeted voter registration campaigns within the college. These campaigns include information sessions and registration drives that specifically address students who are approaching or have recently reached the age of 18. 2. Awareness Workshops: Regular workshops and seminars are organized to educate students about the voter registration process, its importance, and deadlines. These sessions aim to dispel any confusion and encourage students to register. 3. Assistance with Registration: The ELCs provide hands-on assistance to students in filling out and submitting voter registration forms. This includes setting up help

	desks and providing guidance on how to complete the registration process. 4. Collaboration with Election Authorities: The College collaborates with local election authorities to facilitate student registration. This partnership often includes special registration drives on campus and coordination with officials to streamline the registration process for students. 5. Institutional Mechanisms: The College has established institutional mechanisms to integrate voter registration into the academic calendar. For example, registration drives are scheduled around the start of the academic year to capture newly eligible students. 6. Digital Outreach: Utilizing digital platforms, the ELCs promote online voter registration options and provide resources on the college's website and social media channels to guide students through the registration process. 7. Regular Follow-ups: The ELCs conduct follow-ups with students who have shown interest in registering to ensure they complete the process. This includes reminders and additional support as needed. These combined efforts by the college and the ELCs aim to increase voter registration among students and ensure that they are prepared to exercise their democratic rights

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1139	998	778	775	615

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: 44

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
31	31	24	22	22

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
124.0055	125.4338	56.29802	39.44808	67.45896

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 institution affiliated with Rashtrasant Tukadoji Maharaj Nagpur University has established a robust framework for effective curriculum planning and delivery, ensuring that academic and extracurricular activities are well-coordinated and executed. This systematic approach begins with the academic calendar, meticulously crafted by the Principal in collaboration with departmental heads, outlining key dates and activities for the academic year.

Academic Planning and Implementation

The academic calendar serves as a roadmap, detailing crucial events such as admissions, class commencements, examinations, and internal assessments. This calendar is widely disseminated through the college website, prospectus, and notice boards, ensuring that students, faculty, and other stakeholders are well-informed. A dedicated timetable committee then translates the academic calendar into subject-specific schedules that accommodate the university's guidelines and the faculty's workload.

An induction program welcomes new students, familiarizing them with the institution's resources, curriculum expectations, and academic culture. Faculty members are encouraged to develop micro-teaching plans, which are documented in academic diaries, ensuring a structured approach to teaching. The diverse teaching methods employed ranging from traditional lectures enhanced by digital resources to interactive smart classroom sessions cater to varied learning styles and promote deeper understanding.

Continuous Internal Assessment (CIE)

The Continuous Internal Evaluation (CIE) process includes class tests, assignments, seminars, group discussions, Viva-Voce, filed project and industrial visits, which evaluate not only academic performance but also essential soft skills such as teamwork and communication. The Internal Assessment Examination Committee oversees the CIE, announcing exam schedules in advance and ensuring transparency in the evaluation process.

During the pandemic, the transition to online platforms such as Google Classroom and Zoom allowed for uninterrupted learning and assessment. The college adopted digital tools for quizzes and assignments, reinforcing its commitment to maintaining educational standards despite external challenges. Faculty members prepare various question sets, and evaluations include detailed feedback to help students identify areas for improvement.

Student Support and Faculty Development

Recognizing the diverse needs of students, the college offers additional support mechanisms, such as remedial classes for slow learners and a **"Difficulty Counter"** for real-time assistance with academic queries. **The Mentor-Mentee** scheme further enhances student engagement, allowing faculty to provide personalized guidance and track academic performance effectively.

Faculty development is prioritized, with opportunities for attending workshops and refresher courses, ensuring that educators remain current with pedagogical trends and content knowledge. The institution's library is equipped with extensive ICT facilities, providing access to e-journals and other resources that support both teaching and learning.

Feedback and Continuous Improvement

Feedback mechanisms are in place to evaluate the curriculum's effectiveness continuously. Program outcomes and course objectives are clearly articulated and accessible to all stakeholders, fostering an environment of accountability and engagement. The college organizes guest lectures from industry experts to bridge the gap between theory and practice, enriching the educational experience.

Regular internal and external audits assess the delivery of the curriculum, ensuring alignment with institutional goals and facilitating continuous improvement. The Academic Committee meets regularly to review semester progress, allowing for timely adjustments to the academic calendar in response to any changes from the university.

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: 31

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](#)

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 54.15

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

2023-24	2022-23	2021-22	2020-21	2019-20
526	466	587	382	370

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 College is committed to addressing crosscutting issues such as Professional Ethics, Gender Equality, Human Values, Environment, and Sustainability through its curriculum and various institutional programs across multiple disciplines.

Curricular Integration of Crosscutting Issues

The college ensures that relevant crosscutting topics are covered through the prescribed university syllabus. Subjects in Science, Humanities, Commerce, and Social Sciences incorporate critical areas like Professional Ethics, Gender Equity, Human Values, and Environmental Sustainability.

- **Professional Ethics**: Subjects in Commerce and Management emphasize professional ethics, including accountability, integrity, and ethical decision-making in business practices.
- **Gender Equity**: The Humanities curriculum includes chapters that address gender issues, raising awareness about equity, gender roles, and the challenges faced by women. Additionally, the college has established mechanisms to reinforce gender sensitivity, such as regular gender audits and initiatives like the *Vishakha* Committee, which addresses issues related to sexual harassment and promotes women's welfare.
- **Human Values**: Humanities and Social Science courses explore human values, including empathy, respect, and community service, fostering moral character and social responsibility among students. The college organizes various programs that promote leadership, discipline, and a secular outlook.
- **Environment and Sustainability**: Environmental concerns are addressed through courses in Environmental Science and Life Sciences. The subject of Environmental Science provides detailed information on ecological balance, sustainable practices, and conservation. Life Sciences also integrate knowledge on environmental sustainability and biodiversity conservation.

Additional Mechanisms for Addressing Crosscutting Issues

- **Gender Sensitization and Health Awareness**: Health awareness programs, such as hemoglobin and blood group testing, are conducted regularly, especially for female students. Diet plans are suggested based on test results. Programs like *Swayamsiddha*, a value-added course, teach girls self-defense techniques, helping them feel empowered and prepared for challenges.
- **Workshops and Campaigns**: Workshops on "Health and Hygiene," "Rubella Mata Vaccination" camps, and programs on "Domestic Violence" help address gender and health issues. During the COVID-19 pandemic, the college took an active role in community outreach by distributing masks and collaborating with local health authorities for the "Vaccination at Our Door" initiative.

Environmental Awareness and Sustainability Initiatives

- **Environmental Programs**: The institution observes key environmental days such as "World Environment Day" on June 5, "Wildlife Conservation Week" from October 1 to 7, and "World Sparrow Day" on March 20.
- **Tree Planting and Green Initiatives**: The National Service Scheme (NSS) unit plays a pivotal role in environmental conservation through activities like the *Mission Oxygen* program, which includes tree planting and the maintenance of an Oxygen Park, rose gardens, and green lawns. Additionally, the college promotes the "Green, Clean, and Healthy Village" campaign, which

involves plastic-free campus initiatives, tree plantations, and awareness drives about sustainable living.

Promoting Human Values and Ethics

The college places significant emphasis on instilling human values in its students. Activities like "National Yoga Day" promote physical and mental well-being, while initiatives such as the *Har Ghar Tiranga* campaign during India's 75th Independence celebrations foster a sense of patriotism and national pride. Students participate in rallies, street plays, and group singing to commemorate the contributions of freedom fighters and reinforce values of unity and respect.

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

1.3.2

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

Response: 30.03

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

Response: 342

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: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 61.73

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

2023-24	2022-23	2021-22	2020-21	2019-20
602	526	335	327	341

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

2023-24	2022-23	2021-22	2020-21	2019-20
826	746	680	600	600

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 59.45

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

2023-24	2022-23	2021-22	2020-21	2019-20
262	239	176	165	174

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

2023-24	2022-23	2021-22	2020-21	2019-20
409	369	337	297	297

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: 36.74

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:

Enhancing Learning Experiences

The college has embraced a range of student-centric methodologies to enrich the educational experience of its students. By implementing CAP Project (Career Building, Academic Building & Physical Building of student) through experiential learning, participative learning, and problem-solving methodologies, the college fosters an environment where students are actively engaged in their learning processes.

Experiential Learning

At the core of the college's pedagogical approach is experiential learning prevalent across disciplines such as Science, Commerce, and the Arts. Practical sessions in laboratories allow students to gain hands-on experience, bridging the gap between theory and practice. Departments such as Chemistry, Sociology, and Botany conduct field surveys and market analyses that not only reinforce academic learning but also connect students with real-world applications. The "Earn While You Learn scheme" and the "Entrepreneurship Development Cell" further provide platforms for practical engagement. Moreover, industry visits enrich students' understanding of professional environments, reinforcing the relevance of their coursework.

To support this experiential learning, the college is equipped with state-of-the-art laboratories, a comprehensive library, and robust ICT facilities. Faculty members effectively utilize ICT tools such as PowerPoint and online resources like YouTube, making the learning experience more engaging and interactive.

Project-Based Learning

Project-based learning is another crucial component of the curriculum, allowing students to dive deeper into subjects. This approach encourages independent research and critical thinking, particularly in STEM fields. Postgraduate students undertake field projects and internships as part of their curriculum, guided by faculty who help them apply theoretical knowledge in practical contexts. This method not only fosters research skills but also enhances students' ability to collaborate and communicate ideas.

Participative Learning

Participative learning is actively promoted through various initiatives. The college's National Service Scheme (NSS) engages students in community service projects, such as village adoption and environmental drives, thereby nurturing a sense of social responsibility. Collaborative activities, such as workshops, seminars, and cultural events, further encourage student participation and engagement. For instance, students from the Mathematics department provide extra classes in Vedic Maths at local schools, while the English department adapted to the challenges posed by the COVID-19 by offering online English language classes.

Problem-Solving Methodologies

To cultivate logical thinking and practical problem-solving abilities, the college integrates problem-solving methodologies across subjects like Physics, Mathematics, and Computer Science. Group discussions and collaborative projects enable students to tackle complex issues, promoting analytical

skills essential for their future careers. With free internet access and extensive research support from faculty, students are well-equipped to explore solutions to real-world problems.

ICT-Enabled Infrastructure

The college has established comprehensive ICT-enabled infrastructure with classrooms equipped with smart boards and projectors, facilitating interactive learning. The availability of computers, online resources, and software tools across departments enhances the academic experience, enabling faculty to deliver dynamic lessons. The college leverages platforms such as Google Drive for storage and developed its own app, "JVMD," to maintain continuity in learning during the pandemic. Students and faculty have access to a wealth of e-learning resources, including e-journals, e-books, and platforms like SWAYAM-NPTEL, which contribute significantly to academic development.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 89.04

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

2023-24	2022-23	2021-22	2020-21	2019-20
47	31	24	22	22

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

2.4.2

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

Response: 56.92

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	16	14	13	13

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal and External Assessment Mechanisms

At the college, the mechanisms for internal and external assessments are meticulously designed to be transparent and efficient, ensuring a fair academic environment. This system encompasses a structured approach to both assessment processes and grievance redressal, fostering a sense of trust among students and faculty.

Internal Assessment Mechanism

The internal assessment framework is spearheaded by the Internal Quality Assurance Cell (IQAC) in conjunction with the Examination Committee. At the academic year's onset, an annual academic

calendar is established, detailing the schedule for internal assessments. This calendar is developed with input from Heads of Departments (HoDs) and is communicated to students and parents during orientation sessions, ensuring clarity from the beginning. All relevant information is readily accessible on the institution's website, further enhancing transparency.

Subject teachers distribute syllabi for internal assessments at least one week in advance, allowing students sufficient time to prepare. Evaluation criteria are clearly outlined, with question papers moderated by HoDs to ensure alignment with learning outcomes. Students undertake assessments through various methods, including unit tests, assignments, and project work, allowing for a comprehensive evaluation of their academic progress.

Feedback is a cornerstone of the internal assessment process. Evaluated answer sheets are returned to students, along with constructive feedback aimed at improving their performance. Marks are publicly displayed on departmental notice boards, and students are encouraged to discuss any concerns directly with their subject teachers. Should issues remain unresolved, the grievance can be escalated to the HoD, ensuring timely intervention. The college implements a **Difficulty Counter** to assist students facing evaluation-related challenges. **Mentor-teachers** are available to provide guidance, particularly those experiencing personal or financial difficulties, reinforcing the institution's commitment to student support.

External Assessment Mechanism

For external examinations, the college follows the university's schedule/ guidelines meticulously. Examination papers are delivered through secure online portals to prevent leaks, and answer sheets are provided by the university. The college's Examination Committee works in close collaboration with university authorities to uphold examination integrity.

Grievances related to external assessments are handled promptly. Common issues include out-of-syllabus questions and misprints on question papers. In such cases, grievances are reported to the university's Board of Examinations for resolution. Following examinations, answer sheets are sent for centralized evaluation, with results typically declared within 45 days. The college assists students in addressing concerns regarding undervaluation or clerical errors in their results, facilitating the submission of necessary documents for corrections.

Students can also request a photocopy of their evaluated answer sheets or apply for revaluation within a specified timeframe, ensuring transparency in the grading process.

Grievance Redressal System

The grievance redressal system at Antyoday Mahavidyalaya is both structured and efficient. Internal assessment grievances are addressed through a clear hierarchy, from subject teachers to HoDs, ensuring timely resolutions. For external grievances, a systematic approach involving the university's examination board guarantees that issues are resolved within a stipulated time frame.

The institution also adheres to inclusive practices, providing special provisions for differently-abled students, such as assigning writers and allowing extra time during examinations.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) are clearly defined and communicated to all stakeholders. These outcomes reflect the institution's commitment to its Vision and Mission while aligning with the guidelines set by the University Grants Commission (UGC) on Graduate Attributes. The Programme Outcomes (PO) represent the broader goals that all students are expected to achieve by the end of their academic Programme. These outcomes emphasize critical thinking, problem-solving, research aptitude, and value-based education. The Programme Specific Outcomes (PSO) are designed by individual departments, reflecting the vision, mission, and specific objectives of their respective disciplines. They cater to the specialized skills and knowledge students are expected to acquire in each Programme. Course Outcomes (CO) are formulated by each department, in collaboration with course teachers, based on the expected cognitive, affective, and psychomotor learning levels of students.

The entire curriculum structure is aligned with these outcomes. For each course, a detailed Outcome-Based Education (OBE) module is created, comprising the course's topics, the number of hours required for each unit, recommended study materials, teaching methods, and an explicit mapping of Course Outcomes to Programme Outcomes and Programme Specific Outcomes.

Communication of Outcomes:

The college ensures that these outcomes are accessible and clearly communicated to all students and faculty. The Programme, Programme Specific, and Course Outcomes (PO, PSO, CO) are made available through the following methods:

- **College Website:** The outcomes are prominently displayed on the college website, making them accessible to both students and the general public. The URL for accessing the outcomes is https://www.jvmd.co.in.
- **Departmental Notice Boards:** Each department displays the outcomes on their notice boards, ensuring that students are regularly reminded of their academic goals.
- **Induction Program:** During the annual induction program for new students, the Principal, IQAC Coordinator, and senior faculty members formally introduce the outcomes to students, explaining their importance and relevance.
- **Classroom Sharing:** Subject teachers also communicate these outcomes during classroom sessions, ensuring that students are aware of their learning targets in each course. This allows

students to understand what is expected of them from the very beginning.
- **Library and Departments:** Hard copies of these outcomes are also available in the departments and the college library for students to refer to as needed.

Measuring Attainment of Outcomes:

The attainment of Course Outcomes and Programme Outcomes is systematically assessed at various stages of the Programme. Course Outcomes are evaluated at the end of each course through assignments, tests, and other assessments, while Programme Outcomes are measured upon the completion of the Programme. The college employs the Choice Based Credit System (CBCS), giving students the flexibility to select courses based on their interests. This system, coupled with the OBE framework, ensures that students can tailor their education while working towards well-defined outcomes.

To ensure continuous improvement, the Internal Academic Audit Committee reviews the attainment of PO, PSO, and CO at the end of academic session. This process helps maintain the quality and relevance of the academic programmes, further reinforcing the institution's commitment to outcome-based education

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:

Evaluation of Attainment of Program Outcomes (POs) and Course Outcomes (COs)

The evaluation of Program Outcomes (POs) and Course Outcomes (COs) is a systematic process embedded within our academic framework. This mechanism ensures that the learning objectives set for each program are effectively met, providing tangible evidence of student progress and institutional effectiveness.

Framework for Evaluation

At the college, the evaluation process begins with a clear articulation of POs and COs for each program and course. These outcomes are derived from the curriculum guidelines established by the university and align with the national educational standards. Each course outlines specific COs that contribute to the overarching POs. This alignment ensures that every course is purpose-driven, enhancing the coherence of the educational experience.

Assessment Methods

Unit Tests and Mid-Term Examinations: Regular assessments are conducted to gauge students' understanding of key concepts. The performance in these tests provides insights into the effectiveness of the teaching methodologies and students' grasp of the material.

Assignments and Projects: Students are required to complete assignments and projects that demonstrate their ability to apply theoretical knowledge in practical scenarios. These assignments are assessed against predefined rubrics that reflect the expected POs and COs.

Practical Examinations: For courses with a practical component, evaluations are conducted to assess students' hands-on skills and their ability to integrate knowledge in real-world applications.

Feedback Mechanisms: Students receive constructive feedback from faculty on their performance, enabling them to understand their strengths and areas for improvement. This feedback is crucial for fostering a growth mindset.

Data Collection and Analysis

After assessments, data is collected systematically. Marks obtained in various evaluations are compiled and analysed to determine the level of attainment for both POs and COs. This data is reviewed by the Internal Quality Assurance Cell (IQAC) and the respective HoDs to ensure that assessment outcomes are reflective of student learning.

The analysis involves comparing the average scores of students against the benchmark set for each PO and CO. If the benchmark for a specific CO is set at 70% attainment, the collective results from tests, assignments, and projects are evaluated to ascertain whether this target has been met.

Continuous Improvement

The evaluation results are not merely for documentation; they serve as a foundation for continuous improvement. Based on the findings, the faculty engages in curriculum review sessions to identify areas that require enhancement. If a significant number of students struggle with a particular concept, additional resources or instructional strategies are introduced. This iterative process ensures that teaching practices evolve to meet student needs effectively.

Evidence of Attainment

To provide concrete evidence of attainment, the institution maintains records of assessment scores, feedback forms, and analysis reports. These documents serve as a reference for accreditation processes and internal audits, illustrating how effectively POs and COs are being achieved.

Students success rates, graduation rates, and feedback from alumni about their preparedness for professional environments further corroborate the effectiveness of the POs and COs. Surveys conducted among employers also reflect the institution's success in meeting industry standards and expectations.

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

2.6.3

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

Response: 83.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
330	131	238	179	81

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

2023-24	2022-23	2021-22	2020-21	2019-20
396	221	253	202	82

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.89

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: 8.62

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

2023-24	2022-23	2021-22	2020-21	2019-20
1.90	2.42	0.20	0.80	3.30

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:

Innovative Ecosystem: Integrating IKS and Entrepreneurship

College is dedicated to fostering an innovative ecosystem that not only emphasizes academic excellence but also integrates the IKS into our educational framework.

Integrating IKS into Education

Our institution integrates traditional knowledge and practices into the curriculum and campus activities that celebrates Indian culture and knowledge. This integration deepens students' understanding of their cultural heritage and makes education more relevant. Faculty members are encouraged to create subject materials in regional languages. By translating vocational courses and value-added online resources into local languages, we ensure that learning is inclusive and relatable.

IPR Policy and IPR Cell

Institution has implemented a comprehensive IPR policy to guide faculty and students in protecting their innovations. IPR Cell and EDC have been formed to facilitate the understanding and application of intellectual property laws. These cells organize workshops and training programs to raise awareness of IPR and entrepreneurship, thus equipping students and faculty with the necessary skills to safeguard their creations.

Incubation Centre:

College has incubation center to inculcate and nurture the culture of innovation among students. Centre has undertaken many activities like preparing Vermi compost, Dress Designing, Rakhee making and eco-friendly pot making etc. These activities are carried out under the mentorship of expert faculties.

Community Engagement and NSS Activities

NSS activities focus on community engagement, particularly in adopted villages and in schools for transfer of knowledge. By emphasizing the use of the Marathi language, we enhance our outreach efforts and strengthen students' connections to their cultural roots with diverse traditions.

Promoting Multilingual Communication

The college magazine and wall magazines are published in Marathi, Hindi, and English, providing a platform for students to express their creativity and viewpoints in their preferred languages.

Research and Innovation Mechanism

To promote a research-oriented culture, we have established a Research Advisory Committee that supports faculty and students, especially those pursuing doctoral studies. Over the past five years, the college has seen significant achievements, including the recognition of faculty members as Ph.D. supervisors by the affiliating university with 6 doctoral completions and 12 students currently pursuing their Ph.D. under college supervision.

Initiatives for Knowledge Creation and Transfer

RAC encourages faculty to submit research proposals and present their work at various seminars and conferences. College has organized 34 significant events during the assessment period. Additionally, our 36 Memorandum of Understanding (MOUs) with reputed institutions enhance collaborative research opportunities.

Over the past five years, faculty have published 93 research papers, 28 books, and secured 14 patents, reflecting our strong academic output. Many of these works serve as reference materials in the university syllabus, further contributing to knowledge transfer.

Empowering Students through Research and Entrepreneurship

College actively promotes students' involvement in research through events like Youth Festival and Avishkar. The Entrepreneurship Cell in collaboration with Incubation center provides essential resources

for students to develop and incubate their innovative ideas. By promoting regional arts and crafts through its Entrepreneurship Development Cell, the college encourages students to engage with local traditions and develop entrepreneurial ventures based on indigenous knowledge.

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

3.2.2

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

Response: 13

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

2023-24	2022-23	2021-22	2020-21	2019-20
02	05	02	02	02

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: 1.27

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

2023-24	2022-23	2021-22	2020-21	2019-20
12	13	17	7	7

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

3.3.2

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

Response: 0.34

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

2023-24	2022-23	2021-22	2020-21	2019-20
07	03	02	01	02

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

3.4 Extension Activities

3.4.1

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

Response:

The College has actively carried out various extension activities in collaboration with the National Service Scheme (NSS) unit and other stakeholders in the community. These initiatives aim to sensitize students to social issues and foster their holistic development. By engaging students in real-world social challenges, the college has successfully integrated academic learning with social responsibility.

Mission Vision Project and Village Adoption

As part of Mission Vision Project, the college adopted Devgram Village, focusing on the upliftment and counseling of poor families. This initiative involved continuous support to the village through various extension activities, ensuring a tangible impact on both community and the students involved. The holistic development of students is emphasized through these real-world engagements, allowing them to become socially aware and responsible citizens.

Annual and Special Programs

The college organizes a series of regular and special programs that address critical social issues.

Awareness Campaigns: The NSS unit actively conducted awareness programs on crucial social issues like AIDS, tobacco use, environment conservation, and human rights. Campaigns such as the *Tobacco-Free Campaign*, *World AIDS Awareness Day*, and *Human Rights Day* (10 December) not only raised awareness but also created a platform for student engagement in addressing these societal concerns.

Health and Medical Camps: The institution regularly conducted *Blood Donation Camps*, *Health and Eye Camps*, and *Immunization Camps* to improve community health, especially in Devgram Village. The students' participation in these initiatives exposed them to public health challenges and prepared them to

contribute meaningfully to health promotion.

Commemorative Celebrations: National events such as *Independence Day*, *Constitution Day* (26 November), and *Mahatma Gandhi's Birth Anniversary* are celebrated to instill patriotic values and civic responsibility in students. Celebrations of icons like *Chhatrapati Shivaji Maharaj Jayanti* (19 February) and *Dr. Babasaheb Ambedkar Jayanti* (14 April) reinforce values of leadership, justice, and equality.

Women Empowerment Programs: The institution has been proactive in conducting various workshops and programs to empower women, including *Self-Defense Training for Girls*, *Women Empowerment Programmes*, and a *Workshop on Women's Health & Security*. These initiatives help students and women from the community to build confidence and understand their rights and responsibilities.

Environmental Activities: Through activities like *Tree Plantation Drives*, *Cleanliness Rallies* organized under the *Swachh Bharat Abhiyan*, and *Renewable Energy Awareness Programs*, students are sensitized to environmental issues. These activities contribute to building a generation of environmentally conscious citizens.

Response during COVID-19

During the COVID-19, the college responded promptly with essential services, including *Mask*, *Medicine & Sanitizer Distribution*, and *Vaccination Camps*. These efforts ensured the safety and well-being of the community and provided students with a first-hand experience of crisis management and public service.

The extension activities had a significant impact on students, encouraging their holistic development. These programs help students cultivate leadership, communication, and organizational skills. They gained a deeper understanding of social issues related to their academic and personal lives with a sense of empathy and responsibility. The exposure to diverse social challenges equips students with the mindset to serve their communities, promoting lifelong learning and civic engagement.

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 College has made remarkable contributions to extension activities, achieving a range of awards and

recognitions from government and government-recognized bodies. The college's dedication to the holistic development of students and faculty members through extension initiatives has been acknowledged across various platforms, fostering a culture of social responsibility, leadership, and cultural enrichment within the institution. This commitment has earned the college **42 awards** for student achievements in debate, elocution, cultural events, and sports, while faculty members have been honored with **11 awards** in recognition of their dedicated involvement in extension and service-oriented activities.

Achievements in Debate and Elocution Competitions

The College students have consistently excelled in debate and elocution competitions, showcasing their oratory skills and critical thinking. This has led to numerous awards, including the prestigious *Best Debater* and *Best Orator* awards, received multiple times from reputed institutions. These achievements reflect the college's emphasis on developing effective communication and analytical skills among students, essential for their academic and personal growth. Recognition in these fields not only builds confidence but also prepares students for leadership roles in their future endeavors.

Success in Cultural Events

The college has also fostered partnerships which have provided students with ample opportunities to showcase their artistic talents. These collaborations have been instrumental in the cultural growth of the students, who have excelled in fields such as music, dance, acting, and anchoring. Several students have received accolades, including awards like the *Best Singer Award*, *Best Acting Award*, and *Best Redder Award*, highlighting their exceptional performance in the arts. The partner institutions/ academy awarded the students with honors such as the *Singing Award* and the *Best Anchor Award*, which underscores the academy's role in nurturing the cultural and artistic skills of the college's students in the form of medals and prizes. The talents of the students was recognized by awarding them for excellence in singing, acting, and other performing arts, thus contributing to the overall cultural development within the college.

Recognition in NSS Activities

The college has a strong focus on social responsibility, with a well-organized NSS program that encourages students to actively engage in community service. As a result of their commitment to social welfare, several students have been awarded the *Best NSS Volunteer Award*, acknowledging their dedication to community service and societal contribution. This recognition reflects the college's mission to instill a sense of civic responsibility and compassion among its students, helping them become responsible citizens.

Faculty Achievements and Recognitions

The faculty members have also been recognized for their valuable contributions to extension activities. **Notable awards** like Best College Award, Best Principal Award, Best NSS Programme Officer Award, Young Principal Award etc. received by the faculties at national and international platforms.. Additional recognitions from the Shikshan Kalyan Nidhi Samiti, Nagpur University, have also been awarded, highlighting the faculty's commitment to service-oriented programs and their positive impact on society. Through these accomplishments, the college has demonstrated a sustained commitment to excellence in extension activities, fostering a culture that encourages both academic and extracurricular growth.

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: 117

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

2023-24	2022-23	2021-22	2020-21	2019-20
31	24	21	23	18

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 6

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Infrastructure and Facilities

Antyoday Mahavidyalaya is committed to fostering academic excellence through a well-designed infrastructure that supports both undergraduate (UG) and postgraduate (PG) programs. The institution's 13-acre campus features a total built-up area of 4,727 square meters across G+1 floors, equipped to accommodate diverse educational and extracurricular activities effectively.

Teaching and Learning Facilities

The college prioritizes an enriched learning environment through its comprehensive teaching facilities. It has **41 classrooms**, including **5 ICT-enabled** and 2 **smart classroom** equipped with LCD/DLP projectors, fostering interactive learning. The campus also houses **7 research laboratories** for disciplines such as Microbiology, Chemistry, and Computer Science, ensuring students have access to state-of-the-art equipment for practical learning. Additionally, the college features dedicated **computer labs** with 20 computers, providing students with hands-on experience in relevant software.

The **central library** is another cornerstone of the academic framework, stocked with a broad selection of books and journals, and equipped with NLIST-INFLIBNET access for e-resources. The library's computerized catalog system enhances accessibility, allowing students to efficiently locate materials.

ICT-Enabled Facilities

In today's digital age, the institution is equipped with advanced ICT facilities, including high-speed internet, **computers** (65 desktops and 20 laptops), scanners, printers, and visual aids, all aimed at enhancing the teaching-learning process. The **Learning Management System (LMS)** is integrated into the curriculum, allowing for a seamless blend of traditional and digital education methods.

Cultural and Sports Facilities

Recognizing the importance of holistic development, Jeevan Vikas Mahavidyalaya provides ample facilities for cultural and sports activities. The **Matoshri Auditorium** can accommodate 250 people and is equipped with modern sound and multimedia systems, making it ideal for cultural events, seminars,

and workshops. Additionally, the institution has designated **open spaces** for larger gatherings, enhancing community engagement.

For sports, the institution boasts an **indoor sports complex** of 12,000 square feet and a **2-acre outdoor playground**. The sports infrastructure supports various activities, including badminton, cricket, and athletics, promoting physical fitness and teamwork among students. The sports department is well-equipped with essential gear, ensuring students have access to high-quality facilities.

Health and Wellness Facilities

The college also emphasizes student wellness through its **gymnasium** and **yoga centre**. The gym spans 150 square meters and is equipped with modern fitness machines, catering to diverse fitness needs. The **yoga centre**, occupying 80 square meters, provides a tranquil space for practice, with professional instructors available to guide sessions. Regular workshops, such as "Pranayam Shibir," foster mental and physical well-being, reinforcing the college's commitment to holistic education. For larger yoga events, the indoor sports complex is utilized.

Recent Developments

Significant investments in infrastructure over the past five years, totalling over ?2 Crores, have led to the creation of new laboratories and improved facilities across the campus. This continuous enhancement reflects the institution's dedication to providing a conducive learning environment.

The college offers an array of facilities that are well-structured to promote academic success and overall development. The combination of state-of-the-art classrooms, extensive library resources, dedicated sports complexes, and wellness centers provides students with an enriching educational experience, preparing them for future challenges

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

4.1.2

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

Response: 24.95

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

2023-24	2022-23	2021-22	2020-21	2019-20
4.36559	17.20387	22.18802	16.71808	42.46896

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library Automation and Digital Facilities

The College Library has embraced modern technology through its complete automation via the Integrated Library Management System (ILMS) since 2016. Utilizing the NLIST-INFLIBNET software, the library efficiently manages all essential operations, including acquisition, cataloguing, and circulation, thereby enhancing accessibility and usability for both students and faculty.

Automation and Management

The library employs a systematic approach to cataloguing, classifying books according to the DDC Scheme. Each book features a bar-coded spine label, which, along with bar-coded borrower tickets, book cards, facilitates efficient tracking and management. To support these automated services, the library is equipped with one server system and five computers dedicated to library operations, Online Public Access Catalogue and the Network Resource Centre. Additional equipment such as scanners, printers and barcode readers are also available, ensuring comprehensive support for users.

E-Resources and Accessibility

The library is well-resourced with e-materials to complement its physical collections. The use of **4i**

software for managing library activities allows for streamlined processes in issuing and returning books through barcoding. Moreover, dedicated sections accommodate reference materials, journals, and magazines, enhancing the user experience. Recently the College has purchased new updated and cloud-based **Lib-Auto (Library Automation)** software for library.

Significantly, the library offers access to vast e-resources through NLIST and DELNET. NLIST provides over **135,000 e-books** and **6,000 e-journals**, empowering both students and faculty with remote access to essential academic materials. New students receive orientation on library facilities, and training sessions on utilizing the NLIST and DELNET consortia are organized for research scholars and staff, fostering a culture of research and self-directed learning. The all resource materials of the faculty has been stored in digital form for the benefit of the students. All on online lectures, videos are also available in the library.

Network Resource Centre and Facilities

The Network Resource Centre enhances the library's capabilities, allowing users to access OPAC for easy book retrieval. This digital interface simplifies the search process, enabling students to locate materials quickly. Furthermore, the library hosts a book-bank scheme, providing additional support to students in need, ensuring that all learners have equitable access to resources.

The library's commitment to digitalization is evident in its fully computerized operations, reinforced by barcode technology. This modernization not only enhances management efficiency but also significantly improves user engagement. The college maintains a regularly updated website, www.jvmd.co.in, offering current information to students, parents, and alumni, while the campus-wide Wi-Fi ensures that students can access resources seamlessly.

Support for Inclusivity

Recognizing the diverse needs of its student population, the library also features facilities for differently-abled individuals. This commitment to inclusivity is reflected in the availability of Braille materials and specialized software, ensuring that all students can benefit from library resources.

The library is a well-equipped and fully automated through its effective use of ILMS, e-resources, and dedicated user support to enhance learning experience and foster collaborative environment. By continually adapting to technological advancements and user needs, the library stands as a cornerstone of the institution's commitment to academic excellence and holistic development.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college consistently updates its IT facilities, including Wi-Fi.

Computing Infrastructure

The college maintains a robust IT infrastructure with 65 computers and 20 laptops, all equipped with internet access. These devices are distributed across various departments, the administrative office, and the library. The institution provides advanced technological aids like LCD projectors, overhead projectors, scanners, printers, smart boards, and visualizers to support the users .

The initial configuration computing devices started with Intel Pentium Dual Core processors, 1GB RAM, 255GB hard drives, and 19.5" monitors. With the growing demand for more power, the computers have been upgraded to Intel Pentium 3.1 GHz processors, 8GB RAM, 1TB hard drives, and 27" monitors. The LAN facility connects the central library, computer lab, administrative office, and principal's chamber.

Internet and Wi-Fi Upgrades

Over the time, the college upgraded its system to broadband with LAN connections, and now utilizes fiber optic cables for faster speeds. This fiber optic connection operates at a band of 5 GHz with a link speed of 866 Mbps for both transmission and reception, ensuring fast and reliable internet across campus. Wi-Fi is available throughout the campus, providing 1 GB of free access to every student. The wireless network is configured to ensure robust connectivity, supporting academic research, digital learning, and communication.

Security and Power Backup

To maintain the integrity and security of its IT systems, the college regularly updates antivirus software such as Quick Heal Pro, Quick Heal Total Security, and Net Protector Pro on all computers. The institution is also equipped with inverters, UPS (Uninterrupted Power Supply), and a diesel generator to ensure continuous power and protect IT equipment during outages.

Licensed Software and Applications

The college has access to a wide range of licensed software to support educational and administrative activities, including:

- Microsoft OS (Windows XP, 7, 8, 10) and Windows Server (2008, 2012)
- Microsoft Office (2007-2019) and Visual Studio 2008
- Programming languages: C, C++, Java

- SQL Server, Acrobat Master Pack, SPSS 20, Tally ERP9
- Design tools like CorelDraw, Dreamweaver, Photoshop
- Specialized software for library management (Soul 3.0) and administration (Campus ERP)

The library also provides access to N-LIST e-resources, offering a broad range of e-books and journals. Additionally, OPAC (Online Public Access Catalogue) allows students to search for library materials online.

Innovative IT Solutions

The institution has developed unique applications and platforms to enhance learning and engagement:

- The Talking Tree App, created by the Botany Department, allows users to scan QR codes attached to trees on campus to access detailed information about them.
- During the COVID-19 pandemic, the college subscribed to Big Blue Button LMS for online lectures and used platforms like Google Classroom, Google Meet, Zoom, and YouTube for live streaming of lectures.

Additional IT Facilities

- CCTV.
- Biometric machines
- The library is fully automated using the 4I software.
- The college has a static IP address.

Maintenance and Support

The college has a long-term Annual Maintenance Contract (AMC) with Adi Multi Corp. Amravati, ensuring that all IT facilities are properly maintained and kept in optimal working condition.

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

4.3.2

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

Response: 17.52

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

Response: 65

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

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 5.37

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

2023-24	2022-23	2021-22	2020-21	2019-20
12.11	2.49	3.42	0.93	3.20

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 92.13

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

2023-24	2022-23	2021-22	2020-21	2019-20
813	910	750	833	660

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

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

Response: 63.34

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

2023-24	2022-23	2021-22	2020-21	2019-20
684	569	530	513	431

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: B. 3 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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 39.76

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

2023-24	2022-23	2021-22	2020-21	2019-20
141	34	34	72	45

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

2023-24	2022-23	2021-22	2020-21	2019-20
330	131	238	179	81

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

5.2.2

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

Response: 6.64

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

2023-24	2022-23	2021-22	2020-21	2019-20
03	08	03	02	26

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**
Provide Links for any other relevant document to support the claim (if any)	**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: 45

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	17	11	00	4

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 4.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	5	4	5	4

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

5.4 Alumni Engagement

5.4.1

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

Response:

The College has registered Alumni Association (Regd. No. Nagpur/ 0000482/2018) and regularly organizes alumni meet for the benefit of the students. Through financial and other support services, the Alumni Association has contributed to the academic and infrastructural advancement of the college while remaining committed to the welfare of its students and the broader community.

Financial Support

The Alumni Association consists of former students who are now well-settled in their careers, many of whom have expressed a desire to give back to their alma mater. Over the past five years, the association has contributed generously, with alumni donating over Rs. 2 lakh towards the college's academic and infrastructural development. In addition to monetary donations, the alumni have also provided valuable resources such as books, equipment, instruments, and computers. Notably, the college cafeteria was constructed with funds donated by the association.

Student Welfare Initiatives

The Alumni Association supported students from economically disadvantaged backgrounds. Each year, the association adopts one needy or orphaned student, covering their educational expenses. The college also grants these students free admission as part of its free-ship program. This initiative reflects the alumni's dedication to ensuring that deserving students, regardless of their financial circumstances, can access quality education.

Village Building Program and Social Commitment

The college Alumni Association has shown a deep commitment to social causes. The association has initiated a Village Building Program aimed at the upliftment of underprivileged communities. By participating in outreach programs, the alumni demonstrate their concern for societal welfare, mirroring the college's mission of social responsibility.

Other Support Services

Beyond financial contributions, the Alumni Association is actively involved in organizing a range of programs to benefit students and the broader community.

Alumni Meet and Felicitations: Regular alumni meets are organized to motivate and guide current students. During these events, meritorious students are felicitated by prominent alumni who share their personal experiences and success stories, inspiring students to strive for excellence.

Guest Lecture Series and Workshops: The association organizes guest lectures and workshops focusing on key skills such as oratory, personality development, communication, and entrepreneurship. Distinguished alumni from various fields are invited to share their knowledge and insights, providing students with practical, real-world advice.

Career Guidance and Placement Services: Alumni who hold leadership positions in their respective industries often conduct career guidance programs. They provide students with information on career opportunities, help them prepare for interviews and group discussions, and assist them in navigating the job market. Several alumni have also offered placement opportunities to graduating students, helping them achieve their career goals.

Blood Donation Camps and Health Check-ups: The association has organized several blood donation and health check-up camps, contributing to the well-being of both students and the local community.

Participation in Outreach Activities

Many alumni have gone on to establish their own social organizations, such as Devgram Foundation, Shashikala Foundation, and Shivaba Smarak Samiti. These organizations collaborate with the college to carry out community outreach programs, including food and clothing distribution at old age homes, cleanliness drives, and support during the COVID-19 pandemic.

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

Institutional Governance and Leadership

The governance and leadership framework at Antyoday Mahavidyalay is intricately aligned with the institution's vision and mission, fostering an environment conducive to the growth and development of its students, particularly those from financially disadvantaged backgrounds. The college's commitment to "Antyodaya" reflects its dedication to uplifting marginalized communities, especially women and rural populations. This alignment is evident in various institutional practices, including the implementation of the National Education Policy (NEP), a decentralized governance structure, and an active participation of stakeholders in decision-making processes.

Nature of Governance

The governance model at Antyoday Mahavidyalay embraces a democratic and participatory approach, ensuring that all stakeholders—students, faculty, and community members—have a voice in the administration. The College Development Committee (CDC), established under the Maharashtra Public University Act of 2016, plays a crucial role in formulating and approving comprehensive plans that guide the academic and infrastructural development of the college. The principal acts as the executive authority, while sharing governance responsibilities with heads of departments and committee coordinators. This structure not only promotes transparency but also enhances accountability, as diverse perspectives are considered in policy formulation and implementation.

Perspective Plans

Jeevan Vikas Mahavidyalaya, has established clear short-term and long-term perspective plans that reflect its mission of providing quality education and community service. These plans encompass several strategic initiatives, including the application for grants from various governmental and non-governmental agencies, vertical expansion of infrastructure, and renovations aimed at revitalizing aging facilities. A significant focus is placed on improving teaching and learning methodologies through the integration of Information and Communication Technology (ICT) and other innovative practices. Moreover, the introduction of new undergraduate and postgraduate programs, alongside skill development courses, demonstrates a commitment to keeping education relevant and responsive to societal needs.

Participation of Teachers in Decision-Making Bodies

Teachers in the college are not merely facilitators of learning; they are active participants in the institution's governance. Through the staff council and various committees, faculty members influence academic and administrative policies, ensuring that the college's vision and mission are effectively integrated into all aspects of institutional operations. They lead initiatives related to cultural, social, and environmental consciousness, exemplified through their involvement in the National Service Scheme (NSS), Nature Club, and various outreach programs aimed at community development.

Implementation of NEP and Community Engagement

The implementation of the National Education Policy (NEP) is another critical area where the institution's governance and leadership manifest its vision and Mission. By adopting flexible curricula and promoting interdisciplinary learning, Jeevan Vikas Mahavidyalaya is preparing its students to thrive in a competitive world. Furthermore, the college actively engages in community development projects, particularly focusing on adopting students from rural and tribal areas, thereby promoting social justice and self-reliance. Through democratic participation, strategic perspective planning, and an emphasis on community engagement, the institution is not only fostering academic excellence but also contributing significantly to societal upliftment. The college stands as a beacon of hope for the disadvantaged, embodying the principle of Antyoday i.e. "Unto the Last" in every aspect of its operations.

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:

Effective Deployment of Institutional Perspective Plan

The College has successfully deployed its institutional perspective plan, demonstrating significant advancements through a structured governance framework. The strategic initiatives stem from consultations with the Internal Quality Assurance Cell (IQAC) and insights from the NAAC peer team during the 2019 accreditation cycle. This approach has facilitated the effective operation of various institutional bodies, underscoring the college's commitment to quality education and community upliftment.

Strategic Initiatives

The College runs CAP Project (Career, Academic & Physical Building) of students for the overall development. Savitri Shivan Kala Centre through Entrepreneurship cell empowers female students and women in the community by providing opportunities to develop marketable skills while pursuing their education. IQAC of the college has its perspective plans, reflecting a strategic focus on fostering entrepreneurial skills such as computerization, tailoring, and fabric texturing equip students for self-employment, aligning with the college's mission of promoting economic independence.

Administrative Structure

The administrative framework of the college is designed to ensure efficient functioning. The College Development Committee serves as the apex body, integrating members from the parent management, faculty, non-teaching staff, and student representatives, alongside the Principal, who leads academic and administrative efforts. This structure promotes transparency and collaboration in decision-making processes.

The IQAC plays a crucial role in quality assurance, comprising faculty, non-teaching staff, alumni, and industry representatives. This diverse group provides strategic direction, facilitating continuous improvement in both academic and extracurricular activities. Additionally, the Staff Council and Students' Council encourage participatory management, allowing for inclusive governance that enhances institutional effectiveness.

Policy Framework and Compliance

The college operates under a comprehensive policy framework accessible via its website. Key policies, including IT, maintenance, and gender equity policies, guide the institution's operations and ensure compliance with UGC and state regulations. This robust policy framework not only facilitates smooth functioning but also addresses diverse aspects of institutional management, enhancing accountability.

Recruitment and Grievance Redressal

The college adheres to UGC and state service rules for recruitment and promotions, ensuring fairness and transparency in hiring practices. Faculty promotions follow the Career Advancement Scheme (CAS), promoting professional growth among staff. Furthermore, the college has established various committees—such as the Discipline Committee and Anti-Sexual Harassment Committee—to address grievances and maintain a safe environment for all stakeholders. These mechanisms ensure that concerns are handled promptly, fostering a culture of respect and inclusivity.

Decentralized Leadership and Student Involvement

The institution promotes decentralized leadership, with senior faculty members managing their respective departments. This empowers faculty to take ownership of academic and extracurricular planning, driving innovation and quality at all levels. Student participation is equally encouraged through the Students' Council, allowing them to engage in leadership roles within academic and extracurricular committees, further developing their organizational skills.

Jeevan Vikas Mahavidyalaya strategic and perspective plans have been effectively deployed, evidenced

by the operational efficiency of its institutional bodies. With a strong governance framework, comprehensive policies, and active stakeholder participation, the college is well-positioned to fulfil its mission of providing valuable education and fostering community development.

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: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal and Welfare Measures

The College prioritizes the well-being and professional development of its teaching and non-teaching staff through a comprehensive performance appraisal system and a variety of welfare measures. These initiatives are designed to create a supportive work environment, enhancing both job satisfaction and institutional effectiveness.

Welfare Measures

The college offers a range of benefits that ensure financial security and personal well-being for its employees. Various leave options—casual, medical, maternity, and earned leave—allow staff to balance their personal and professional commitments effectively. Additionally, all employees are enrolled in the General Provident Fund (GPF), DCPS, Group Insurance providing a safety net for their future, along with gratuity benefits upon retirement in line with state guidelines.

During five years, the college has funded 32 faculty members to participate in national and international conferences, fostering academic growth. Recognizing exceptional contributions, the institution presents annual awards for Best Teacher and Best Non-Teaching Staff, enhancing motivation among employees.

Health and Wellness Programs

The affiliation with the cooperative society allows staff to access loans for medical emergencies on zero interest. Currently, several staff members have utilized this support, demonstrating its effectiveness in meeting their financial needs. The college provides free blood check-ups and organizes regular health camps through the through society's hospital. Access to gym facilities, sports, and yoga encourages physical wellness, fostering a healthier work-life balance.

Professional Development and Training

The college regularly conducts workshops and training sessions focused on skills enhancement, including computer literacy, communication, and administrative skills. Over the last five years, more than 20 Faculty Development Programs (FDPs) have been organized, reflecting the institution's commitment to ongoing staff development.

Performance Appraisal System

The performance appraisal system at the College is systematic and aligned with UGC regulations. It includes annual self-assessments for teaching staff using the Performance-Based Appraisal System (PBAS). This evaluation covers various aspects, such as teaching effectiveness, research contributions, and involvement in co-curricular activities.

For promotions, the UGC Career Advancement Scheme (CAS) is applied, which relies on the Academic Performance Indicator (API) score. Faculty members are informed in advance about promotional opportunities, ensuring transparency in the process. Each year, the PBAS forms are reviewed by departmental heads, the IQAC, and other relevant authorities to ensure that performance evaluations are thorough and fair.

Non-teaching staff undergo evaluations via annual confidential reports, assessed on work discipline, reliability, and cooperation. Promotions and increments are based on these assessments, encouraging non-teaching staff to excel in their roles.

Grievance Redressal Mechanism

A robust grievance redressal system exists to address concerns related to performance appraisals and other issues, ensuring that all staff members have a platform for voicing their concerns. This mechanism is crucial for maintaining a healthy work environment. Through effective appraisal systems, supportive welfare measures, and a focus on continuous improvement, the college not only enhances employee satisfaction but also promotes a culture of excellence that benefits the entire institution.

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: 23.08

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

2023-24	2022-23	2021-22	2020-21	2019-20
06	07	08	02	07

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 67.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
33	33	25	24	24

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	15	15	15	15

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Resource Mobilization and Financial Management Devgram

The College employs structured strategies for the mobilization and optimal utilization of resources and funds. As a grant-in-aid and self-financed institution, the college successfully combines financial resources from government grants, student fees, and private donations, ensuring a stable financial foundation for its operations and development.

Mobilization of Funds

Government Grants: The institution receives salary and non-salary grants from various government bodies, including the University Grants Commission (UGC), Rashtriya Uchchatar Shiksha Abhiyan (RUSA), and research organizations like ICSSR and DST.

Student Fees: Tuition and other fees collected from students contribute significantly to the college's financial resources. These funds are managed in accordance with university guidelines, ensuring transparency and accountability.

Donations: Contributions from alumni, philanthropists, and the management provide additional financial support, particularly directed toward academic and infrastructural development initiatives.

Committees for Resource Utilization to ensure optimal use of these funds:

Planning Committee: Responsible for budgeting and strategic financial planning.

Purchase Committee: Reviews and approves major purchases through a transparent process that includes soliciting quotations and comparing rates to ensure cost-effectiveness.

Building Construction Committee: Monitors construction quality and resource allocation efficiency.

Internal Audit Committee: A senior faculty member serves as the internal auditor, regularly reviewing financial transactions for compliance with budgetary provisions. The College Development Committee oversees the entire budgeting and fund utilization process, ensuring accountability.

Optimal Utilization of Resources

The College maximizes both academic and infrastructural resources through effective scheduling and multifunctional use of facilities:

Physical Facilities: The College operates in two shifts, with undergraduate programs in the morning and postgraduate programs in the afternoon. Facilities like the gymnasium and auditorium are accessible to both students and the local community, while classrooms serve multiple purposes for teaching and examinations.

Adaptability during Crisis: During the COVID-19 pandemic, the college demonstrated its adaptability by converting the Matoshri Seminar Hall into a vaccination centre and using the women's hostel as an isolation facility.

Academic Facilities: Faculty members utilize classrooms, laboratories, and other academic spaces in two shifts, ensuring maximum use. The library operates throughout the day, providing extended access to resources for students and faculty.

Financial Audits

The College conducts regular internal and external financial audits to maintain transparency and ensure effective financial management:

Internal Audits: Conducted twice a year, the internal audit verifies all financial transactions. Dr. Raju Shrirame serves as the internal auditor, responsible for ensuring compliance and accuracy in financial records. This internal process prepares the institution for external audits by ensuring that all documentation is in order.

External Audits: As a grant-in-aid institution, the college is subject to external audits by certified auditors, such as Mr. Rajiv Menghal, CA, Nagpur. These audits verify compliance with government norms and assess the proper utilization of grants.

In addition to these regular audits, periodic reviews by the Senior Auditor from the Department of Higher Education and the Accountant General's Office further enhance accountability. The college also submits audited statements to the Joint Director of Higher Education annually, reflecting its commitment to maintaining high standards of financial integrity.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Role of IQAC in Institutional Quality Assurance

The Internal Quality Assurance Cell of college , serves as a cornerstone for institutionalizing quality assurance strategies and enhancing the overall educational environment. Through systematic assessments and feedback mechanisms, the IQAC fosters a culture of continuous improvement, ensuring that teaching methodologies, operational structures, and learning outcomes are periodically reviewed and refined.

Quality Improvement Initiatives

IQAC's initiatives significantly uplift the quality of teaching and research. Regular feedback from students and staff is gathered to identify areas for enhancement.

Teaching and Research Development: IQAC communicates insights to faculty, enhancing the teaching-learning experience. It organizes workshops and training programs to keep faculty abreast of contemporary teaching practices and research trends.

Resource Optimization: The IQAC has optimized administrative processes by streamlining admissions, examinations, and financial operations through automation, which has resulted in improved service delivery for both students and staff.

Audits for Improvement: Academic and administrative audits conducted by the IQAC assess performance and highlight areas needing attention, facilitating ongoing institutional growth.

Technology Integration: Upgrades in Wi-Fi, LAN, and ICT facilities, including smart classrooms, have enriched the teaching-learning experience more interactive and accessible.

Promotion of Research and Development

IQAC cultivates a research-oriented culture, encouraging faculty and students to engage in research projects funded by UGC and DST. Over the last five years, six research projects have been successfully completed, yielding around ?10 lakh in funding. Faculty members have published over 62 research

papers in reputable journals and contributed to 14 patents, demonstrating a strong commitment to innovation.

Additionally, IQAC has facilitated the organization of 34 national and international conferences and seminars, fostering academic discourse and collaboration. The presence of five Ph.D. supervisors, with six completed Ph.D. degrees and 14 candidates currently enrolled, underscores the college's emphasis on advanced research and scholarship.

Increased ICT Utilization

In the past five years, IQAC has made significant strides in incorporating Information and Communication Technology (ICT) into educational processes. Investments in infrastructure, such as smart boards, LCD projectors, and digitized library resources, have transformed classrooms into engaging learning environments. The college now boasts five ICT-enabled classrooms and has embraced platforms like Google Classroom and Zoom for online education, further enhancing accessibility.

Comprehensive Reviews and Audits

The IQAC undertakes regular reviews through periodic meetings, feedback collection, and academic audits. These audits examine various parameters:

Curriculum and Teaching Quality: The audits assess curriculum relevance, teaching methods, and evaluation processes, ensuring that faculty members are equipped to deliver high-quality education.

Research and Community Engagement: The focus extends to evaluating research outputs, consultancy work, and community outreach, highlighting the institution's holistic educational approach.

Student Support Mechanisms: The IQAC reviews the effectiveness of student support initiatives, including seminars and career counseling, ensuring that students receive comprehensive guidance throughout their academic journey.

Infrastructure and Program Expansion

In response to the need for academic growth, the IQAC has facilitated the introduction of new postgraduate programs and specialized courses, expanding the college's offerings. Regular participation in the National Institutional Ranking Framework (NIRF) has further elevated the college's national profile.

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Over the last five years, Jeevan Vikas Mahavidyalaya has proactively implemented various measures to promote gender equity and ensure a supportive environment for all students. These measures encompass Gender Audit, gender sensitization programs, safety protocols, counseling services, and facilities designed to support and empower female students.

Gender Sensitization Programs

The institution has conducted various programmes for the promotion of gender equity-

- **Sensitization Campaigns and Workshops:** Regular sessions are held to address gender issues and promote equality. These include debates, discussions, seminars, and conferences that engage students and staff in meaningful conversations about gender sensitivity.
- **Health and Hygiene Workshops:** The College organizes annual workshops specifically for mothers and girls to educate them about health, hygiene, and sanitation. These workshops aim to improve welfare services for girls.
- **Savitri Shivan Kala Kendra:** This initiative offers training in sewing and other skills to enhance employability for female students, enabling them to earn a livelihood while studying.
- **Swayam Siddha and Pre-Police Training:** Special programs are conducted to prepare female students for self-defense and job readiness, empowering them to handle personal safety and career opportunities effectively.

Safety and Security Measures

Ensuring a safe and secure environment for all students is a priority. The college has implemented several measures to protect and support female students:

- **Security Infrastructure:** The campus is equipped with CCTV surveillance, and all entry points are monitored by security guards. Students and staff are issued identity cards to ensure controlled access.
- **Girls' Hostels:** Independent hostels for female students provide a safe, homely environment with attentive care.
- **Complaint Redressal Mechanisms:** Various committees, including the Internal Complaint Committee, Vishakha Committee, and Anti-Ragging Committee, address grievances and ensure a secure campus environment.

- **Self-Defense Training:** Female students receive self-defense training from professional trainers, enhancing their safety and confidence.
- **Competitive Examination Cell:** Separate seating arrangements for female students during examinations are monitored by CCTV to ensure security.

Counseling Services

Comprehensive counseling services are available to support students in various aspects of their academic and personal lives:

- **Women Cell and Guardian Teachers:** These bodies provide guidance and support, ensuring that female students receive the assistance they need for both academic and personal issues.
- **Health Center:** Regular health awareness activities and counseling are provided to students, focusing on general well-being and specific health concerns.

Facilities and Common Rooms

- **Girls' Common Room:** A spacious, well-ventilated common room is available, equipped with modern amenities such as Wi-Fi, water coolers, sanitary napkin vending machines, and comfortable furniture.
- **Recreation Rooms:** Separate recreational facilities for teaching and non-teaching staff, as well as boys' common rooms, contribute to a balanced and inclusive environment.

Major Gender Sensitizing Activities

- AIDS awareness programs
- Yoga demonstration and training
- Health check-up and awareness on prevention of diseases
- Celebration of International Women's Day
- Adoption of girl students by faculty members
- Special Appreciation for Best Teaching/non-teaching staff
- Women empowerment workshops
- Hemoglobin Test and Blood Group check-up camps
- Vaccinated against Rubella to protect potential future mothers from the risk
- COVID-19 Awareness Programmes
- The institute also took initiative to vaccinate maximum students and staff against COVID-19

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: C. 2 of the above

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

7.1.3

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

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

Response: C. Any 2 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:

Promoting Cultural and Regional Harmony

- **Celebration of Festivals and Commemorative Days:** The College participates in and celebrates a wide array of cultural and religious festivals. Events such as Induction Programs, Teachers' Day, Orientation and Farewell Programs, Youth Day, Women's Day, Yoga Day, and regional festivals like Lord Ganesha and Kojagiri Celebration are organized.
- **Cultural and Regional Festivals:** By celebrating festivals from various cultures and regions with enthusiasm, the college ensures that students from all backgrounds feel included.

Supporting Socioeconomic Diversity

- **Free Admission and Scholarships:** To aid economically disadvantaged students, the college offers free admission and various scholarships, including both government and institution-sponsored scholarships.
- **Village Adoption and Community Involvement:** The College's initiative of adopting a village and involving all community stakeholders fosters socioeconomic balance and promotes communal harmony. Additionally, the 'Mission Oxygen Programme' through tree plantation supports environmental sustainability and adds to the socioeconomic harmony.

Linguistic Inclusivity

- **Mediums of Instruction:** The primary languages of instruction are Marathi and English.

Additionally, Hindi is offered to cater to non-Marathi speaking students, ensuring that language barriers do not impede learning.

- **Responsive Classrooms:** Classrooms are designed to be inclusive, addressing the needs of students from various linguistic backgrounds.

Cultural Amalgamation and Awareness

- **Cultural Activities and Learning:** Students engage in a range of activities that promote cultural learning, including traditional cooking, ethnic designing, and performing arts.
- **Inclusive Cultural Practices:** The College promotes a secular and inclusive environment where festivals and cultural practices from all religions are celebrated together.

Creating an Inclusive and Supportive Environment

- **Educational and Recreational Facilities:** The College has constructed an Indoor Stadium for sports activities, reflecting its commitment to providing facilities that cater to diverse interests and abilities.
- **Adoption of Orphan Students:** By adopting orphan students, the college addresses socioeconomic disparities and supports vulnerable groups within the community.

CAP (Career, Academic & Physical) Building Project

The college's CAP Building Project aims to promote overall student development.

- **Workshops and Seminars:** Regular events focus on the life journeys of prominent figures, inspiring students and staff to embody the values of responsibility and citizenship.

- **Morning Assembly:** The daily assembly includes the national anthem and the reading of the Preamble to the Constitution, instilling a sense of national pride and constitutional awareness from the outset.

Academic Curriculum and Character Development

- **Courses and Units:** Programs cover Professional Ethics, Gender, Human Values, Environment, and Sustainability.
- **Cross-Cutting Issues:** Humanities, Social Sciences, and Science faculties address various social issues, promoting awareness and encouraging students to engage in solutions for societal problems.

Celebration of Constitutional Values

- The college actively celebrates Constitution Day on November 26th each year, reinforcing the importance of constitutional obligations. Activities include:

- Constitution Rally
- Voting Awareness Rally and Road Safety Week
- Swachha Bharat Abhiyan

Community and Environmental Initiatives

- **Mission Oxygen Programme:** During the COVID-19 pandemic, the NSS Unit conducted mask distribution and vaccination drives in collaboration with local health authorities.
- **Flag Distribution and Patriotic Events:** To celebrate India's 75th Independence, the college organized flag distribution, Har Ghar Tiranga Abhiyan, bike rallies, and street plays, instilling patriotic values among students.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice: 1

CAP (Career, Academic & Physical) Building Project for Students

A.Title of the Practice

CAP (Career, Academic & Physical) Building Project

B.Goal

To make career, academic and physical development of the students so that they should become ideal citizens by imbibing moral values.

C. The Practice

The college started CAP project with the help of society by keeping in mind the Vision and Mission of the institution.

Need of the Practice

To make overall development of the students to earn his livelihood and to make the responsible citizen of the country.

In this project, seven wings are formed as-

1. Career Academy
2. Sport Academy
3. CERT (Central Education Research & Training)
4. Beautification & Maintenance
5. Extension Services
6. Village Building
7. Alumni Welfare.

The details of wings are as follows-

1. Career Academy

This wing works on career building of the students in various fields**.** The students are selected on the basis of their interest and accordingly they are aligned to the related academy.

2. Sports Academy

The objective of this academy is to maintain good health and prepare students for job opportunities through sports quota in government and various non-government organizations.

3. CERT Academy

The wing of Central Educational Research & Training (CERT) is the third wing of the project formed to improve teaching-learning quality of the institution. The wing works for academics, research and training point of view of the students.

4. Beautification & Maintenance

The aim of this wing is to maintain green, clean and healthy campus.

5. Extension Services

The objective of this wing is to carry out extension activities for healthy society with the help of students, staff and other stakeholders.

6. Village Building

The aim of this wing is to work and prepare for healthy and strong community

7. Alumni Welfare

The aim of the wing is to organize different programs for the alumni so that they can maintain their bond (relation) with college.

D. Evidence of Success:

The students of the college are excelling in various examinations; students securing first class has increased. Grasping of slow- learner are increased. Students take more interest in teaching –learning process. Maximum number of students is participating in games and sports and win prizes in sport competitions. The sports culture seems generating. The campus has also enriched. Through institutional CAP Project, certain proformas and grading scales are prepared for students. The teachers evaluate and continually motivate the students for upgradation for overall development.

The faculty of the college makes use of ICT (PPTs) in class room teaching. Every faculty members purchased own laptop and prepared PPTs for upgrading the teaching method. It has positive impact on student performance. Some students of the college secured rank in university merit list. Competitive examinations are cracked by our students. Some students are able to win prizes in competitions organized by college and also university.

E. Problems Encountered and Resources Required:

In the beginning, the college had to prepare faculty from this point of view. Sometimes faculty had to devote extra time apart from regular college timing. The extra resources required for this purpose was made available by the college with the help of management.

Best Practice: 2

Adoption of Village DEVGRAM under "Gram Dattak Yojana"

A. Title of the Practice

Adoption of Village Devgram by the Institution

B. Goal

To make the village ideal and prepare a role model for others by giving the message that an educational institution can make villages ideal which is the need of the hour.

C. The Practice

For thiis practice, the staff of the college had to involve in the community with the village students on various occasions for smooth implementation. The aim of this wing is to work and prepare for healthy and strong community adopting one village and set an example as a role model that an educational institution can make ideal village which is the need of the hour. Under this practice, the College has adopted village Devgram, the nearest community under focus and carried out various healthy practices for its overall development with the help of students, staff, villagers and gram-panchayat members.

The institution carried out this practice in the following way-

- Formed ward-wise committees
- Started preliminary work of Gram-safai, Community Prayer, Selection of garbage place in the village etc.
- Started counselling of villagers regarding mis-use of water, inspired people to pay gram panchyayat tax, organized prabodham Programme etc.

- Strengthened contact with ward coordinators
- Organized meetings to know the problems in the ward.
- With the help of students, ward-people and gram panchyayat members carried out plantation of trees in the open space and on road side.
- Made concret work of construction of stone round platforms around the trees in the market yard for beautification.
- Involved more people in the community prayer for peace in the community.
- Organized health check-up and blood donation camps
- Tried to strengthen Self Helf Groups.
- Started religious Programme to maintain harmony in the village
- Organized training programmes for people through PAANI Foundation
- Organized counselling programmes for villagers.
- Carried out rallies for cleanliness and discharge-free village.
- Helped to minimize quarrels in the community
- The percentage of police complaints is minimized.
- Started Gram Bhushan Award to the villagers to take inspiration to others.

D. Evidence of Success:

1. The appreciation by Devgram Gram-panchayat and by Shivaba Smarak Samiti.
2. The name of village Thugaondeo changed into Devgram which was first step towards village building. The government resolution regarding the change of village name is also given as a proof. There is a lion's share of the Institution in changing the name of the village. We have *photographs* of various meetings of seva-mandals, programmes and meetings with government officers related with various programmes. The same can be checked by *direct talking with the villagers*.

E. Problems Encountered and Resources Required:

In the beginning, few employees were reluctant to devote for this but in the course of time they realized the importance of this work. Sometimes the planned work was not completed within time and hence the enthusiasm among the people remained fluctuating. Many a time, the work of gram-panchyayat lagged behind due to insufficient fund or revenue which aroused the feeling of unrest among the people and these in turn hamper the missionary work.

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:

Institutional Distinctiveness: A Focus on Uplifting Rural Females through Education and Entrepreneurship

Antyoday Mahavidyalaya Devgram has carved a unique identity in the field of higher education, especially in addressing the needs of the downtrodden (Antyoday) and economically backward rural youth. The college primarily serves students from surrounding villages, offering them an opportunity to pursue quality higher education without needing to migrate to larger cities. This focus on rural upliftment through education is the core of the institution's distinctiveness. Over the years, the college has worked to create a learning environment that emphasizes not only academic excellence but also the all-around development of its students, preparing them for both professional success and personal growth.

ONE ACTIVITY

One area that exemplifies the distinctiveness of the College is the establishment and operation of the *Entrepreneurship Cell*, particularly through its initiative known as the *Savitri Shivan Kala Kendra*. This entrepreneurship cell, founded in 2018, is dedicated to empowering female students and local women by

providing them with the skills and opportunities to become financially independent while completing their education. The initiative showcases the college's commitment to addressing societal concerns and fostering a culture of entrepreneurship among its students. Special focus is given on poor, needy and downtroden widows in the nearby villages - Devgram, Junona, Madana, Bopapur and Deoli for their upliftment..

OBJECTIVES

Enhancing Entrepreneurial Skills: To provide students with the skills necessary to start their own businesses, whether through traditional crafts, modern technologies, or a combination of both.

Providing Entrepreneurial Knowledge: To impart knowledge about business strategies, risk management, and market dynamics.

Creating a Platform for Skill Development: The cell aims to act as a nurturing ground for students to develop entrepreneurial skills and experiment with business ideas.

Encouraging Self-Employment: To inspire students to become self-employed rather than relying on conventional jobs, addressing the shrinking employment opportunities in today's market.

The Savitri Shivan Kala Kendra is the flagship project under the Entrepreneurship Cell. It focuses on giving students the tools and training needed to succeed in various trades, such as tailoring, printing, wooden architecture, fabric texturing, and more. It serves as a bridge between academics and entrepreneurship, with the aim of preparing students for self-reliant careers after graduation.

CONTEXT: Addressing the Rural Employment Gap

Many of the students come from agricultural backgrounds and have access to resources like land and materials, but lack the entrepreneurial skills and confidence needed to turn these resources into profitable ventures. The Entrepreneurship Cell was created in response to this gap. It offers students, particularly female students, a chance to earn while they learn, gaining both practical and entrepreneurial skills that will serve them in their future careers.

The idea behind the Entrepreneurship Cell is that students should be encouraged to explore small business opportunities as a viable career option. By providing them with the necessary training and support, the college empowers its students to become job creators rather than job seekers.

PRACTICE: Building Entrepreneurial Capacity

Since its inception, the Entrepreneurship Cell has engaged students in various practical and hands-on activities designed to enhance their entrepreneurial capabilities.

Seminars, Webinars, and Workshops: Regular events are organized to expose students to different aspects of entrepreneurship and skill development. Experts from various fields are invited to share their insights and guide students on how to launch and grow a business.

In-House Training: The college provides practical training to interested students in areas such as tailoring, computerization, nursery techniques, and wooden architecture. This training not only enhances the students' skills but also gives them real-world experience in product development and marketing.

Display and Marketing Opportunities: Students are given the opportunity to showcase and sell their products through the Entrepreneurship Cell. Items such as uniforms, handcrafted goods, and other products made by students are marketed through college networks and in association with local self-help groups.

EVIDENCE OF SUCCESS

The Entrepreneurship Cell, particularly through the Savitri Shivan Kala Kendra, has made a significant impact on the student community at Jeevan Vikas Mahavidyalaya.

Annual Sales of Student-Made Products: Each year, a group of students associated with the Entrepreneurship Cell successfully produces and sells items such as college uniforms and religious garments, generating income while gaining practical business experience.

Collaborations with Self-Help Groups: The college has partnered with local self-help groups to market student-produced goods, thus expanding the reach of their products and helping them gain real-world business experience.

Student-Led Businesses: Several students who have been part of the Entrepreneurship Cell have gone on to establish their own small businesses after completing their studies. This is a direct testament to the effectiveness of the entrepreneurship training they received.

COVID-19 Response Initiatives: During the COVID-19 pandemic, the Entrepreneurship Cell played an active role in producing and distributing masks, sanitizers, and saplings, which were sold to generate income for the students while also serving the community.

COMMITTEE FOR ENTREPRENEURSHIP CELL

The Entrepreneurship Cell is coordinated by a dedicated team of faculty members who work closely with students to ensure the success of the initiative. The committee is structured as follows:

Sr. No	Name	Designation
1	Dr. Raju Shrirame	Coordinator
2	Mr. Pritam Sukhadeve	Member
3	Mr. Prashant Dakhoye	Member
4	Mr. Chetan Surjuse	Member
5	Mr. Devendra Wasade	Member

This team is responsible for planning and executing the various activities of the Entrepreneurship Cell, ensuring that students receive both theoretical knowledge and practical experience in entrepreneurship. The distinctiveness of Jeevan Vikas Mahavidyalaya lies in its commitment to uplifting rural youth through quality education and entrepreneurial training. By creating opportunities for students to earn while they learn and equipping them with the skills to start their own businesses, the institution is preparing the next generation of self-reliant individuals who can contribute to both the local economy and society at large. The Entrepreneurship Cell, especially through the Savitri Shivan Kala Kendra,

exemplifies the college's mission to provide not just education but also practical life skills, setting it apart as a beacon of hope and progress for the rural community.

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

5. CONCLUSION

Additional Information :

There are some significant achievements and ongoing efforts not yet mentioned in earlier sections, which are worth highlighting.

- One (1) faculty has been awarded Ph.D. degree and four (4) faculties have cleared SET Examination.
- Special Orientation Programme on NEP has been organized for the faculty and the students.
- From the academic session 2024-2025, NEP Syllabus has been implemented as per the guidelines of the Parent University/ UGC.
- Three (03) faculties have been recognized as the Faculty of Excellence for their special contribution in academics.
- Research and Publications after the assessment period have been augmented.
- A sufficient number of quality initiatives and programmes have been organized after the assessment period to till the date.

Concluding Remarks :

Antyoday Mahavidyalaya, formerly known as Jeevan Vikas Mahavidyalaya, has made remarkable strides in fulfilling its mission of providing quality education to rural students over the past 26 years. The institution offers a diverse range of academic programs, including undergraduate and postgraduate courses, as well as numerous career-oriented certificate programs. By adopting the Choice Based Credit System (CBCS) and a semester pattern, the college emphasizes a flexible, student-centric approach to learning, enhancing the educational experience for all its students.

The meticulous planning and delivery of the curriculum, overseen by the Internal Quality Assurance Cell (IQAC), ensure that academic activities align with university guidelines and are responsive to stakeholder feedback. The incorporation of modern teaching methodologies and ICT tools fosters an engaging learning environment, while a strong emphasis on experiential learning prepares students for real-world challenges. Additionally, the college's commitment to continuous improvement is evidenced by its robust evaluation methods and high pass rates.

Research and innovation remain at the forefront of the college's initiatives, supported by substantial funding and the establishment of various research labs and cells. The institution actively engages in community service, instilling a sense of social responsibility among students through its NSS programs and outreach activities.

The college's infrastructure is well-equipped, providing ample resources for both academic and extracurricular pursuits. Continuous investment in facilities ensures that students have access to a conducive learning environment, enhancing their overall educational journey.

Thus,, Antyoday Mahavidyalaya exemplifies a commitment to academic excellence, community engagement, and holistic development. With its strategic planning, inclusive practices, and focus on sustainable growth, the college is poised to become a leading educational institution in the region. By addressing its challenges and seizing available opportunities, it will continue to empower students, foster innovation, and contribute positively to society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

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)**
	
	    Answer before DVV Verification :
	    Answer After DVV Verification :31
	  Remark : Value has been updated excluding the courses which are part of the regular curriculum has not been considered.

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*
	
	  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
	    Answer before DVV Verification:
	
		2023-24	2022-23	2021-22	2020-21	2019-20

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150	540	800	200	440 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
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526	466	587	382	370	 Remark : Values have been updated excluding the courses which are part of the regular curriculum has not been considered hence the values updated accordingly.

1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**
	
	  1.3.2.1. **Number of students undertaking project work/field work / internships**
	    Answer before DVV Verification : 913
	    Answer after DVV Verification: 342

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*
	
	    Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
	    Answer After DVV Verification: C. Feedback collected and analysed

	Remark : Value updated as per the supporting documents.
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*

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
566	485	309	310	324

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
262	239	176	165	174

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
618	558	510	450	450

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
409	369	337	297	297

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
49	33	26	24	24

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
47	31	24	22	22

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:

2023-24	2022-23	2021-22	2020-21	2019-20
24	21	17	16	16

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
18	16	14	13	13

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
12.54	3.22	0.40	0.80	3.30

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1.90	2.42	0.20	0.80	3.30

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
06	07	05	09	05

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
02	05	02	02	02

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
20	21	26	15	11

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
12	13	17	7	7

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
21	08	21	18	11

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
07	03	02	01	02

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:

2023-24	2022-23	2021-22	2020-21	2019-20
64	50	46	32	52

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
31	24	21	23	18

Remark : Values have been updated excluding the days celebration like International Yoga, Ganesh Utsav, Navratri, Holi etc. and also excluding the events conducted for the benefits of own students and is not outreach in nature has not been considered as per NAAC SOP.

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 : 29
	Answer After DVV Verification :6
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:

2023-24	2022-23	2021-22	2020-21	2019-20
18.57	21.03	27.10	18.25	44.95

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
4.36559	17.20387	22.18802	16.71808	42.46896

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 : 65
	Answer after DVV Verification: 65
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:

2023-24	2022-23	2021-22	2020-21	2019-20
43.89	22.98	12.62	27.01	7.04

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
12.11	2.49	3.42	0.93	3.20

Remark : Value updated as per supporting documents and SOP

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: A. All of the above
5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Value updated as per supporting documents
5.2.2	*Percentage of students qualifying in state/national/ international level examinations during the last five years* 5.2.2.1. **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
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04	15	03	04	29 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
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03	08	03	02	26	 Remark : Values have been updated excluding the students qualifying the exam on 12th basis however the Minimum qualification should be graduation and also excluding the students qualifying CET has not been considered ; Also in the absence of the exam qualifying certificate the claim will not be considered as per NAAC SOP.
5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years** 5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years*

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
15	17	11	00	80

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
13	17	11	00	4

Remark : Value updated as per supporting documents and SOP

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:

2023-24	2022-23	2021-22	2020-21	2019-20
37	30	32	00	80

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5	5	4	5	4

Remark : Value updated as per supporting documents and SOP

6.2.2	*Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

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

| 08 | 07 | 08 | 02 | 07 |

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
06	07	08	02	07

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
258	508	142	88	112

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
33	33	25	24	24

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
15	15	15	15	15

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

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

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

7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Value updated as per the supporting documents.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 46 Answer after DVV Verification : 44
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
46	33	26	24	24

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
31	31	24	22	22

2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
133.29	22.98	12.62	27.01	7.04

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
124.0055	125.4338	56.29802	39.44808	67.45896