



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**VENKATESH MAHAJAN SENIOR COLLEGE,
OSMANABAD**

SAMARTH NAGAR, SANJA ROAD, OSMANABAD

413501

www.vmcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Venkatesh Mahajan Senior College, situated in the heart of Osmanabad city, a prominent district in the State of Maharashtra, stands as a testament to the visionary legacy of Late Shri. Pramodji Mahajan. This institution owes its existence to his noble gesture of donating his ancestral land for its establishment. Its namesake, Late Shri. Venkatesh Mahajan, father of Shri. Pramodji Mahajan was a distinguished educator in his own right.

The untimely passing of Mr. Pramodji Mahajan, the mantle of leadership fell upon his capable wife, the esteemed Shrimati Rekhatai Mahajan. Guiding the institution with unwavering dedication, she ensures its continued growth and success. Adding to the lineage of educational excellence, their daughter, the Honourable Member of Parliament, Smt. Poonam Mahajan Rao presides as the chairman of the esteemed Management Council.

The Management Council itself comprises illustrious individuals from diverse fields, including law, medicine, banking, engineering, and education, all driven by a selfless commitment to the institute's prosperity. Venkatesh Mahajan Senior College serves as a beacon of hope for aspiring young minds hailing the middle and lower-middle strata of society, offering them quality higher education at an affordable cost.

Initially offering undergraduate programs, the college has since expanded its offerings to include two postgraduate programs. Remarkably, a significant portion of our student body comprises first-generation learners. This establishment plays a pivotal role in the education of rural youth, thereby contributing substantially to the progress and development of Osmanabad.

Vision

We envisage India as a nation of erudite, astute, intelligent strong and healthy citizens. Our institution will be a hub of knowledge, imparting technical and professional skills along with imbibing a sense of commitment to values and ethical conduct. The rural youth,-boys and girls shall acquire global competence while being aware of their roots. Our students shall uplift themselves, their family, society and nation.

Mission

Our mission is to pursue and impart knowledge for the welfare of society, to enrich India by cultivating excellence and dedication in our students. Our mission is to develop men and women with active and creative minds, having understanding and compassion for all, and the courage to act according to what they believe. We strive for the total development of each student- intellectual, emotional, physical, spiritual and social. It is our mission to make the students aware of their innate talents, refine and turn them into lifelong assets.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

• **Strength:**

- Supportive management
- Qualified staff
- Student centric programs
- Well equipped laboratories
- Supportive and friendly atmosphere between teachers and students
- Transparent and friendly administration
- Community involvement
- History Museum
- Well equipped ICT based infrastructure

Institutional Weakness

- Major drop out of girl students
- Mediocre students are enrolled
- Lack of Non-Salary grants from government.
- Limitation to regional development due to drought conditions

Institutional Opportunity

- Increasing student population
- New tie ups
- New technologies
- Positive and innovative policies
- Scope for enhanced alumni engagement in academic and research projects

Institutional Challenge

- Sanctions to new institutes; competition
- Lack of vocational curriculum
- Lack of student preparedness for new courses
- Changing policies
- Rural background of students
- Student's employability after graduation
- Drought and poor economic conditions of the region pose challenges to students for mobility.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Affiliation and Program Diversity: Venkatesh Mahajan Senior College boasts affiliation with the prestigious Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. It rigorously adheres to the university's prescribed curriculum. The institution offers an impressive array of educational opportunities, comprising four undergraduate (UG) programs and two postgraduate (PG) programs. Beyond these conventional offerings, the institute has extended its commitment to education by providing 25 skill development certificate courses during the last five years.

Curriculum Development: An exceptional feature of the institution is its proactive approach to curriculum development. While the UG and PG programs adhere to the framework set by the affiliated university, the institute takes initiative in crafting the curriculum for skill development certificate courses and other enrichment programs.

Strategic Planning: Venkatesh Mahajan Senior College demonstrates meticulous curriculum planning and implementation. The institution annually formulates an academic calendar that aligns seamlessly with the university's academic schedule

Effective Teaching Practices: The faculty employs a wide range of teaching tools, including modern ICT (Information and Communication Technology) resources such as Smart boards, Zoom platforms, YouTube videos, and multimedia presentations (PPTs). These tools enrich the learning experience and make it engaging and interactive.

Student-Centric Learning: Beyond traditional classroom teaching, the institution places a strong emphasis on student-centered methods. These include seminars, group discussions, projects, tests, study tours, industrial/field visits, and surveys.

Holistic Development: Venkatesh Mahajan Senior College actively encourages students to participate in co-curricular and extra-curricular activities. These encompass National Service Scheme (NSS) activities, sports, and cultural pursuits. Such initiatives aim to both entertain and instill a sense of social responsibility among students.

Quality Assurance: The institution's commitment to excellence is evident in its quality assurance practices. Periodic internal and external academic audits are conducted by the Internal Quality Assurance Cell (IQAC). This ensures ongoing monitoring and evaluation of the syllabus, curricular activities, and continuous internal assessment.

Stakeholder Engagement: Venkatesh Mahajan Senior College values feedback from its stakeholders. It actively seeks input on the curriculum's effectiveness and responsiveness to evolving needs. This feedback-driven approach ensures continuous improvement and alignment with the expectations of students and the broader community.

Teaching-learning and Evaluation

Empowering Diverse Student Backgrounds: Venkatesh Mahajan Senior College is deeply committed to fostering the comprehensive growth of its students, particularly those hailing from rural areas. This commitment is exemplified through an extensive range of co-curricular and extra-curricular offerings, including projects, study tours, lecture series, seminars, workshops, and guidance on competitive examinations.

Transparent Admission Process: The institution maintains a transparent and well-administered admission system, meticulously adhering to the norms set by the parent University and State Government. The admission committee ensures equitable representation of students from diverse groups and geographical backgrounds, promoting inclusivity.

Multifaceted Skills: Faculty members actively cultivate a spectrum of qualities in students, encompassing cognitive abilities, subject expertise, and communication skills. Assessments are thoughtfully designed to address these multifaceted learning needs. Personal counselling, motivational talks, skill development courses, and various competitions are thoughtfully integrated into the educational experience, enhancing students' learning capabilities.

A robust mentor-mentee system is in place to identify and address students' academic and learning requirements effectively. Faculty mentors closely monitor the academic progress of their mentees and facilitate seamless communication regarding examinations and related matters.

Highly Qualified Faculty: The College boasts a highly qualified faculty, with 60% holding PhD qualifications, six serving as research guides, and two holding patents.

Experiential and Participative Learning: The college places a strong emphasis on experiential learning, offering field visits, in-field training, industrial visits, study tours, class seminars, workshops, laboratory activities, project-based learning, and pre-placement training. Participative learning is actively promoted through student representation in Avishkar, college-level competitions, projects, and skill-based courses

Leveraging ICT for Effective Teaching and Evaluation: Faculty members are adept at leveraging Information and Communication Technology (ICT) tools for both teaching and evaluation processes. Smart boards, Google Classrooms, Google Forms, and YouTube channels are utilized to create dynamic and interactive learning environments.

Outcome-Based Education: The institution adopts an Outcome-Based Education (OBE) approach, placing students at the center of the teaching and learning process. Course delivery and assessments are meticulously planned to align with stated objectives and outcomes, which are transparently displayed on the college website.

Research, Innovations and Extension

Research Culture: A significant number of our teaching faculties have attained the pinnacle of academic achievement, holding esteemed Ph.D. qualifications. Notably, several faculty members have earned the distinction of being recognized as Research Guides by our parent university.

Faculty Engagement Support: Recognizing the importance of academic engagement beyond the classroom, the college empowers its faculty by granting Duty Leaves for their participation in Seminars, Conferences, and Workshops. The fruits of their intellectual labour are evident in the publication of research papers in UGC-approved journals and prestigious publications. Moreover, the college has proudly hosted state, national, and international, conferences, and webinars, resulting in the publication of influential books in their wake. Demonstrating a commitment to educational excellence, three of our esteemed faculty members have authored syllabus books.

Student-Driven Research: Inculcating a spirit of inquiry in our students, we encourage B.A. III students to

submit annual research projects in accordance with the university directives. Likewise, our B.Sc. III students are also encouraged to delve into the world of research by submitting their projects. This emphasis on research nurtures a dynamic and inquisitive mindset among our student community.

Innovations: Fostering innovation is a cornerstone of our educational philosophy. Even during the challenging times of the COVID-19 pandemic, our institution adapted and thrived. We organized online webinars, ensuring that our students and faculty continued to explore cutting-edge ideas and emerging trends.

Community Engagement: Through the National Service Scheme (NSS), we engage with the local community through various activities, including Health Check-up Camps, Blood Donation Drives, Plantation Initiatives, and Vaccination Drives, often in collaboration with prominent city NGOs. Our commitment to community welfare has earned accolades, including recognition from Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, as the Best Unit and Best Programme Officer. We are also acknowledged by Dr. Hedgewar Blood Bank Solapur for our commendable efforts in organizing blood donation camps.

Collaborations for a Greater Impact: In our pursuit of excellence and community service, we have forged Memorandums of Understanding with various institutions and non-governmental organizations (NGOs). These partnerships underscore our commitment to creating a positive and lasting impact on society through collective action.

Infrastructure and Learning Resources

Expansive Campus: Our campus, sprawling and well-maintained, offers a verdant backdrop for learning and growth. It comprises two distinct segments: the academic building and the library and conference hall, each meticulously designed to serve its purpose.

Modern Classrooms: Our classrooms, a total of 14 in number, are spacious and equipped with the latest teaching aids, including two smart interactive boards. These state-of-the-art tools empower our educators to employ modern teaching methodologies effectively, ensuring an engaging and interactive learning experience. The institution also boasts LCD projectors to support contemporary teaching methods.

Advanced Laboratories: For our students in the science faculty, we have 7 well-equipped laboratories, covering disciplines such as Physics, Chemistry, Zoology, Computer Science, Microbiology, and Botany. Each laboratory is equipped with computers connected to the internet, facilitating research and practical learning.

Information and Communication Technology (ICT): Recognizing the significance of technology in education, we have fortified our ICT resources. With a commendable computer-to-student ratio of about 1:7.8, we ensure that students have access to computing facilities when needed. Additionally, our network resource center and internet facilities, coupled with Wi-Fi accessibility, empower students to engage in online research and collaborative learning seamlessly.

Library and Learning Hub: Our college library, a treasure trove of knowledge, houses a vast collection of textbooks, reference materials, and research journals. To facilitate focused reading and research, we provide a dedicated reading section for students, creating a tranquil learning sanctuary.

Sports and Recreation: We understand the importance of holistic development, and our sports department reflects this ethos. Various sports kits and facilities are available to nurture physical fitness and sportsmanship.

among our students.

Health and Well-being: We prioritize the well-being of our students and staff. For this reason, we offer clean and pure drinking water through water filters and coolers. To ensure uninterrupted activities, we have a KVA generator in place, guaranteeing a constant power supply.

Cultural Enrichment: Beyond the academic realm, we celebrate culture and creativity. Throughout the year, our college buzzes with various cultural activities and events, offering students opportunities to express themselves and celebrate diversity.

Student Support and Progression

In Criterion V, we focus on Student Support and Progression, recognizing our college's unique challenges and opportunities due to its location in rural, agriculturally, and economically disadvantaged areas. Here is a summary of our efforts and achievements in this domain:

Assistance with finances: To ensure education accessibility, the college award Merit scholarships and offers fees concessions, particularly benefiting economically weaker students.

Scholarship Outreach: Over the past five years, 62.18% of our students have received government and non-government scholarships, primarily directed towards students from marginalized communities such as SC/ST/OBC/NT/SBC/Minority or EWS categories.

Capacity Building and Skill Development: We offer an array of activities, including English language proficiency, Marathi grammar exams, remedial coaching, certificate courses, personal counseling, competitive exam guidance, yoga, meditation, health check-ups, HIV awareness programs, blood donation camps, COVID preventive vaccinations, hand sanitizer production and distribution, E-content development, QR code generation, and more, to enhance students' skills and capabilities.

Career Guidance: We organize free competitive exam guidance, both online and offline, and provide career counseling lectures, workshops, and training programs to help students make informed career choices.

Placement Support: Our Placement Cell facilitates on-campus and off-campus placement meetings with various companies, offering expert guidance and circulating job advertisements. This contributes to job opportunities for our alumni.

Grievance Redressal: We maintain a transparent grievance redressal mechanism through our Internal Complaint Committee and an Anti-Ragging Committee, ensuring a healthy and supportive college environment.

Extracurricular Activities: We encourage students to participate in arts and sports competitions at the national, state, and inter-collegiate levels. Additionally, we organize various competitions within the college to foster talent and holistic development.

Government Exam Preparation: We actively support and guide students preparing for government examinations at different higher education levels, opening doors to broader academic opportunities.

Alumni Engagement: Our College Alumni Association (Registered in 22-23) plays a vital role in supporting college activities. Alumni actively participate in events like NSS Camps, Yoga Camps, Business Guidance, Ex-Student meetings, career counseling, and fundraising for educational resources such as books.

Governance, Leadership and Management

Empowering tomorrow's Leaders: Venkatesh Mahajan Senior College is dedicated to imbuing its students with value-based education, shaping them into enlightened global citizens who uphold the highest standards of excellence. Our unwavering commitment to this vision is evident in every facet of our governance, leadership, and management.

Visionary Leadership: Our institution's Vision and Mission align seamlessly with the lofty goals of higher education. Our mission is to not only nurture students' potential but also equip them to confront life's challenges and realize their aspirations.

Strategic Planning and Implementation: Our Management actively supports infrastructure development and fosters an environment conducive to academic excellence. To enhance efficiency and decentralize responsibilities, we establish various committees such as those overseeing daily activities and students' attendance reports. At the commencement of each session, committees are formed to address various aspects of college life, including discipline, procurement, anti-ragging measures, sports, grievances, timetables, alumni engagement, and more. This inclusive approach ensures that all staff members are engaged in the smooth functioning and continuous improvement of institutional activities. **Faculty Development and Empowerment:** Our Principal actively encourages faculty members to participate in initiatives aimed at enhancing institutional effectiveness and efficiency. Numerous extension activities, such as the National Service Scheme (NSS) and women empowerment programs, sensitize students to the importance of community service and nation-building.

Financial Management and Resource Mobilization: Our financial affairs are subject to external audits conducted by the Government of Maharashtra. We provide comprehensive benefits to our employees, including gratuity, leave entitlements, pay revisions, insurance, study leave, maternity leave, and more. To supplement our resources, we generate funds through fees from self-financed courses and donations from faculty members and town stakeholders.

Internal Quality Assurance: Our Internal Quality Assurance Cell (IQAC) plays a pivotal role in ensuring the quality of our teaching, learning, and administrative processes. It conducts meetings with core committees, department heads, and committees to assess the teaching-learning process, infrastructure, and learning outcomes. College Development Committee (CDC) formerly known as the Local Management Committee (LMC), the CDC is instrumental in planning, monitoring, and evaluating both administrative and academic processes.

Institutional Values and Best Practices

Cultivating and Empowering Values: Our efforts span a spectrum of values, including human dignity, professionalism, environmental consciousness, morality, and gender equality. Through a diverse range of programs and practices, we aim to nurture these essential values.

Gender Equality: Promoting gender equality is a cornerstone of our institution's ethos. We have woven this principle into our curricular and co-curricular activities, ensuring that gender equality is not just a slogan but a lived reality within our campus.

Technical Literacy: Recognizing the importance of technical literacy in today's world, we have actively encouraged the employees and students to enhance their technical skills. Our commitment to improving instructional standards and employability is exemplified through the offering of a wide array of certificate programs.

Environment Awareness: We have undertaken various initiatives, including participation in the Swaccha Bharat Abhiyan, poster presentations, environmental awareness programs, tree plantations, and rainwater harvesting. The utilization of solar panels and LED lighting further underscores our commitment to energy conservation.

Vibrant Series of Events: Our campus is a hive of activity throughout the year. From NSS camps and blood donation drives to health check-up camps and alumni reunions, we ensure that our calendar is filled with events that benefit both our students and the community. We actively foster intellectual growth through seminars, conferences, workshops, paper presentations, class seminars, group debates, essay writing competitions, sports events, and cultural celebrations. We take pride in commemorating national and international days, events, and festivals.

Best Practices:

1. Farmer Help Centre: One of our standout best practices is the Farmer Help Centre, which offers valuable information to our students about the challenges faced by farmers and potential solutions. We facilitate this through workshops, guidance from experts in the field, project visits, and other activities. This initiative aligns with our commitment to community engagement and social responsibility.

2. QR Code Technology for COVID-19 Mitigation: In response to the challenges posed by the COVID-19 pandemic, we have implemented an innovative best practice using QR code technology. This technology simplifies the preparation of graduation-level students, ensuring that education remains accessible and effective during these trying times.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VENKATESH MAHAJAN SENIOR COLLEGE, OSMANABAD
Address	Samarth Nagar, Sanja Road, Osmanabad
City	Osmanabad
State	Maharashtra
Pin	413501
Website	www.vmcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. Choudhari Prashant Gunvantrao	02472-227159	8087779718	-	osdvmcollege@gmail.com
IQAC / CIQA coordinator	Dr. Banale Archana Rajendra	02472-228657	9112872304	-	archana.mzade@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Marathwada University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	02-06-2008	View Document
12B of UGC	02-03-2009	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	Samarth Nagar, Sanja Road, Osmanabad	Urban	3.7	2902

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Marathi,	36	Twelfth	Marathi	720	0
UG	BA,Hindi,	36	Twelfth	Hindi	720	0
UG	BA,English,	36	Twelfth	English	720	0
UG	BA,History,	36	Twelfth	Marathi	720	0
UG	BA,Political Science,	36	Twelfth	Marathi	720	0
UG	BA,Sociology,	36	Twelfth	Marathi	720	0
UG	BA,Economics,	36	Twelfth	Marathi	720	0
UG	BA,Geography,	36	Twelfth	Marathi	720	0
UG	BA,Music,	36	Twelfth	Marathi	720	0
UG	BSc,Botany,	36	Twelfth	English	360	0
UG	BSc,Zoology,	36	Twelfth	English	360	0
UG	BSc,Chemistry,	36	Twelfth	English	360	0
UG	BSc,Physics,	36	Twelfth	English	360	0
UG	BSc,Mathematics,	36	Twelfth	English	360	0
UG	BSc,Computer Science,	36	Twelfth	English	360	0
UG	BSc,Microbiology,	36	Twelfth	English	360	0
UG	BCom,Bachelor Of Commerce Commerce,	36	Twelfth	Marathi	360	0
UG	BCA,Bachelor Of	36	Twelfth	English	180	0

	Computer Application Management Science,					
UG	BA,Thoughts Of M Phule And Ambedkar,	36	Twelfth	Marathi	720	0
PG	MA,Master Of Arts Marathi,	24	BA	Marathi	120	0
PG	MSc,Master Of Science Organic Chemistry,	24	BSc	English	60	0

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	4				1				38			
Recruited	2	2	0	4	1	0	0	1	20	2	0	22
Yet to Recruit	0				0				16			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				30			
Recruited	0	0	0	0	0	0	0	0	13	10	0	23
Yet to Recruit	0				0				7			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	5	2	0	7
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	4	1	0	5
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	2	0	0	2
Ph.D.	2	2	0	1	0	0	10	2	0	17
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	4	3	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	4	0	8
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	3	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	6	0	15
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		Total
	0	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	206	0	0	0	206
	Female	225	0	0	0	225
	Others	0	0	0	0	0
PG	Male	32	0	0	0	32
	Female	9	0	0	0	9
	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	44	76	67	53
	Female	59	69	56	65
	Others	0	0	0	0
ST	Male	34	52	21	28
	Female	18	15	9	9
	Others	0	0	0	0
OBC	Male	64	84	81	70
	Female	51	62	50	48
	Others	0	0	0	0
General	Male	126	165	167	119
	Female	156	190	156	99
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		552	713	607	491

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution ensures promotion of multi-disciplinary and interdisciplinary learning on the campus by making faculty and students aware about the New Education Policy. As the college is affiliated to Dr. Babasaheb Ambedkar Marathwada University Aurangabad, it has limited scope to introduce new curriculum. Along with the regular subjects the affiliating university provides the programs like Environment Science, Compulsory Computer Course and the Constitution of India as the compulsory subjects in the interdisciplinary nature. These are offered to the students of Arts, Science, Commerce and Management. As a part of multidisciplinary flexible curricula, in the Academic Year 21-22, the</p>
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	<p>department of History introduced a certificate course on tourism to all streams of students and the Department of English offered certificate course in English for all faculty students.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>For monitoring ABC process the institution formed a team of teachers to provide proper technical support to students. Videos by the Maharashtra Government regarding NEP were shared on students WhatsApp group. IQAC organized two workshops (05/11/22, 12/11/22) for staff and students to create awareness regarding ABC. Under the guidance of Academic Council established in the college, faculties have designed the Certificate Courses and Add on courses. In the Board of Studies of affiliating University, the faculties of the institute represent as the member of their respective subjects. Head of the Department Hindi has worked in the Board of Studies of the affiliating university (Dr. BAMU, Aurangabad) in the Academic years 2018 to 2022. At present two Faculties in the Dept. of Marathi represent as a member of the Board of Studies; one in the university (Dr. BAMU, Aurangabad) and the other in autonomous College (Sangameshwar College, Solapur). They contribute towards curriculum enrichment. Faculties initiate contact with other institutions for exchange of ideas. Many faculties contribute towards research in their respective area of study by publishing their own books but being an affiliated college we have to follow curriculum given by the university.</p>
<p>3. Skill development:</p>	<p>The institutions skill development efforts are similar with National Skill Development Corporation. It is evident through its Curriculum and Certificate, Add on Courses like Techniques of Shatavari Cultivation, Techniques of Vermi-composting. The college ensures that the students excel in skills, soft skills and research and development skills. To strengthen the vocational education college has introduced the courses like Q R Coding, Sanitizer preparation and Soil analysis. Soft skills are developed through certificate courses, and core subjects. Language proficiency is developed through English Language Laboratory, and Marathi Grammar Course.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our motto ???????? ??????? ??????? ??? ????????? and ?? ??? ????????? ?????? ?????? ?? signifies Indian knowledge and culture. Every</p>

	<p>program begins with the worship of Bharat Mata idol, lighting the holy lamp and ends with the Universal Prayer called Pasayadan written by Saint Dnyaneshwara. Faculties are motivated to involve with Vidyabharati Uccha Shiksha Sansthan, Bhishma School of Indic Studies and Punarutthaan Vidyapeeth, Karnavati (Ahmadabad), Gujrat. We create awareness among teachers and students regarding Indian Knowledge system. As a part of this the subjects of social sciences were taught vernacular language. Subjects of science were also taught bilingually. Our students of BA Marathi in their projects have collected local folklore to preserve local heritage. Our Dept. of History runs the courses of Bramhi and Modi transcriptions. Considering the New Education Policy we are ready to achieve our goals to inculcate Indian knowledge system in our students by buying 1051 books (worth of Rs. 250000/-) which are reprinted, edited and translated by Punarutthaan Vidyapeeth, Karnavati (Ahmadabad), Gujrat.</p>
5. Focus on Outcome based education (OBE):	<p>As stated in NEP 2020, the institute is pledged for giving Outcome Based Education to students. The institute tries for all around development of the students through skill development courses, projects which can give hands-on training. The learning outcomes – POs PSOs and Cos are often included in the syllabus copy provided by the University but are restructured by taking in view the social, economical and geographic needs of the students which are mostly hailing from rural area. POs PSOs and Cos are displayed on the college website. Students are informed about these learning outcomes in classrooms during teaching and practical hours. The faculties are informed by examination department to formulate the internal exam question papers according to the learning outcomes of the respective subject. Student performance in internal and external examination is a primary source of mapping attainment of learning outcomes. Apart from this, attainment of learning outcomes is done through Co-curricular and Extra-curricular activities which are organized by respective departments.</p>
6. Distance education/online education:	<p>The institution has sufficient infrastructure and technical support to impart teaching learning process. Faculty members are trained in the use of technology for instruction. The institution has a YouTube</p>

	<p>channel, Face book page, Instagram account and LinkedIn account that stream the video lectures of our faculties. Students are motivated to use the available online sources like MOOC, NPTEL and SWYAM. Two interactive smart panels and four projectors are installed in the classroom. The institute have well equipped language laboratory and also has provision of e-library. Faculties have their own You Tube channels. They use the technological platforms like Google Class, ZOOM to offer blended learning. Faculties use their WhatsApp groups to share, study materials and various notices.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>At Venkatesh Mahajan Senior College Osmanabad, the Election Literacy Board is set on August 14, 2019. The students were supported by the Department of Political Science. Eight students were appointed to the Election Literacy Board in various positions. Every year, the Electoral Literacy Board and the Department of Political Science organize a lecture on Election and Democracy in which students actively participate, and on this occasion, debate Competition is also held.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The institution has the ELC functional with the following office bearers. Sr. NO. Name Designation Functional Role 1 Shri. Rasve Dinkar Sudam Professor ELC Coordinator 2 Gholve Prathamesh Baburao Student ELC President 3 Sherkhane Ashwini Manoj Student ELC Vice President 4 Kale Kedarnath Baliram Student ELC Secretary 5 Surwase Mukesh Bharat Student ELC Deputy Secretary 6 Patki Rupesh Ratnakar Student ELC Member 7 Gurav Balaji Dilip Student ELC Member 8 Sathe Mahesh Jivan Student ELC Member 9 Gote Rahul Kisan Student ELC Member</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of</p>	<p>Activities done by the ELC of Venkatesh Mahajan Senior College Osmanabad • Organization of guest lecture to create awareness about voter registration • Students are guided for online voter registration • National Voters Day (25th January) is celebrated • Organization of Voter awareness drives</p>

<p>ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The E LC takes initiatives that are socially relevant to electoral related issues like awareness drives, contribution to advancing democratic values and participation in electoral processes. Our faculties and students help the target audience to understand the value of the vote and they try to make them aware about the way of their voting. They try to develop a culture of electoral participation and try to maximize the informed and ethical voting.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include enrollment, and casting votes to the proper candidate in elections.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
491	607	713	552	495

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: 37

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	24	24	24	24

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
40.54	18.95	16.46	26.78	24.10

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:

Key Elements of Effective Curriculum Planning and Delivery:

- 1. Academic Calendar:** The heart of our curriculum planning lies in the Academic Calendar, meticulously prepared by the IOAC. This calendar serves as a guiding framework, outlining suitable dates for various academic, co-curricular, and extra-curricular activities.
- 2. Faculty Engagement:** At the onset of each academic year, faculty members convene for a comprehensive briefing on the college's academic activities. This initial meeting sets the tone for the upcoming year, providing a clear understanding of the expectations and goals.
- 3. Departmental Meetings:** Departmental meetings are convened to allocate responsibilities, ensuring that every faculty member's strengths and expertise are utilized optimally.
- 4. Syllabus Distribution:** Building upon the outcomes of departmental meetings and considering the individual department's workload and strengths, the syllabus is distributed accordingly. This process is designed to promote a balanced and effective curriculum that caters to the diverse needs of our students.

Implementation: -

- 1. Semester-by-Semester Teaching Plans:** Semester plans encompass both theoretical and practical aspects of the curriculum, guaranteeing a balanced and comprehensive learning journey.
- 2. Academic Diaries:** Each faculty member receives an academic diary. This diary contains vital components, including timetables, workload distribution, teaching plans, actual teaching units, daily teaching schedules, and details of academic and administrative committee responsibilities.
- 3. Academic Calendar:** The Principal of the college and Heads of Departments closely monitor the academic calendar. This vigilance ensures that the planned activities align with the college's academic goals and objectives.
- 4. Timetabling Expertise:** The college employs a dedicated timetable committee responsible for creating a master timetable, while department heads craft department-specific schedules.
- 5. Diverse Teaching Methods:** These include traditional classroom instruction, innovative use of ICT tools, laboratory work, fieldwork, student seminars, tutorials, question paper-solving sessions, research

projects, and field surveys

6. Continuous Assessment: Our commitment to student development is evident through our continuous assessment practices. Faculty members administer unit tests, facilitate group discussions, and encourage seminar presentations, all of which contribute to a holistic understanding of the curriculum.

Academic Calendar and Continuous Internal Evaluation: -

- The college strictly adheres to the academic calendar provided by Dr.Babasaheb Ambedkar Marathwada University, Aurangabad, in line with our ongoing affiliation with the university.
- At the start of each academic year, the Internal Quality Assurance Cell (IQAC) prepares an academic calendar that mirrors the schedule of the affiliated university. Within the academic calendar, the teaching-learning timetables for each academic year, along with details of Continuous Internal Assessment (CIE), are clearly outlined.
- To ensure thorough preparation for university examinations, the college conducts Preliminary Examinations based on university question papers. These exams are closely supervised by our regular faculty members.

Continuous Internal Evaluation

- Continuous Internal Evaluation (CIE) stands as a cornerstone of our educational framework, dedicated to students' growth in academic journey
- The Examination Committee is an integral part of our institution, diligently crafts a preliminary schedule for Continuous Internal Evaluation (CIE).

Preliminary Examinations: One month before the university examinations, our college administers Preliminary Examinations.

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: 22

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: 21.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
258	133	58	125	37

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:

Venkatesh Mahajan Senior College Osmanabad offers various academic programs covering the Arts, Commerce, Science, and B.C.A. streams. The curriculum has been designed by Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, to cater to the diverse needs and interests of our students. From Gender, Environment, Sustainability, and Human Values to Professional Ethics, we cover a wide range of subjects and topics that address critical cross-cutting issues, emphasizing their relevance in the modern world.

At our institution, we place a strong emphasis on **Environmental Studies**, which is a mandatory subject for all second-year undergraduate students. Our students gain a comprehensive understanding of environmental concerns and sustainability practices. We have implemented various initiatives to promote environmental awareness and sustainability, such as poster competitions, tree plantation drives, expert lectures, and awareness campaigns. Our National Service Scheme (NSS) units and academic departments execute these initiatives, instrumental in driving positive change within the college and the community.

Gender Equity is another crucial issue we address at our institution. Our literature courses feature prose, poetry, plays, novels, and chapters that delve into gender sensitivity and equity. We organize special programs to promote gender equality and sensitization, fostering an inclusive culture. Our activities include guidance lectures on personal hygiene and legal issues, programs on Women Empowerment, self-defence training, health check-ups, and awareness camps. We have established a Women and Gender Development Cell, which has been instrumental in creating a safe and inclusive space for female students on campus. We have also introduced vending machines and exclusive competitions for female students to ensure gender inclusivity.

At our institution, we emphasize instilling **Human Values** among our students and staff, beyond the academic curriculum. We regularly organize programs to inculcate these values, including blood donation camps, disaster management camps, awareness campaigns related to cancer and HIV, as well as social and cultural endeavours. During the pandemic, we contributed by producing and distributing hand sanitizer bottles and essential food items. Our NSS units play a vital role in these social and cultural activities, extending their impact not only within the college but also in adopted villages and neighbouring communities.

We are strongly committed to inculcating **Professional Ethics** among our students, with ethical practices integral to the content of syllabi and certificate courses. Our Career Guidance and Placement Cell plays a pivotal role in this endeavour by regularly organizing placement activities, offering training, and nurturing students' aptitude in alignment with industry requirements. Our efforts prepare students for the professional world with a strong ethical foundation, ensuring they become responsible and ethical professionals who can contribute positively to society.

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: 28.72

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

Response: 141

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

1.4 Feedback System**1.4.1**

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 49.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
260	184	274	335	273

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
630	540	540	540	420

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: 51.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
157	104	148	143	130

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

2022-23	2021-22	2020-21	2019-20	2018-19
327	280	280	280	160

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 17.54

2.3 Teaching- Learning Process

2.3.1

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

Response:

The enrollment of the students in our college comes from diverse background. This diversity of learners in respect of their background, abilities, social status and other personal attributes needs to be contained in the teaching and learning process. The learner-centered method in teaching such as participative learning, experiential learning and problem - solving methodologies eases the learning process. It also contributes to overall development of students. Teachers provide a variety of learning experiences, including individual collaborative learning, interactive and participatory approaches. Teachers use different resources such as certificate courses, projects, guest lectures etc to for makes learning more individualized, creative and dynamic. Management Systems (LMSs), other ICT resources are used efficiently to incorporate them meaningfully in teaching-learning process.

EXPERIENTIAL LEARNING

Experiential learning process provides useful tool in the hands of the teacher which focuses learning through direct experience. This includes workshops, certificate courses, seminars, study tours, industrial visits, lab visits, different competitions and other interactive techniques. The goal of experiential learning is to provide students with the opportunity to actively engage with and reflect on the learning material, rather than just passively receiving information.

PARTICIPATIVE LEARNING:

Participative learning is a teaching method that emphasizes student on active participation. in the learning process. The institute ensures that every department frames the co-curricular and extra-curricular activities which can involve students working in small groups, Screen adaptation, wall paper making and publication, seminars, celebration of important days, essay writing competitions participation in annual Avishkar competition, seminars etc. To inculcate value of team work NSS Department organize activities like village adoption, Tree Plantation, Swachh Bharat Mission etc. Group Work activities like workshops and poster presentations are also conducted.

PROBLEM SOLVING METHODOLOGY:

Problem-solving methodologies are teaching approaches that focus on helping students to develop the skills and knowledge needed to solve complex problems. This involves guest lectures, Webinar, international Online Seminar, Survey of Suicidal Farmer Families in Osmanabad Taluka Establishment of Energy Conservation Club, Preparation and distribution hand sanitization during Covid 19 pandemic other types of problems- solving methodologies that require students to apply their critical thinking and problem-solving skills.

ICT TOOLS:

ICT tools refer to a wide range of technologies that are used to facilitate communication, access and process information and support teaching and learning. The faculties use interactive panes in smart classrooms efficiently in teaching to show education videos, PPT based teaching. The study notes and other related study material is disseminated through google-classrooms, whatsapp groups. Faculties ICT tools use You Tube channel, Google class rooms, Google Forms, Whatsapp. and online platforms efficiently in teaching learning process.

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	24	24	24	24

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: 69.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	16	15	16	17

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The quantitative dimension of evaluation is to enhance academics of students and to induce a positive feedback. The qualitative dimension of evaluation is in its use for enhancing the competence of students. Different methods of evaluation process aim at gauging the knowledge and skills acquired at various levels of the programs.

Our college, has well established mechanism of internal and external examination. The efficiency of this mechanism rest on the transparency and time bound redressal of grievances arising in internal and external examinations.

Internal assessment is a process is not only aimed at enhancing the performance of a student in per External assessment but also attainment of leaning outcomes at different levels. Methods of Internal Evaluation frequent unit test, seminars, MCQ test, online test, etc. The results of the internal evaluation are communicated with student in classroom and advised to lay thrust upon the weak areas so as to improve the performance in university examination.

The internal/external examination committee provides a robust grievance redressal system. The committee ensures the time table of the internal and external examination is communicated to students well in advance so that students get enough time for preparation. It formulates mechanism for addressing the complaints and grievances of students, teachers and other stakeholders in the institute. A time-bound and efficient grievance redressal is ensured by the committee through enhancing the co-ordination between students and office. The complaints and grievances arising in internal examination are solved at the departmental level of respective subject. Grievances arising in external examination such as queries regarding evaluation of answer paper, re-evaluation of answer papers are reserved results are forwarded to university exam unit in proper format.

Mechanism of Internal Assessment:

Planning: College has one committee for Internal Examination for internal and university level examinations. Internal tests for each semester are arranged as per the **Academic Calendar**.

Execution: Internal Examination Committee arranges conduct of internal tests.

Notices/Circulars/Ordinances pertaining to the examinations are frequently displayed on the notice board, Google classrooms and student WhatsApp groups.

Feedback and Review Mechanism: The efficiency, frequency and robustness of evaluation process was reviewed through a feedback by students. Internal Quality Assurance Cell analyzes the feedback and communicates to the concerned authorities.

Reforms in internal evaluation: Pandemic driven situation led to the effective use of ICT in CIE leading to reforms in the internal evaluation which were implemented more effectively in terms of mode, frequency and robustness.

Integration of ICT in CIE made the mechanism of internal evaluation more transparent.

Transparency in Evaluation:

Students performance is transparently and regularly evaluated on the basis of internal tests. The performance of student in internal examination is discussed in classrooms and students are given suggestion about improvement in the university 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 real test of teaching and learning process lies in the Outcome Based Education. Student performance is seen as the realization of learning outcomes which are specifications of what a student should be capable of doing on successful completion of a course and/or a programme.

Outcome Based Education ensures that the all stake holders of the educational institute specifically students receive quality education. It is also needed for setting up of education goals so that knowledge included in the curriculum is applied to solve the problems arising in academics

College ensures OBE for skills and development of competencies. Detailed COs, POs & PSOs in line with **institution's mission, vision and goals**. HODs, concerned staff, IQAC coordinator and members are involved in preparing and presetting learning outcomes. IQAC ensures that all the internal examination pattern is in line with the COs stated by respective department.

The institute is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The board of studies of the university prepares the course outcomes and programmes outcomes while designing the syllabi. The institute is running multi undergraduate and postgraduate programmes very successfully which are namely: B. A., B.Com., B.Sc., B.Sc. B.C.A., M.A. (Marathi), and M.Sc. (Organic Chemistry). To suit the needs of students from diverse background and for the effective implementation and delivery of the curriculum, the teachers have made well-described Program Outcomes (POs), Program Specific Outcomes (PSOs) Course Outcomes (COs). The POs and PSOs are displayed in college premises and COs are displayed in every department. These are also communicated to the students by the respective teachers during classroom teaching and in co-curricular activities. The attainments of program-specific outcomes have been evaluated to ensure the institution's quality improvement process. The IQAC has come up with the mechanism for evaluating program outcomes which in according the standards set by NAAC. This mechanism has been made as transparent, scalable, robust and objective based with the utmost care taken for overall development of students. This mechanism stands out for its excellent integration of subjective observation and objective evaluation of the students' performance. The activities organized by departments is keeping in view attainment of desired outcomes.

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:

College has developed well defined mechanism for mechanism to measure attainment of POs and COs with **direct and indirect methods**.

The direct method of measurement involves calculation of attainment of POs and COs from result analysis. The COs of all courses in the final year exam are mapped with the POs to obtain attainment level. The indirect method refers to participation and achievements in sports, games, placement, research

competitions, progression to higher education, etc.

DIRECT METHOD: Continuous evaluation is followed to analyze the attainment levels of POs, PSOs and COs both for UG and PG programmes. It can have done through the external and internal assessment.

EXTERNAL ASSESSMENTS:

It is done by the affiliating university at the end of semester.

INTERNAL ASSESSMENTS

It is done through unit test, Assignments, Seminars, Classroom Participation, various competitions such as poster making, essay writing, etc.

Defining of Attainment Levels for COs & POs (DIRECT METHOD)

For University Examinations

Level 1: below 45 % of students scoring more than average marks

Level 2: 45-60 % of students scoring more than average marks

Level 3: above 60% of students scoring more than average marks

For Internal Examinations

Level 1: below 60 % of students scoring more than average marks

Level 2 : 60-80 % of students scoring more than average marks

Level 3 : above 80% of students scoring more than average marks

Target level for attainment of COs is set at 2.5

Indirect Method: It is evaluated by Achievements in;

- Certificate courses
- Projects
- Sports and Games
- Progression to higher education
- Training & placement
- Participation in research competitions/exhibitions (Avishkar)
- Industrial visits
- Infield Training
- **Covid-19** Related Outreach Activities

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: 50.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	78	116	79	28

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	227	148	84	92

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: 3.99

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: 1.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	0.14	0.30	1.25	0.1

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution's educational approach is underpinned by a robust commitment to technology integration. Venkatesh Mahajan Senior College places particular emphasis on ICT-based learning, ensuring students to have access to modern resources that amplify their educational experiences. The college provides computer facilities and internet connectivity, which empowers students to delve into research and learning with remarkable effectiveness.

The college has undertaken a transformative journey since 2013 by partially automating its library operations, leveraging cloud-based Lib-Man software. This digitization thrust has substantially broadened the horizons for both students and faculty, granting them access to an extensive repository of online resources, including e-books. Such resources have become instrumental in supporting research endeavours and fostering a dynamic educational atmosphere.

To sharpen essential communication skills, the institution has established language laboratories that facilitate multilingual proficiency. The labs acknowledge the paramount importance of effective global communication in the contemporary world.

Venkatesh Mahajan Senior College is not merely an academic stronghold but also promotes for research culture. Students are passionately encouraged to immerse themselves in research projects, and the institution ardently champions faculty involvement in research activities, engendering a dynamic atmosphere for collaborative projects.

The college reinforces its commitment to holistic education through comprehensive guidance, career counselling, and a placement centre. The placement center plays an indispensable role in guiding students toward shaping their future career trajectories, offering them invaluable resources and counsel. Additionally, the college is an active participant in the Career Katta initiative championed by the Government of Maharashtra, which underscores its commitment to empowering students with career-oriented guidance.

Venkatesh Mahajan Senior College places an equal premium on faculty development. Faculty members are actively encouraged to pursue advanced education and professional growth through a numerous of courses and initiatives. This concerted effort ensures that the college's educators remain at the front line of knowledge in their respective fields.

The college proudly hosts an excess of self-funded State, National, and International Seminars, Webinars, Conferences, and Workshops. These events serve as vibrant forums for intellectual exchange and collaboration, often graced by the presence of eminent persons from diverse academic spheres, who share their profound research insights, enriching the scholarly milieu.

Furthermore, the college has embarked on strategic collaborations with industries and other esteemed institutions, formalized through Memorandums of Understanding (MOUs). These symbiotic partnerships provide fertile ground for the cross-pollination of innovative ideas, resources, and expertise, thereby amplifying the college's innovation ecosystem.

In addition to its educational offerings, Venkatesh Mahajan Senior College has introduced local chapters of Swayam and NPTEL, extending opportunities for students and faculty to partake in enriching online courses that augment the educational experience.

In conclusion, Venkatesh Mahajan Senior College is an exemplary institution that tries to impart outstanding education and instils a spirit of innovation, excellence, and societal contribution in its students. Through its dedication to research, technology integration, student and faculty development, and collaborative endeavours, the college stands as a paragon of educational endeavours and a beacon that guides the way forward.

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: 25

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	06	05	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: 3.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	06	06	55	18

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: 0.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	02	07	08	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 is dedicated to holistic development and community engagement. Various departments actively organize extension activities to build strong ties with the neighboring community and sensitize students to their needs. Our vision is to achieve Comprehensive Development through education.

The students play a pivotal role in these endeavors, engaging in social service activities that contribute significantly to their overall growth. They lead initiatives addressing a range of social issues such as cleanliness drives, tree plantation efforts, water conservation projects, AIDS awareness campaigns, blood donation camps, and health check-up events.

On International Yoga Day, the NSS and Sports departments collaborated to conduct yoga and breathing exercises. These sessions taught various techniques of yoga-pranayama, promoting mental and physical well-being. Additionally, in partnership with the Hedgewar Blood Bank in Solapur, a successful blood donation camp was organized, with 25 generous donors contributing. The NSS also conducted an AIDS awareness program and a health check-up camp, benefiting 137 staff and students.

During the COVID-19 pandemic, the college took proactive measures to support its students and the community at large. Recognizing the hardships faced by families, the institution provided essential rashan kits (food supplies) to those struggling for their livelihoods. This act of benevolence aided 35 students facing challenging circumstances. Special Camp and its activity conducted in 93 Akhil Bhartiya Marathi Sahitya Sammelan.

A significant initiative of the institution is the "Farmers' Counseling Center," established to provide crucial support and guidance to farmers in the drought-prone Osmanabad district of Maharashtra's Marathwada region. Unfortunately, this region has witnessed a rise in cases of farmer suicides in recent years. The center's efforts not only offer counseling but have also successfully prevented suicide attempts among the farmers. In response to the pandemic, the center distributed 66 bags of millet seeds to the needy farmers.

The Department of Chemistry played a vital role in the fight against COVID-19 by preparing and distributing hand sanitizers. Additionally, the Department of Sports organized an online workshop focusing on Yoga, Use of QR Code in teaching learning process, District level students Selection Camp for Disaster Management (AVHAN) Meditation, and Breathing techniques to promote mental and physical well-being during these challenging times.

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:

National Service Scheme (NSS): In 2018, our institute was honored by Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, with the title of "Best Programme Officer" for our outstanding contribution to the National Service Scheme. This recognition underlines our commitment to community development and societal well-being. Additionally, our NSS unit received the esteemed recognition of being the "Best Unit (College)" in the same year.

Blood Donation Camps: The Hedgewar Blood Bank, Solapur, acknowledged our institute's significant role in organizing blood donation camps during the academic year 2018-19. We are proud to have received a Letter of Recognition for our dedicated efforts in contributing to this life-saving cause.

Promoting Education and Literature: Our institute has been at the forefront of promoting education and literature. In 2018, we were honored with the "Chhatrapati Shivaji Maharaj Nation Power Award" by Vishwanayak Lok Sansad, Beed, Maharashtra, affirming the pivotal role we play in shaping the educational landscape. The Rotary Club and Ekta Foundation, Dharashiv, Maharashtra, also recognized our institute's invaluable contribution by awarding us the "Teacher's Jewel Award" in the same year.

Innovative Teaching Approach: The Vrindavan Foundation and Education Wisdom, Maharashtra, acknowledged our institute's innovative approach to teaching during the Gurujan Gaurav Sohla (Teacher's Day Celebration) in 2018. This recognition underscores our commitment to fostering creativity and critical thinking in our students.

Uplifting Health and Well-being: In 2018, our institute actively participated in the Swami Vivekananda Jayanti Health Yagna, organized by Dr. Hedgewar Blood Bank, Solapur, Maharashtra. Our collective contribution as blood donors reflects our dedication to the health and well-being of society.

Championing Cultural and Literary Movements: The KB Hindi Literature Committee, Badayun, Uttar Pradesh, recognized our institute's significant role in understanding the Dalit Panther movement by awarding us the "Rajaram Dubey Memorial Hindi Decoration" (?1100) in 2018.

- During the 79th Suryakant Tripathi 'Nirala' National Conference organized by UNESCO INTERNATIONAL CONFEDERATION, Maharashtra, Hindi Department of our institute was honored with the "Suryakant Tripathi 'Nirala' National Literature Award" in the same year. This award exemplifies our institute's dedication to the promotion of literature and culture.

In 2018, Hindi Department of institute received the prestigious "Mahatma Jyotiba Phule International Award" at the 12th International Equality Award Conference organized by Babu Jagjivan Ram Arts, Culture, and Literature Academy, New Delhi. This award signifies our institute's global impact and recognition.

The accolades continued in 2018 with the "Sumitranandan Pant International Literary Award" from Saptahik Jan Adhyayan, Nanded, Maharashtra, in recognition of our institute's efforts in promoting literature and education.

In 2019-20, our institute continued its dedicated contributions to society through a Blood Donation Camp, earning yet another Letter of Recognition from Hedgewar Blood Bank, Solapur. Additionally, we were acknowledged by Aarambh Sanstha, Amravati, for our participation in a Cancer Awareness Programme.

Our institute's journey reached new heights in 2019 with the receipt of the "Bankelal Sharma Memorial Hindi Virtuoso Award" (Rs. 2100/-) for honoring Dr. Bapuji Salunkhe's legacy. This award, presented by K.B. Hindi Literature Committee, Badayun, Uttar Pradesh, celebrates our institute's dedication to literature and culture.

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: 25

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	5	5	5	5

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: 10

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:

Venkatesh Mahajan Senior College has consistently worked to provide quality education and ensures the all-round development of the students in order to create erudite, responsible, and empowered citizens. The college has a beautiful campus with a variety of trees. We have a sports department in our campus. The institute has suitable space for sports and cultural events. Sports section organizes indoor activities like chess, carom and table tennis. The sports department has an advanced Gymnasium. On the occasion of International Yoga Day, June 21 the institution arranges yoga and meditation camp for students and faculties as well. Students take part in intercollegiate sport activities at the national, state and university levels. The outdoor activities include volley ball, cricket, kabaddi and kho-kho. The cultural events are open for all students. The college has cultural department which provides the required facilities. The facility offers a well-kept, user-friendly and sturdy infrastructure that is beneficial for teaching, learning, and students' overall development. The classrooms are equipped with LCD projectors so that ICT can be used for strengthening academic discourse.

The college has following facilities for teaching learning and processes:

1. The college has spacious classrooms, department rooms, gymnasium, office, principal cabin and computer lab. The classrooms are equipped with LCD projectors so that ICT can be used for strengthening academic activities. There is a computer lab available for the students. These labs have adequate computer equipment and internet connectivity to support practical sessions.
2. The campus is Wi-Fi enabled for the benefit of students and faculty.
3. The college has a separate library building with Wi-Fi enabled.
4. The library has a librarian's separate compartment, a book circulation (issue/return) counter, an online public access catalogue and a processing section. A reading room is provided by library as well.
5. Suggestion/complaint boxes.
6. Inverter/UPS facility for office.
7. Generator for the entire campus.
8. Library has an adequate reference books, encyclopaedia and newspapers with reading room for students and staff.
9. History Museum.
10. Wi-Fi facility in campus.
11. Girls' Hostel.
12. College has canteen facility for students.
13. Common staff room for teachers.
14. Seminar Hall.

15. Laboratories for all the science departments.
16. Sports ground and Gymnasium.
17. CCTV in every classroom and campus.
18. College has nearby all musical instruments.
19. Clean and purified RO drinking water facility is available.
20. Separate and adequate number of wash rooms are available for students and staff.
21. Principal's Office and Accounts/Administrative Office well equipped with ICT tools.
22. Eight classrooms out of fourteen classrooms are ICT enabled.

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: 42.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
23.43	6.56	3.86	11.36	9.20

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 infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library of Venkatesh Mahajan Senior College is divided into Four sections: the Processing Section, the Reference Section, the E-Library, and the Reading Room. Our college library has done its best to provide necessary materials to all college components while also monitoring the qualitative and quantitative growth of library facilities. 50 students can sit and read in the reading room section. The library is well equipped with a large collection of around 15340 books and other reference reading material. The library collection includes Textbooks, Reference books, General reading books as well as Competitive Examination Collection etc. The library is actively engaged in organizing book exhibitions and other supporting activities.

Library automation using ILMS:

Library functions are semi-automated through the “Lib-Man?Library Software. (ver. Cloud based), an Integrated Library Management Software. Online Public Access Catalogue (OPAC) can be checked anywhere, in mobile too. From the academic year 2009 to 31st Jan 2021 we use “Lib-Man software” for library automation. But due to sudden increase in AMC charges by the service provider, management decide to switch on E-Granthalaya software. E-Granthalaya is an Integrated Library Management Software from National Informatics Centre, GOI, New Delhi. The library was used e-Granthalaya for the period 4th Feb. 2021 to 29th sept. 2022 and switched to Lib-Man software from Oct 2022. Lib-Man software is cloud based software and OPAC can be accessed from anywhere. We create “VMC Library” whats app group for sharing information about e-resources and new arrivals. Students are allowed to use personal laptops and mobiles also in the library for academic purpose.

Library Automation:

1. For Library Automation we use cloud based “Lib-Man? Library Software.
2. College has made annual maintenance contract with “Master Soft ERP Solutions Pvt. Ltd., Nagpur” for library software.
3. Book collection is updated in the library software.
4. Online public access catalogue (OPAC) is available.
5. Status of library Automation is Partly.
6. Two computers available at library for administrative purpose.
7. Seven computers available at E-library for searching of e-resources.
8. To improve the library efficiently, a networked-based connection is provided between all the computers through LAN (Local Area Network).
9. Two Printers available at library.

10. Scanning facility is made available.

11. Reprography facility is also available.

12. For searching of e-resources internet connection is available.

13. Availability of E-Resources through D- Space Software.

Subscription to N List e-resources:

Sr.No.	Year	Subscription Amount
1	2023-24	5900/-
2	2022-23	5900/-
3	2021-22	5900/-
4	2019-20	5900/-
5	2018-19	5900/-
	Total Amount	29500/-

Links to OER repositories:

1) Library Department

<https://vmcollege.org/library/#1689478773132-7160107c-3ce5>

2) N-List E-resources

<https://nlist.inflibnet.ac.in/>

Amount spent on purchase of books, journals & periodicals:

Sr.No.	Year	Newly Added	Amount Spent on purchase of books, Journals & Periodicals
1	2017-18	1366	425639
2	2018-19	347	44233
3	2019-20	181	31044
4	2020-21	238	48035
5	2021-22	513	77162
6	2022-23	667	220167
		3312	8,46,280/-

Usage of library:

Academic year (A)	Total number of teachers and students visited library (B)	Total number of library working days (C)	Per day usage of library (D=B/C)
2018-19	32482	298	109

2019-20	33516	294	114
2020-21	26390	290	91
2021-22	29744	286	104
2022-23	34456	292	118

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:

To ensure excellent quality in the teaching and learning process, the college is working to improve its IT infrastructure. The college has developed an upgrade IT Infrastructure with the help of department heads. The entire college has Wi-Fi and the computer labs are linked to the internet through LAN. An internet connectivity of bandwidth 200Mbps is provided by BSNL Pvt. Ltd. The institute always reviews the current needs and provides internet bandwidth accordingly.

The IT facilities that are available to support academic and non-academic activities include:

- 1.The college has 70 computers in various departments, including the computer laboratory. The college has installed five LCD projectors. All these LCD projectors are well equipped with speakers. These LCDs have all the features that are needed to carry out the teaching and learning process. Apart from this, all the computers are connected to high-speed internet facilities. Installed system: The college has 70 computers in various departments, including the computer laboratory.
- 2.Speed of internet: The speed of internet services from BSNL is 200 MBPS available on campus.
- 3.Projectors: The College has provided five LCD projectors well equipped with speakers and two interactive smart boards with a writing pad. LCD projectors have all the features needed to carry out the teaching and learning process effectively.
- 4.Desktop computers are available in all departments.
- 5.Laser printers are provided in majority of the departments.
- 6.Curriculum-based software is regularly updated based on the needs of the concerned departments.
- 7.All the latest softwares are regularly updated.
- 8.Various software programs are used for administrative or official work purposes, like ERP, Talley software, etc.
- 9.Each department has computers with internet connectivity.

10.The IQAC, administration and account sections, examination department etc. have internet connectivity.

11.Limited Wi-Fi facility for students to access e-books and video lectures are provided.

12.The entire campus is under CCTV surveillance, with CCTVs fixed at strategic points such as the main gate, porch and office.

13.The college library is fully automated with Soul Software and the OPAC system.

Details of IT Infrastructure:

Particulars	Quantity
Biometric Machine	01
CCTV	18
Total Computers	70
Laptops	03
LCD Projector	07
Printers	12
Scanners	03
Wi-Fi	02
UPS	10
Battery Back-up System	01
Smart Interactive Panel (Smart Board)	02
Generator	01

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: 7.79

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

Response: 63

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: 22.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.61	3.11	3.19	5.91	6.38

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: 61.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
249	342	449	365	363

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: 47.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
181	275	350	302	249

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
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: 51.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	44	36	30	28

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	78	116	79	28

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: 6.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	01	01	02

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: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	00	0	3

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: 3.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	04	00	5	5

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 Alumni Association of Venkatesh Mahajan Senior College has given a substantial contribution to the institution's growth. In its emergent stage, the Alumni Association consisted of a dedicated group of five members who embarked on their mission with unwavering determination. Their initial meetings held on the 13th of August 2018 and the 20th of January 2019 laid the cornerstone for what was to evolve into a transformative force within the college community. These pioneers recognized the significance of their role in nurturing the college's legacy and were wholeheartedly committed to making a lasting impact.

A notable milestone in the Association's journey was its active engagement in informative lectures during National Service Scheme (NSS) programs. These sessions served as platform to address pressing social issues such as illiteracy, career development, and personal empowerment. By actively participating in these programs, the Alumni Association demonstrated its commitment to the betterment of society and the enhancement of the college's ethos.

While the Alumni Association was active and vibrant, it had yet to obtain official registration in its initial year. Nonetheless, the formal registration was set in motion during the academic year 2019-20, underscoring the Association's intent to establish a structured presence within the college. This pivotal process was formed by Pro. Ashok Gore, the Coordinator, alongside Dr. Vaychal Vinodkumar, Smt. Linge Anita, and Dr. Sameer Bavikar, who diligently formed the registration committee. The significance of their efforts was underscored by crucial meetings held on the 1st December 2019 and the 15th of February 2020, marking substantial milestones in this endeavour.

The Alumni Association witnessed the active involvement of former students who passionately participated in meetings and college activities. Their consistent dedication and support provided the necessary impetus for the Association to surge forward, overcoming challenges like the global COVID-19 pandemic with resilience and determination.

The onset of the pandemic in the academic year 2019-2020 presented unique challenges for the Alumni Association's activities. Despite these challenges, the Association adapted and thrived. A noteworthy example of this adaptability was showcased when Laxmikant Jahagirdar organized an online Yoga session on International Yoga Day.

The Alumni Association achieved a significant milestone in December 2022 by officially registering under the name “Venkatesh Mahajan Varishth Mahavidyalay Maji Vidyarthi Bahoouddeshiy Sanstha

Osmanabad, Tal- Osmanabad, Jilha-Osmanabad" in accordance with the Societies Registration Act, 1860. This marked a momentous step in the Association's journey, solidifying its place within the college community.

With formal registration completed, the Alumni Association took the strategic step of establishing a bank account at the Bank of Maharashtra, Osmanabad. This move not only ensured financial stability but also positioned the Association to embark on more substantial initiatives, contributing significantly to the growth and development of the college and its students.

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:

- **Motto**
- 'Santamam Sathamam' (??Lokahitarth Dnyan Sadhana??)
- 'Santamam Sathamam' (??Santamam Sathamam??)
- (??Shastra Shastra Sambhritam Bhavatu Bharatam??)
- **Vision**

We envisage India as a nation of erudite, astute, intelligent and healthy citizens. Our institution will be a hub of knowledge, imparting technical and professional skills along with imbibing a sense of commitment to values and ethical conduct. The rural youth- boys and girls shall acquire global competence while being aware of their roots. Our students shall uplift themselves, their family, society and nation.

- **Mission**

Our mission is to pursue and impart knowledge for the welfare of society, to enrich India by cultivating excellence and dedication in our students. Our mission is to develop men and women with active and creative minds, having understanding and compassion for all, and the courage to act according to what they believe. We strive for the total development of each student intellectual, emotional, physical, emotional and social. It is our mission to make the students aware of their innate talents, refine and turn them into lifelong assets.

Vision and Mission statements of Venkatesh Mahajan Senior College were established to provide higher education to students in a rural area, adapting to changing times. The governance of the institution aligns closely with these statements. A perspective plan guided by the college's vision and mission, with strategic goals that encompass strengthening research activities, faculty development, student support and progression, educational leadership, and infrastructure expansion. The college's governance diligently implements various activities throughout the year.

To enhance education, our institution embraces ICT-based technology for teaching, communication, and the organization of co-curricular and extra-curricular activities. We have invested in smart boards, additional projectors, and increased the number of computers. The institution organizes health check-up camps, offering health counseling, blood donation drives, and eye care services to the underprivileged and those in rural areas lacking access to healthcare facilities.

We organize seminars, workshops, and guest lectures to ensure the effective implementation of the New

Education Policy. Our institution not only imparts education but also instills a sense of responsibility to nurture core values. Physical education and sports activities are promoted to ensure students maintain physical fitness, with a well-equipped gymnasium available for their use.

The college management plays a pivotal role in infrastructural development, providing financial support to teachers for professional growth, appointing necessary staff, and enabling faculty members to effectively implement curricular, co-curricular, extension, and research activities. Faculty members are encouraged and motivated to participate in and conduct workshops and seminars.

The collaborative efforts of faculty members, students and office staff under the guidance of the principal, result in the successful execution of various academic, administrative, extension-related, co-curricular, and extracurricular activities.

The IQAC oversees qualitative initiatives based on feedback from stakeholders. In consultation with the IQAC, the CDC makes key policy decisions and considers important proposals for the institution's development. The introduction of programs such as B.C.A., B. Com., M.Sc. (Chemistry) and M.A. (Marathi) represents professional approach to education. IQAC also promotes collaboration through MoUs with industry and other educational institutions.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college has prepared a perspective plan for five years after the accreditation of the second cycle of the NAAC on the basis of need of the students and overall development of the college. The IQAC has reviewed and revised quality policy with the help of teaching, non-teaching staff, students, alumni and representatives from industry and education. The college takes effort for quality assurance and quality enhancement as well as takes initiatives for developing welfare schemes for betterment of our stakeholders especially students and to increase awareness among the students and staff about social accountability and social responsibility. The college has taken action to achieve the institutional goals through several noteworthy activities. The plan is based on students curricular, extracurricular, infrastructural development of the college. All academic, curricular, extra-curricular extension and developmental activities come under the purview of the IQAC.

CASE STUDY: Introduction of MSc in Chemistry and MA Marathi.

Context: The Peer Team recommended to introduce PG programme during the II Cycle of assessment and accreditation. Therefore, as per the recommendation, it is decided to introduce MSc in Chemistry and MA in Marathi, it is mentioned in the **strategic plan** which was prepared after the accreditation. To better serve the needs of students from rural backgrounds and weaker sections of society, the institute has introduced new courses to keep up with the rapidly changing demands of higher education.

ACADEMIC

Governing Body - The Governing body is responsible for making key decisions in the institute. It is composed of a President, Secretary and Directors who are nominated by members of the institute.

Responsibilities:

- To accomplish the vision and mission of the institute through various activities
- Recruitments
- To design quality policy and direct its execution.
- To signify and channelize the future advancement

ADMINISTRATIVE

The Principal gathers feedback from teachers, students, parents to analyze and improve the college curriculum, human resources, infrastructure and funds. The Principal communicates this information to teachers, who analyze it for improvement. The Principal, Governing Council, and Local Management Committee review the information, making decisions to achieve excellence.

The administration of the institute is a collaborative effort that involves the active participation of the CDC, the Principal, the heads of department and both teaching and non-teaching staff. The College Development Committee is responsible for formulating policy decisions such as staff recruitment, infrastructure, learning and financial management. The Principal, in consultation with the IQAC, heads of each department and coordinators, makes administrative decisions that are necessary for the effective functioning of the institute.

SERVICE RULES

The institute adheres to the rules and regulations set by Dr. Babasaheb Ambedkar Mrathwada University, Aurangabad, University Grants Commission (UGC) and the Government of Maharashtra.

PROCEDURES FOR THE PROMOTION

Promotion to the faculty is given according to the rules of the affiliating university – Dr. B. A. M. University, Aurangabad, UGC and the Government of Maharashtra.

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:

Welfare measures for teaching and non-teaching staff:

- Provision of a comprehensive group insurance scheme to ensure financial security for all our staff members.

- Provision of maternity and other leaves for ladies staff acknowledging the significance of family and personal well-being.
- Canteen facility accessible to staff and students.
- Provision of various types of leaves, including Casual Leave, Compensation Casual Leave, and Medical Leave, to ensure a work-life balance and health.
- Support as guarantors for loans from banks recognizing their financial needs and responsibilities.
- Staff members eligible as per management norms have received service gratuity payments as a token of our appreciation for their long-term commitment.
- Our staff has had the opportunity to participate in the provident fund scheme, aligning with government provisions for financial security.
- Encouragement to improve their academic qualifications and engage in research work by attending courses in higher educational institutions.
- Ensuring the safety of our staff, we have maintained round-the-clock security along with CCTV cameras.
- Regular health check-up campaigns, Yoga classes, meditation sessions, and stress management workshops have been organized for staff to promote their physical and mental well-being.

For Teaching Staff:

- Implementation of Employee Provident Fund (EPF) and Employee State Insurance (ESI) schemes for teaching staff, ensuring their social security.
- Teaching staff appointed after November 2005 have had access to the New Pension Scheme (NPS) and Defined Contribution Pension Scheme (DCPS) for their retirement benefits.
- Our college has offered various types of leave to attend Faculty Development Programs (FDP), Refresher Courses, Orientation Programs, Short-Term Courses, Workshops, Seminars, and Conferences, facilitating continuous learning and career growth.

Career Development/Progression:

- Faculties have the opportunity to attend FDPs, which focus on enhancing teaching methods, research skills, and overall professional development.
- Assistance in securing research grants and accessing resources to facilitate your research endeavors.
- Guidance and support in publishing research papers and articles in reputed journals, thereby contributing to your academic recognition.
- Clear and transparent promotion criteria and pathways are in place, providing a structured framework for your career advancement.
- Encouragement to participation in academic conferences, workshops, and seminars to facilitate networking and knowledge exchange.
- Opportunity to collaborate with other faculty members and institutions on research projects.

Performance evaluations for non-teaching staff are conducted based on various criteria, including the staff member's demeanor and work habits, departmental competence, diligence, maintenance of office harmony, and cooperation with fellow staff members.

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: 8.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	05	00	06	00

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
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: 25

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	03	19	04	04

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

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

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:

- **Funding Sources:** College raises funds through various resources such as fees from students, salary grants received from the government for aided staff, scholarships from government. In addition to the above-mentioned sources, the college gets funds and research grants from funding agencies like UGC, RUSA, Government of Maharashtra and Dr. Babasaheb Ambedkar

University, Aurangabad.ICICI Foundation and Venkatesh Mahajan Senior College, Osmanabad. (Partner) have mutually agreed to collaborate towards a Rain Water Harvesting project.

- **Budget Approval and Monitoring:** Every year a budget is prepared taking into consideration requirements of each department, administrative office and various committees of the college. The budget is presented before the parent body. Utilization of budgeted amounts is monitored closely. Special permission is required for non-budgeted expenditure. Internal and statutory auditors guide on financial decisions from time-to-time. Major purchases are done through a formal Purchase Committee, constituted by the management.
- **External Audit:** The institution undergoes regular external audits by a registered auditing firm (B. B. Tamhane & Co.). This includes auditing different units of the management. Government assessments are also conducted periodically.
- **Government Audit:** The institution is subject to government audits conducted by various authorities including the Administrative Officer, Senior Auditor, and Accountant General from the Joint Director’s Office.
- **University Assessments:** The affiliating university evaluates the utilization of funds allocated for various purposes such as seminars, conferences, research projects, NSS, etc. The funds received from the above mentioned things are transferred to the concerned stakeholders through the college bank account. The sanctioned funds are utilized properly to fulfill their stated purpose. Audit Reports are submitted timely to the funding bodies.
- **UGC Schemes and Utilization Certificates:** The institution has successfully submitted utilization certificates for UGC schemes, indicating compliance with funding requirements.
- **Optimal Resource Utilization:** The College ensures optimum utilization of infrastructure by running the college in shifts for BA, B.Sc, B. Com and BCA. Library and laboratories are open the whole day and are available for the students of respective as well as other departments. The college provides funds for various activities conducted. Science Labs are made available to the students of neighboring school.

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 college has a well-established Internal Quality Assurance Cell (IQAC) that operates in accordance with set norms to ensure the highest possible level of educational quality. The IQAC comprises

representatives from different departments, including Management, Teaching Staff, Administrative Staff, Local Society, Students, Alumni, Employers, Industry, and Parents, with the Principal serving as the Chairperson and a designated coordinator. The IQAC is a strategic think tank that provides valuable inputs for continuous improvement in various facets of teaching, learning, and research.

One of the main goals of the IQAC is to collect feedback from all stakeholders through the Feedback Committee. The committee systematically collects online feedback regarding aspects such as syllabus, infrastructure, teaching-learning processes, and expectations. The feedback received is meticulously analyzed, and necessary actions are taken to address the identified areas for improvement.

To enhance the teaching-learning process, the IQAC recommends specific measures such as the implementation of bridge courses, add-on courses, and remedial courses, as well as the utilization of ICT-based teaching methods. The IQAC has initiated training programs to equip teaching faculty with the necessary skills to integrate ICT tools into teaching, learning, and evaluation processes. Workshops have been conducted to introduce teachers to new ICT tools, developments in learning management systems, and online teaching methodologies.

Moreover, the IQAC has actively promoted technology-enabled learning to bridge physical gaps. Platforms like Face book and YouTube have been utilized to organize online events, competitions and lectures aimed at enhancing various skills. Faculty members have also leveraged these platforms by creating their own YouTube channels and sharing recorded lectures.

Additionally, the IQAC has been proactive in organizing induction programs for both teachers and students, fostering awareness about college activities and facilitating the exchange of teaching methodologies among faculty members from different departments. These efforts have significantly contributed to the effective implementation of ICT-enabled teaching, learning, and evaluation processes.

The IQAC has laid a strong emphasis on Outcome-Based Learning, organizing training sessions to define learning outcomes, understand Graduate Attributes, and calculate their attainment. Course outcomes have been meticulously enumerated for various courses, and these learning outcomes are made readily accessible to all stakeholders through the institutional website.

The institution's commitment to Outcome-Based Learning is evident in its growth and achievements over the years. The number of programs offered has increased, the number of Ph.D. holder faculties and guides has risen to five, research projects have increased to twenty and there is commendable increase in publications of faculties, which is now stands to over hundred and scholarships have increased substantially. Infrastructure has also been enhanced, with IT-enabled classrooms, campus-wide Wi-Fi connectivity, advanced research facilities, and well equipped labs being set up.

In conclusion, the IQAC has played a pivotal role in fostering continuous improvement in various facets of teaching, learning, and research, positioning the institution as a centre of excellence in higher education. The college's IQAC has set up a robust feedback mechanism that involves all stakeholders in its pursuit of quality enhancement, thus ensuring the institution's overall growth and success.

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: B. Any 3 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:

Gender Diversity and Inclusivity:

- 1. Promotion of Gender Diversity in Admission Policy:** Demonstrates a commitment to creating an inclusive and diverse learning environment.
- 2. Gender Equity Programs:** These programs serve to promote awareness and understanding of gender-related issues, fostering an environment of equality.
- 3. Awareness Activities (AIDS, Health, COVID-19):** The college addresses critical health issues through awareness programs and health check-up camps, which is especially crucial in the context of the COVID-19 pandemic.
- 4. Equal Participation in Activities:** Ensuring equal rights and participation in cultural activities, sports, NSS, debate, and celebrations promotes a sense of belonging and inclusivity.
- 5. Balanced Gender Quota in Recruitment:** Maintaining a balanced gender quota during recruitment contributes to a diverse and inclusive faculty and staff.
- 6. Student's Code of Conduct for Gender Parity:** A code of conduct that promotes gender parity at the governance level is an important step towards ensuring fair treatment for all.
- 7. Opportunities for Alternative Sports:** Providing various sports options encourages students to explore different forms of physical activity and promotes inclusivity.
- 8. Admission for Needy and Economically Weaker Students:** This initiative helps create an accessible educational environment for a wider range of students.
- 9. Lectures by Eminent Personalities:** These lectures on legal awareness, health, and hygiene enrich the educational experience and contribute to the overall development of students.
- 10. Women's Studies Certificate Course:** An innovative program that empowers students with a deeper understanding of gender-related issues.
- 11. Boosting Confidence of Girl Students:** Organizing seminars, conferences, and workshops is a proactive step in boosting the confidence and self-esteem of female students.
- 12. Internal Complaints Committee (ICC):** Establishing this committee ensures a safe and supportive environment, as per the Vishakha guidelines.
- 13. Campus Supervision and Discipline:** Assigned campus supervision and discipline committees contribute to maintaining a conducive learning atmosphere.
- 14. Mentor-Mentee Scheme:** This scheme addresses individual academic and personal challenges, providing tailored support to students.

Safety and Security Measures:

- **Safety for Girl Students and Women Faculty:** Prioritizing the safety of female students and faculty is crucial for a secure learning environment.
- **Electrical Coverage and CCTV Surveillance:** Full electrical coverage and CCTV surveillance enhance the safety measures in place.
- **Fire Safety:** Availability of fire extinguishers in key departments and areas ensures preparedness for emergencies.

Committees for Safety and Security:

- **Anti-Ragging Committee:** This committee plays a vital role in preventing and addressing incidents of ragging, further ensuring a safe environment.
- **Common Rooms:** Providing separate common rooms for female students and faculty creates a comfortable and private space.
- **Counseling Services:**

Organizing counseling activities and motivating students to participate in various developmental activities demonstrates a commitment to the holistic well-being of students.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Participation by all students is extremely useful for effective learning in education. The admission policy clearly states that equal opportunity will be given to all candidates as per government guidelines. The college promotes gender diversity in its admission policy.

The institution regularly conducts activities to generate awareness among students and employees and inculcate values for being responsible citizens. We believe in unity in diversity, which is why our students respect different religions, languages, and cultures. Students come from various villages with varying castes, creeds, and social identities. All faculties are like family members. We greet and wish each other well at various festivals and learn about each other's cultures in order to maintain religious, social, and communal harmony.

The college organizes and conducts a variety of activities, such as health check-up camps, blood donation camps, vaccination drives, etc., to foster an environment of ethical, cultural, and spiritual values among students and faculty. Commemorative days are celebrated on the campus to generate a sense of oneness and social harmony among students and faculty. College celebrates events and festivals such as Republic Day, Independence Day, Swachh Bharat Abhiyan, Marathwada Mukti Sangram Day, Dr. Babasaheb Ambedkar Marathwada Vidyapith Namvistar Din, and so on.

The Institute considers classroom homogeneity, and the regularly scheduled committees are the Anti-Ragging Committee, the Hostel Committee, the Sports Committee, etc. Contribution of 1 day's salary to the CM Fund for the COVID-19 pandemic. Quiz on Indian Constitution, Swaccha Bharat Abhiyan, Fitness Activities, Yoga, and Games: compulsory exposure for students to work with NSS, tree plantations, blood donation drives, etc. Further, as an academic institute, our main focus is on sensitizing our students to become mature and responsible citizens of India. They have to participate in various social awareness programmes.

The institute, apart from imparting professional legal education, inculcates a sense of oneness among the student community through various practices and programs. Various faculties have been engaged in the practice of organizing activities that not only initiate but also motivate the students to adopt various practices that promote "Unity in diversity." The college ensures that the students participate very enthusiastically in all such activities. The college celebrates Independence Day and Republic Day vigorously. "Samvidhan Divas," or Constitution Day, is also celebrated. Students have participated in a quiz competition on the Indian

Constitution, which, in turn, has contributed to the ideal constitutional values and the fundamental duties and rights of Indian citizens.

The faculty members of all departments have organized various academic and co-curricular activities for the propagation of the fundamental duties and rights of students. They have engaged in several programmes, like workshops, seminars, election awareness programmes, etc., which have enriched their awareness of these aspects. Constitutional Obligations: The institution has organized student-centric activities like paper, poster, and essay writing competitions, which have always received huge participation from the students and promoted their awareness about various aspects of Indian citizenship.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE NO.1

Title of the Practice

"Connecting Classrooms: ICT's Impact on Teaching and Learning"

Objectives of the Practice:

This initiative aims to foster critical thinking, adapt teaching through ICT (especially during pandemics), and enhance teacher and student capacities. It ensures accessibility of learning materials for all students, particularly benefiting those with learning disabilities.

The Context:

In response to the COVID-19 pandemic, the college swiftly adopted Google Classroom and Meet, utilizing ICT for virtual learning. The practice leverages various technologies for information retrieval, storage, and manipulation.

The Practice:

1. The college continuously upgrades its ICT infrastructure with the latest computing facilities.
2. Institutional information is shared through the college website and a dedicated online platform. Staff and students have access to e-learning facilities for current and relevant issues.
3. The ICT-enabled learning environment promotes creative and critical thinking, as well as scientific temper among students.
4. Faculty is provided with facilities for creating computer-aided teaching-learning materials.
5. Google Classroom and Google Meet are extensively used for regular classes, especially during the pandemic.
6. The college is equipped with high-end interactive projectors, computers, interactive smart boards, and a fully Wi-Fi-enabled campus.
7. An open-access computerized library with internet facilities, along with resources available through national networks, is accessible to faculty and students.
8. Enhanced security with strategically placed CCTV cameras on campus.
9. The college has 70 computers, all connected to high-speed internet (200 MBPS) provided by BSNL.
10. Regular updates to curriculum-based software to meet the needs of each academic year.

Evidence of Success:

1. Conducted a successful seven-day e-content development workshop for faculty during the COVID-19 pandemic.
2. Organized five international conferences using ICT technology in the Department of Hindi.
3. Students in the Department of Botany created QR codes for plant growth on college premises.
4. Organized a one-day workshop for 10th-grade students of Arya Chanakya High School, Osmanabad.
5. Contributed to creating QR codes for plants on other college premises.
6. Utilized QR codes in the Department of Chemistry to enhance curriculum accessibility.
7. Improved student engagement, motivation, and learning through technology-enabled methods.
8. Implemented blended learning to cater to diverse learning styles and extend learning beyond class hours.
9. Enhanced students' absorptive capacity and motivation through multimedia presentations.
10. Improved library accessibility and e-resource availability through ICT integration.
11. Implemented an effective online feedback system for data compilation.
12. Utilized technology extensively during the pandemic for communication between teachers and students.

Problems Encountered and Resources Required:

Problem: Hardware or software malfunctions, connectivity issues, compatibility problems.

Resources Required:

- Skilled IT personnel or technicians for troubleshooting.
- Access to reliable technical support or forums.
- Regular maintenance and updates of hardware and software.

Problem: Threats like phishing attacks, data breaches.

Resources Required:

- Antivirus and firewall software.

Problem: Users may not be proficient in using certain applications or platforms.

Resources Required:

- Training programs or workshops on specific software or platforms.
- Online tutorials or guides for self-learning.

BEST PRACTICE NO.2

Title of the Practice

"Green Harvest: Optimal Techniques in Shatavari Cultivation and Vermicomposting"

Objectives of the Practice:

The practice sets clear objectives for both vermicomposting and shatavari cultivation. In vermicomposting, it aims to educate students and staff about composting, reduce landfill contributions, and provide practical experience in managing a composting system. Shatavari cultivation, on the other hand, focuses on providing hands-on experience in plant cultivation, introducing students to medicinal herbs, and encouraging research and entrepreneurial ventures related to shatavari.

The Context:

The college embraces sustainability through vermicomposting, reducing waste and teaching vital lessons in organic waste management, nutrient cycling, and soil health. This practice also potentially trims off-site disposal costs. Shatavari cultivation serves as an educational tool, offering insights into its growth, medicinal properties, and cultural significance. Additionally, it opens doors for entrepreneurial endeavors in medicinal plants. These initiatives align with broader eco-friendly goals and provide valuable learning opportunities for students.

The Practice:

In the academic year 2020-21, two projects were initiated: one focused on Shatavari Cultivation and the other on Vermicomposting. A grant of Rs. 25,000 was secured by Institute for their implementation. However, the actual expenditure for both projects amounted to Rs. 27,251 Both projects commenced in the month of July. Below are the detailed accounts for each project:

Shatavari Cultivation Project:

- Land allocated and ploughed: 15/06/2020

- Land prepared with small tractor: 31/06/2020
- Shatavari seedlings obtained from Agronic Pvt. Limited Pune: 15/07/2020
- Seedlings sowed: 03/08/2020
- Drip irrigation system installed: 22/07/2020
- Weeding: 23/10/2020 to 28/10/2020
- Official inauguration: 26/01/2021

Vermicomposting Project:

- Vermibeds ordered online (received on 10/09/2020): 07/09/2020
- Animal dung and dried weeds added to vermibeds: 2/11/2020
- Earthworms released in vermibeds: 21/01/2020
- Vermicompost removed and sieved: 07/07/2021
- Vermicompost packed: 19/07/2021
- 281kg of vermicompost obtained
- Cheques distributed for Earn and Learn Scheme: 07/08/2021
- 145kg of vermicompost sold, generating Rs. 2902/-

Evidence of Success:

- Significant increase in yield compared to conventional methods, measured by quantity of Shatavari harvested and vermicompost produced.
- High-quality Shatavari and nutrient-rich vermicompost meeting or surpassing industry standards.
- Revenue generated from vermicompost sales, demonstrating economic viability.
- Efficient resource utilization, minimizing waste and reducing external inputs in both projects.
- Positive environmental impact through reduced chemical usage and waste conversion into valuable compost.
- Offering hands-on experience and practical knowledge.

Problems Encountered and Resources Required:

Problems Encountered:

1. Controlling pests and diseases in Shatavari cultivation posed a challenge.
2. Unpredictable weather patterns affected both projects, with excessive rainfall leading to waterlogging in some instances and drought conditions in others.
3. Ensuring an adequate population of earthworms.

Resources Required:

1. A reliable supplier of high-quality Shatavari seedlings is essential.
2. Access to organic pest control solutions, such as neem oil or beneficial insects, is crucial for managing pests without harming the environment.
3. A steady supply of earthworms.
4. Tools and equipment for the upkeep of machinery.
5. Adequate funds for purchasing necessary equipment.

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:

Osmanabad district is known for its profound cultural and historical heritage. However, the region faces significant challenges such as scanty rainfall, basic means of communication, a lack of industrial and commercial development, and a complex political situation. Unfortunately, Osmanabad is now one of the most **aspirational districts** in the nation.

Against this backdrop, our educational institution has emerged as a beacon of responsibility. Over the past three years, we have worked closely with various social organizations to devise immediate and long-term strategies to address the challenges. Our primary focus has been on the issue of farmer suicides, which is a significant problem in Osmanabad.

In the academic year 2019–20, our institution embarked on a meaningful journey to study the impact of suicide on families in Osmanabad Taluka. Through the dedication and hard work of a team of 14 educators, we were able to uncover the root causes behind this tragic phenomenon. Despite the harsh realities of indebtedness, persistent drought, crop failures, and debilitating illnesses, these families persevered. We were inspired by their resilience and unwavering determination to overcome their challenges. While they received little assistance, their strength and courage serve as a testament to the human spirit.

In the wake of this disconcerting revelation, our college, in conjunction with the university, undertook an exhaustive study titled "Farmer Suicide: Causes and Solutions." This endeavor culminated in a seminal seminar held on October 3, 2019. Dr. Kailas Pathrikar and Dr. Sanjay Shinde, both distinguished representatives, graced the event alongside officers from various organizations and family members of deceased farmers. The indomitable Vinayak Hegana, at the helm of the NGO Shivar Foundation, provided invaluable insights into the multifaceted challenges faced by farmers.

The overwhelming agreement from this discussion emphasized the urgent requirement for a consistent and community-focused approach. To achieve this goal, the college collaborated with volunteer organizations to establish a support center. On June 1, 2020, the "**Shetkari Mitra Kendra**" was launched with the primary objective of providing emotional and psychological support to vulnerable farmers via a dedicated helpline. By utilizing social media, this helpline reached a large audience, resulting in 1982 farmers seeking assistance between June 2020 and June 2023. Their concerns, which ranged from crop insurance to access to banking services, were systematically categorized and presented

to the district administration. Moreover, the center proactively distributed seeds to farmers in dire need.

Our college joined hands with NGOs like the (**Rastriya Sarvangin Gramin Vikas Sanstha Pune**) to spread awareness about organic farming. Our workshops on August 10 and October 15, 2022, were a great success, with engaging discussions and exhibitions on organic products. Together, we can make a positive impact on our environment and promote sustainable living.

Over the past three years, our college has ardently engaged with numerous NGOs and social activists, diligently striving to raise public consciousness on pressing issues, including organic farming. As we chart our course into the future, we envision direct visits of progressive farmers and students to universities and relevant authorities, comprehensive reports, supplementary course planning, and the execution of small-scale projects all aimed at fostering positive change within our college and the community.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

July 9, 1999, marked the beginning of a historic journey for the college as it embarked on offering regular B.A. course for the students. With the natural progress of the second and third years, the institution witnessed remarkable growth, and the academic ascent continued with the introduction of courses in B.Sc. (Bachelor of Science), B.C.A., and B.Com. This journey is a testament to the power of progress and the dedication to excellence.

Venkatesh Mahajan Senior College has made impressive strides over the years, with its 'C' grade in the 2010 NACC assessment being elevated to a 'B' grade during the 2017 NACC reassessment. The Department of Physics and Chemistry do have some truly talented individuals, one of whom has recently secured an impressive patent. The distinguished

faculty members at the college have also made significant contributions to the academic community, publishing a wealth of research papers in highly-regarded national and international journals.

Not only does the college strive for academic excellence, but it also actively participates in philanthropic and national initiatives. The National Service Scheme plays a crucial role in organizing various events like Blood Donation Drives, Cleanliness Campaigns, Tree Plantation, and Disaster Management Programs. The number of volunteers has significantly increased from 50 to an impressive 200, providing them with opportunities to take part in district-level, university-level, state-level, and national-level camps.

In the academic year 2011-12, Babasaheb Ambedkar Marathwada University, Aurangabad bestowed upon the esteemed institution the Best Volunteer Award. The college further cemented its reputation in the following year by receiving the National Service Scheme Best Program Officer and National Service Scheme Best Unit Awards, as well as Best Program Officer and Best College Award from the Ministry of Higher and Technical Education Maharashtra State Government. This trend of well-deserved recognition has continued into 2020 as NSS Best Unit and Best Program Officer.

Venkatesh Mahajan Senior College is known for its exceptional 'Pramod Ji Mahajan Debate Competition.' This national competition was held continuously for six academic years, from 2007-08 through 2012-13, and was graced by many eminent personalities like Mr. Gopinath Mundheji, Mr. Devendraji Fadanvis Mr. Manohar Parrikarji, Mr. Varunji Gandhi, late Mr. Arun Jaitleyji, Mr. Piyushji Goyal, Mrs. Sushma Swarajji, Shri. Ashish Shelarji, and Smt. Pankaja Mundheji attended the event to honor the winners.

In the face of unprecedented challenges brought on by the COVID-19 pandemic, the college demonstrated remarkable resilience and adaptability by transitioning to virtual classes using cutting-edge technology such as Google Meet. Despite the physical distance, various departments went the extra mile to organize state-level, national, and even international discussion sessions that fostered a sense of community and connectedness across the globe. Through the use of Google Meet and YouTube Live, students and faculty members were able to come together and engage in meaningful conversations with people from different parts of the world, highlighting the transformative power of technology in keeping us connected even in times of crisis.

Concluding Remarks :

It is indeed our pleasure to submit the Self Study Report (SSR) of our College to the National Assessment and Accreditation Council (NAAC), Bangalore for the purpose of Re-Accreditation (Cycle 3). This report has been prepared as per the new guidelines formulated by NAAC. The sincere and meticulous efforts of the members of IQAC of our college have gone into the compilation of this report. After thorough introspection, we have highlighted our strengths and also the weaknesses which need to be improved upon. All the members of the Management, Principal, and staff of our college have closely scrutinized the recommendations made by the previous NAAC Peer Team and implemented their suggestions and recommendations to the best possible manner. No suggestion has been left unattended. We are also grateful to the previous peer team members of NAAC for their valuable suggestions.

We hope that our endeavors and dedicated efforts will surely meet the NAAC expectations for sustaining and enhancing the quality of education through this institute of higher learning. Over the years our college has shown its deep commitment and excellence in all fields. We are thankful for the efforts put in by the Management of our college, staff, students, parents, ex-students and all stakeholders in taking our college to greater heights. Our College will rededicate itself to reach out to do its duty with poise and bring out the strength of character.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 611 Answer After DVV Verification :22</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>258</td> <td>133</td> <td>58</td> <td>125</td> <td>37</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>258</td> <td>133</td> <td>58</td> <td>125</td> <td>37</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	258	133	58	125	37	2022-23	2021-22	2020-21	2019-20	2018-19	258	133	58	125	37
2022-23	2021-22	2020-21	2019-20	2018-19																	
258	133	58	125	37																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
258	133	58	125	37																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 175 Answer after DVV Verification: 141</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>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: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																				
2.4.1	<p>Percentage of full-time teachers against sanctioned posts during the last five years</p> <p>2.4.1.1. Number of sanctioned posts year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

39	39	39	39	37
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	24	24	24	24

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	0.14	0.30	1.25	0.1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	0.14	0.30	1.25	0.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	06	05	02	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	06	05	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:

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

28	06	06	55	18
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	06	06	55	18

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	02	07	08	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	02	07	08	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:

2022-23	2021-22	2020-21	2019-20	2018-19
09	10	08	08	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	5	5	5	5

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 : 19

Answer After DVV Verification :10

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

	<p>4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 63 Answer after DVV Verification: 63</p>																				
<p>5.1.2</p>	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <ol style="list-style-type: none"> 1. <i>Soft skills</i> 2. <i>Language and communication skills</i> 3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i> 4. <i>ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
<p>5.1.3</p>	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 987 1046 1122"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>30</td> <td>97</td> <td>102</td> <td>17</td> <td>345</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1200 1046 1335"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>181</td> <td>275</td> <td>350</td> <td>302</td> <td>249</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	30	97	102	17	345	2022-23	2021-22	2020-21	2019-20	2018-19	181	275	350	302	249
2022-23	2021-22	2020-21	2019-20	2018-19																	
30	97	102	17	345																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
181	275	350	302	249																	
<p>5.1.4</p>	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
<p>5.3.1</p>	<p>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</p> <p>5.3.1.1. <i>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</i></p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	00	02	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	00	0	3

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	04	00	60	47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	04	00	5	5

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

6.3.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
01	08	16	04	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	03	19	04	04

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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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: B. Any 3 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: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 35 Answer after DVV Verification : 37</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>30</td> <td>26</td> <td>26</td> <td>26</td> <td>26</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	30	26	26	26	26	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
30	26	26	26	26																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

28	24	24	24	24
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