SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SHRI GURU BUDDHISWAMI MAHAVIDYALAYA,PURNA

VIDYANAGAR, PURNA (JN.)

431511

www.sgbmpurna.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

SHRI GURU BUDDHISWAMI MAHAVIDYALAYA, PURNA, one of the premier institutions of higher education and learning in the University area with four decades of standing, the first of its kind in Purna Taluka, is run by Shri Guru Buddhiswami Shikshan Prasarak Sanstha, Purna, which has derived its name from the famous seat of Lingayat faith "Shri Guru Buddhiswami Math" situated at Purna, and which has more than three hundred smaller Maths under its control, spread all over the country. The Governing Body of the Society comprises of a heterogeneous, socially-committed individuals who have received recognition and accolades for their contribution to their respective fields of service.

The Institution is an affiliated, grant-in-aid, co-education Junior and UG College established in 1983 with Arts and Commerce Streams, and the Science Stream was added at Junior level, in 1992 and at Senior level in 1998, initially as a self-finance course and received grant in 2006-07. Taking into consideration, the need of immediate employment for the poor, the Management has introduced five vocational courses at the Junior level, in 1992 and two PG courses; M.A. English and M.Com., under Open Education System YCMOU, Nashik, were introduced in 2021. The College was the outcome of the dreams of such parents whose wards were unwillingly forced to migrate to nearby towns for UG studies. The poor children who could not afford to go farther to pursue higher studies, in fact, led the life of frustration. The girls, in particular, were not allowed to go to other towns for UG studies and were forced to get married after the secondary education. Hence, the Management right from the beginning, has been striving to achieve the goal of "providing the poor, rural and the backward class youth with an access to quality higher education". And we are happy to place on record that we have got an illustrious alumni contributing to the development of the country. Our sincere efforts culminated into getting A Grade in the SRTM University Academic and Administrative Audit (AAA) and the subsequent achievement of winning **The Best College (Rural) Award** from the affiliating university.

Vision

Vision Statement:

"??? ?????? ????? ????? ? ?????????? ????????"

"Let the Town of Purna (and the adjoining places) grow to perfection in association with intellect"

Our Vision is to create an accomplished human resources in the rural Purna area , having nurtured with an enlightened ideas of an egalitarian society.

Mission

- To impart higher education to the students from the rural areas and from the backward classes, to awake them educationally, socially, intellectually and make them economically self reliant.
- To equip students with necessary learning skills (including Online Learning) and competencies required to enhance their employability prospects, thus become economically viable and socially relevant.

- To make them physically as well as psychologically strong by creating awareness among them about about health, environment and human rights.
- To establish collaborations with community and national NGO'S and Academic Institutes of repute for enriched education system.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well-qualified, committed and competent teaching faculty having research acumen.
- Rich learning-resources made available to students with ICT-enabled teaching learning facilities and e-resources.
- Unflinching determination and commitment to serve the socially deprived, down-trodden and economically weaker sections of the society.
- Indomitable team spirit and cohesion among the Management, the teaching and the non-teaching staff.
- Robust student counselling system.
- More than 40 collaborations with academic institutions/NGOs/industries/business firms/training institutes.
- Introduction of Value-added/Skill-enhancement Certificate courses.

Institutional Weakness

- Located in the rural area where the internet connectivity is disrupted very often.
- Traditional courses are becoming less attractive and less popular that result into poor classroom attendance.
- Limited financial resources hamper the progress.
- Low motivational levels of students and the absence of mechanism to assess the knowledge of students at the time of admission.
- Lack of industrial opportunities for placement.
- Large number of vacancies of teachers in social sciences, physical education and library.

Institutional Opportunity

- Encouraging faculty members to undertake community-based research with the help of external funding agencies.
- Provide more avenues in the field of communication and soft skills to all the students of the College.
- Greater scope for learning through community work under NSS.
- Tap resources through alumni.

Institutional Challenge

- Semester-system hardly leaves any considerable scope for an extensive co-curricular and extra-curricular activities.
- Large classrooms prevent individual focus.
- Due to rising cost, the enrollment declines.
- Emerging college alternatives.
- Unwarranted political interference.
- Exploring the possibilities of establishing a link between lab and land, and lack of applied components in the syllabus prescribed.
- Revenue generation to match growth and development.
- Managing qualitative teaching-learning with inadequate fulltime staff and dependency on teachers appointed on purely temporary basis on clock hour.
- Lack of adequate non-teaching and technical staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Curriculum design in an affiliated college is, in fact, the matter of compliance rather than contributory. However, our college develops and deploys action plans for the effective delivery of the curriculum prescribed. The teaching plans are made meticulously and put to practice and are further reviewed, periodically. Though the College has limited scope in designing the curriculum, some of our teaching faculty have been influencing the system in their own right, at the University level by getting elected to the prestigious academic and administrative bodies, like, the Board of Studies (BOS), and the Academic Council (AC) of Swami Ramanand Teerth Marathwada University, Nanded.

Six of our faculty got elected to: Dr. K.Rajkumar, Member, Academic Council and Member, RRC in English; Dr.B.M.Biradar, Member, BOS in Commerce; Dr.(Mrs.)D.C.Kamthane and Dr.R.R.Rakh, Members, BOS in Microbiology, Dr.S.M.Dalvi, Member, BOS in Botany and Dr.G.D. Kurundkar,Member, BOS in Computer-Science. The other teaching faculty have indirectly contributed in formulating the syllabi by taking part in the workshops and seminars conducted by the University. The College has, conducted four University Level workshops, during the assessment period, on framing/restructuring the syllabi, in Zoology, Chemistry, Botany and English which brought about rich deliberations.

The Institution offers diversity and flexibility to learners within its academic and infrastructural constraints. It has introduced 13 Value-added/Skill-Enhancement Certificate Courses for the promotion of employability skills among students. The faculty of our college has prepared the syllabi of the add-on courses, teaching-modules and evaluation methods, with the help of the external experts. The regular and the add-on courses that we offer are perfectly in tune with the Goals & Objectives of the College. The unique feature of the College is designing a 'Handbook of Code of Conduct and Professional Ethics for the Internal Stakeholders (Values and Ethics Need Nurturance and Fortification)' and giving wide publicity on its website, for promoting values and a sense of responsibility among its stakeholders. The College has developed a healthy but robust feedback mechanism, which not only obtains feedback from various stakeholders, but timely analyses the responses and the due action is taken and communicated to the relevant bodies.

Teaching-learning and Evaluation

As the College is situated in the rural area, admissions are made on the basis of the first-come-first-served, taking into consideration the reservation policy of the Government of Maharashtra. Our chief goal, in fact, is expanding the network of higher education to the rural and backward classes. More than 75% of the students admitted in B.A., nearly 60% in B.Com. and B.Sc. belong to the SC/ST/OBC/Minority classes and girl students are about 50%. After the first-come-first-served got admitted, their marks/grades scored in the qualifying exam is taken as a benchmark for further teaching-learning planning. It is found that the grades they achieved in the qualifying exam, 12th class, do not match their competence levels. To bridge such gap the College has devised various ways like 'Mentor-mentee Scheme' and 'Counselling Cell for a meaningful and result-oriented teaching-learning activity. The College leaves no stone unturned in serving the students from different backgrounds and abilities and make them successful in academics as well as in other extra-curricular activities, by engaging them in higher order thinking and investigation. We believe in a frequent and positive interaction with the students on and off the campus. Apart from the traditional face-to-face classroom-teaching, the College has promoted ICT-based participative/experiential learning, field-studies, seminars, debates, projects, role-plays, group discussions, etc.

The Digital Language Lab, and other effective co-curricular activities like subject-based wall-papers, Social Science Forum, Bhasha Parishad, Commerce Forum and Science Association, enrich the learning experience of the students. One of the most significant features of the College is that it has got the rare status of the Nodal Centre of Virtual-Labs, from the prestigious IIT, Bombay, which helps our students conduct rare science experiments virtually.

To make teaching-learning activity more effective and accountable teachers prepare Teaching plans (STP/ATP and DTR) for the effective delivery of the course component.

The College can boast of having highly competent teaching faculty, as 96% of the them have Ph.D. The faculty undertakes continuous professional development tasks by attending online/offline faculty-development/training/skill-enhancement programmes and exhibited their pro-active and technically sound attitude in adaptation to the modern technology-based education, in other words, blended learning.

Research, Innovations and Extension

The Management has made the campus academic atmosphere conducive for the continuous and qualitative research. As a result, 23 out of 24 full-time faculty have Ph.D. and around 96% of them are research supervisors, who have, so far, successfully guided more than 40 scholars. The teaching faculty have been actively engaged in research, work on seventeen Research Projects has been completed successfully, two of which are Major Research Projects of UGC and two others are prestigious Major Research Projects of Rajiv Gandhi Science and Technology Commission of Maharashtra Government. It is a matter of pride for us that one of our faculty has got a patent from Germany for his research work 'Novel Medicament for the Prevention and Treatment of Bacterial Mixed Infections in Freshwater Fish', and 96% of our teachers have been publishing books and research articles in the reputed International / National / State level journals. The faculty, during the assessment year, has published about 223 research papers and about 50 articles in books. Dr. K. Rajkumar has been associated with the editing of three text-books prescribed for the First and Second-year B.A./B.Com./B.Sc. Compulsory/Optional English students at the SRTM University level.

To promote and sustain research culture among the staff/students, the College has organised District-level "**Avishkar Science Consortium"** on 27.12.2019 jointly with SRTM University. By the result, one of our students represented the SRTM University in the State-level Research Festival and few others excelled in the

research festivals at the district-level. Accepting its social responsibility, the College has conducted an ambitious **PRO-SCIENCE,** Science Fair for the school children of Purna Taluka, aimed at inculcating scientific temperament among young minds.

One of the bright aspects of the College is that it has signed about 43 MOUs with the academic institutions, NGOs, business firms/industries for student/faculty exchange, collaborative research, on-job training and project work.

SGBMP regularly organizes extension activities with an active participation from the students and the staff, promoting College-neighbourhood-community network through NSS and 'Bhanamati and Jadutona Nivaran Kendra'. The students have been sensitized on social issues like gender-equality, child-marriages, religious-harmony, blood-donation, road-safety, voter-awareness, sustainable-environment, etc.

Infrastructure and Learning Resources

The College has adequate infrastructure and physical facilities to conduct teaching-learning, cultural, and sports activities, quite effectively. The provision of infrastructural facilities for the promotion of curricular and extra-curricular activities has been made in the Master Plan. The College campus has spread over 3.7 acres of land with a clear earmarking for administration, teaching-learning, play-ground, garden, canteen, parking-shed and hostel purposes. S.G.B.S.P.Sanstha, that runs the College, has another 12 acres of land in the outskirts of Purna, earmarked for sports-complex and technical education. The College building-structure has four visible wings: A-wing(administrative); B-wing(departments, classrooms and reading rooms); C-wing(classrooms, indoor hall, Gym) and H-wing(Ladies Hostel/Activity rooms). There are 100 halls in all, available on campus, which accommodates classrooms, laboratories, department cabins, activity rooms, the Principal and Management cabins, office, library and reading rooms, gym, indoor sports room, canteen, etc.

Apart from the general tree plantation on campus, the College has developed three distinct garden areas; **Miyawaki** (6000 sq. feet), **Medicinal Garden** (9000 sq. feet) and **general garden** (5000 sq. feet) and in the sports arena, ground-spaces are available for 08 games like Basketball, volley-ball, kabaddi, kho-kho, long jump, shotput, javelin and running track.

The College, for the last six years, has acquired a Learning Management System (LMS). The office and the library are automated. The office automation works on the software called 'Cloud-based ERP CCMS-Centralised Campus Management System' and the Library has got e-Granthalaya (version 3.0) software, the barcoding system is in use. The College regularly subscribes to the N-List facility which provides on-line access to 6150 e-journal and 3164309 e-books. It has got online catalogue system called OPAC. The book-bank facility has also been provided. The library, at present, has more than 27000 books and around 150 bound volumes of journals. There are three separate reading rooms provided for boys, girls and the staff.

As the Management believes in energy conservation, **the solar system (05kw batteries connected to 10 kw Inverter)** has been installed last year on the roof of B-wing. The campus has been brought under the surveillance of 35 CCTV cameras and the campus is made Wi-Fi-enabled.

Student Support and Progression

The College has fairly succeeded in developing a good student support system, through '**Student Affairs',** a

group of individual committees, in charge of supporting the academic as well as non-academic and personal development of students. The committees like Student Development Cell, Student Counselling Cell, Mentor-Mentee Scheme, ICC and Student Grievance Redressal Cell have made a positive impact on the life of students. **Career Guidance and Placement Cell**, in a college like us, offering traditional courses in Arts-Commerce-Science, has made great stride in providing employment to the needy. The Cell has succeeded in providing placement for 63 students in the last couple of years in prestigious business firms.

The College publishes the Prospectus annually, which contains information about its profile and on the goals & objectives of the College, admission regulations, fee structure, refund policy, incentives, teaching faculty and student amenities available on campus. Students are informed well in advance about financial assistance available from the Government and other agencies in the form of scholarships, freeships and cash prizes.

 Academic and personal counselling is a regular activity, supporting students to overcome the hurdles that they face in their life for the successful completion of their under graduate programmes. The College believes in the promotion of extra-curricular activities like sports and cultural activities, for the holistic development of students. It has healthy culture for sports, by the result, more than 60 students have excelled at the University/IUT/National level games in the last five years period including the two years' time that had literally witnessed no games due the to Covid-19 pandemic.

The College has an alumni association named, **Shri Guru Buddhiswami Mahavidyalaya Maji Vidyarthi Association, Purna**, registered under the Societies Registration Act, 1860. The association has donated two water coolers and made substantial contribution to the Book-bank. The interaction of the Association with the College and students is a continuous one in the non-monetary services like they provide necessary information on PG studies, the employment and deliver guest lectures, willing to serve on minimum possible honorarium. The alumni also render their services in strengthening the 'Best Practices' and institutional social activities.

Governance, Leadership and Management

SGBMP is run by Shri Guru Buddhiswami Shikshan Prasarak Sanstha, Purna which is responsible for designing its policies, recruitment and monitoring the internal mechanisms. The College Development Committee (CDC) is a statutory committee, duly constituted as per the provisions made in the Maharashtra Public Universities Act 2016.

The College has prepared Institutional Perspective Plan, with wide consultations of both, the internal and external stakeholders, which is a comprehensive policy document consisting the policies of governance, the resource management, infrastructure and human resources procurement, training, etc. The Management believes in the decentralization of the power- the two Vice-Principals, Co-ordinator, IQAC and the OS, assist the Principal in channelizing communication and work. The College has constituted more than thirty functional committees, which are reflective of and are in tune with the vision and mission of the institution.

The IQAC is more active in promoting quality and maintenance of standards in curricular, co-curricular and extra-curricular activities. It reviews at regular intervals, the teaching-learning process. Introduction of a greater number of ICT-based classrooms, is the outcome of its efforts. The IQAC prepares the Action Plan and presents a factual Action Taken Report to the Management at the end of every year.

The financial audit, internal as well as external, is done regularly by the department, Chartered Accountant and the Senior Government Auditor and at random by auditors from AG Office, Nagpur. The non-salary grant for

general maintenance, has been stopped completely by the State Govt., and even the UGC has stopped releasing developmental grant for the last six years or so. Hence, we have to depend upon the Society for financial assistance.

The Management provides financial support to its teaching and non-teaching staff for attending seminars/workshops/training, etc. Performance appraisal system for both, the teaching and non-teaching staff is in place and increments and promotions are awarded on time. The College Management is pro-employee, in nature, which implements various welfare measures for them, it has allowed its employees to form a Co-operative credit society, which provides financial security to its members.

Institutional Values and Best Practices

The Management has been taking measures to create and sustain healthy academic atmosphere by organizing various promotional activities through the functional committees constituted. The College inculcates the spirit of civic responsibilities among its stakeholders, through community service programmes.

SGBMP is responsive to the emerging challenges and pressing issues such as gender-equity, environmental-issues and promotes institutional values of inclusiveness, ethics, tolerance and harmony towards communal, cultural and socio-economic issues. It has developed a handbook of '**Code of Conduct and Professional Ethics for the Internal Stakeholders',** which aims at fortification and nurturing of professional values which include integrity, honesty, transparency, commitment, etc. Our policies are made clear and well-communicated through 'Citizens Charter', 'Student Charter', 'Zero Tolerance' and the 'Preamble of the Indian Constitution' displayed prominently on campus.

The College has initiated Gender-Audit, to assess the role and participation of women in various institutional activities. It has succeeded in making the campus ragging-free, and free from sexual harassment. We have developed a policy document in which grievance redressal mechanism, process for making complaints, conducting enquiry, internal redressal, punishment and compensation are clearly mentioned.

The Women Empowerment Cell has been regularly conducting awareness programmes on gender-sensitization and on the themes like prevention of child marriage, prevention of child-sexual-abuse. The College has provided separate reading/activity room for girls and the Sanitary-Napkin-Vending and Destruction Machines are provided in the toilets.

It is a matter of pride for us to place on record that the College has developed Two Best Practices: 1) **Herbs for Healthy Life**(Indigenous Herbs as Preventive Medicine) and 2) **Bhanamati and Jadutona Niwaran Kendra**(Centre for Eradication of Superstitions and Black-Magic) with proven track record. The Management has developed a separate garden space for medicinal plants and they are marked with QR-codes to get the information at a click. It is a fact even today that the life of gullible village-folk is pathetic and ruled by superstitions and black magic. Bhanamati and Jadutona Niwaran Kendra endeavour to educate such rural folk against the destructive and outdated practices of Bhanamati and Jadutona, the Kendra can boast of curing more than five hundred people from bhanamati.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI GURU BUDDHISWAMI MAHAVIDYALAYA,PURNA
Address	Vidyanagar, Purna (Jn.)
City	Purna Jn
State	Maharashtra
Pin	431511
Website	www.sgbmpurna.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K. Rajkumar	022-50507909	9421987801	-	sgbmpurna@yahoo.com
IQAC / CIQA coordinator	Sanjay M. Dalvi	-	9921101210	-	sanjaydalvi4u@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Swami Ramanand Teerth Marathwada University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	10-10-1988	View Document
12B of UGC	27-03-2000	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	Vidyanagar, Purna (Jn.)	Rural	3.475	4195.83

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,English	36	H.S.C. or Equivalent	English	420	364
UG	BA,Marathi	36	H.S.C. or Equivalent	Marathi	300	199
UG	BA,Hindi	36	H.S.C. or Equivalent	Hindi	300	249
UG	BA,History	36	H.S.C. or Equivalent	Marathi	180	60
UG	BA,Political Science	36	H.S.C. or Equivalent	Marathi	180	53
UG	BA,Public Administration	36	H.S.C. or Equivalent	Marathi	180	50
UG	BA,Philosophy	36	H.S.C. or Equivalent	Marathi	180	46
UG	BA,Sociology	36	H.S.C. or Equivalent	Marathi	180	48
UG	BCom,Commerce	36	H.S.C. or Equivalent	English,Marathi	360	131
UG	BSc,Physics	36	H.S.C. or Equivalent	English	180	69
UG	BSc,Mathematics	36	H.S.C. or Equivalent	English	180	27
UG	BSc,Computer Science	36	H.S.C. or Equivalent	English	180	42
UG	BSc,Electronics	36	H.S.C. or Equivalent	English	180	21
UG	BSc,Chemistry	36	H.S.C. or Equivalent	English	180	66
UG	BSc,Microbiology	36	H.S.C. or Equivalent	English	180	46
UG	BSc,Zoology	36	H.S.C. or Equivalent	English	180	52

| UG | BSc,Botany | 36 | H.S.C. or Equivalent | English | 180 | 56 |
| UG | BA,Economics | 36 | H.S.C. or Equivalent | Marathi | 180 | 41 |

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				37			
Recruited	0	0	0	0	0	0	0	0	18	7	0	25
Yet to Recruit	0				0				12			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

	Non-Teaching Staff			
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				30
Recruited	15	1	0	16
Yet to Recruit				14
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				3
Recruited	2	0	0	2
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	8	0	0	8	5	0	24
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	0	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	6	7	0	13
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	5	2	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	172	0	0	0	172
	Female	234	0	0	0	234
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	28	23	31	31
	Female	21	32	46	41
	Others	0	0	0	0
ST	Male	2	1	3	1
	Female	2	0	0	2
	Others	0	0	0	0
OBC	Male	30	32	25	56
	Female	20	25	29	28
	Others	0	0	0	0
General	Male	73	102	77	96
	Female	79	66	63	86
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		255	281	274	341

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As our institute SGBMP is an affiliated college, affiliated to Swami Ramanand Teerth Marathwada University Nanded, it has no academic as well as evaluative autonomy. Hence, very little left in our hands, except strictly adhering to the Academic plan given by the affiliating university. The state Govt. of Maharashtra has decided to implement NEP 2020 from the Academic year 2024 - 2025 in the affiliated UG Colleges. Our institution is already a multidisciplinary one offering courses under Arts, Commerce and Science. The management has developed a plan to include other disciplines like Technology, Pharmacy etc. to transform into a holistic multidisciplinary institution, in other words we are planning to integrate humanities commerce and management science with STEM. As we don't have autonomy, the details of programs with combination are yet to be finalized. The curricular framework prepared by the state level committee for the affiliated UG colleges does include credit-based courses as projects in the areas of community engagement, environment education and value-based education. After conducting research, the Institute has developed two best practices: 'Bhanamati and Jadu Tona Nirmaan Kendra' and 'Herbs for Healthy Life', which have been an outcome of multidisciplinary research to find out solutions to social problems. In the first practice, social science plus psycho-analysis theories and in the second practice, it is an outcome of research conducted by Department of Botany about the Ancient Indian Knowledge of Herbal Medicines. We are happy to place on record that some of the practices developed by the institution even before NEP-2020 are preferred in tune with NEP-2020 policies
2. Academic bank of credits (ABC):	Though the state government has taken categorical decision to implement NEP-2020 curricular framework from the academic year 2024-2025, our University has already guided affiliated colleges to establish nodal centre for registration of Academic Bank of Credit (ABC) from the last year. i. e. 2022-2023. We have already appointed Dr. R. R. Rakh as the coordinator of ABC, who is entrusted responsibility of guiding students to open accounts in the ABC. The Institution has permitted its learners to avail the benefits of credit transfer. However, it hasn't come to the reality for UG students. The university

	currently has extended this benefit to PG students only. The institution believes in the development through collaboration. We have so far entered into eighteen MOUs (16 Academic and 02 NGOs) and the Management has further taken a decision to establish collaborations with local industries, Baliraja Sugar Factory and K. K. Herbals, Limbgaon, for internship and apprenticeship, for a successful implementation of 2020 recommendations. The institution is an affiliated one in nature and our faculties except a couple of BOS members, don't get an opportunity to design the curriculum. However, the institution has introduced thirteen value added/skilled-based courses at the institution level, where the faculties are encouraged to design their own curriculum and pedagogical approaches within approved framework, including text books, reading materials, assignments and assessments. The institution, on the guidelines of the University, has made it compulsory for all the students of UG to open an account in the National ABC, at the time of admission itself from the current academic year, to create an awareness among the students and get them ready for the NEP-2020, to be implemented next year.
3. Skill development:	The institution has always believed to strengthen the vocational education and soft skills of students. The College has earlier offered Career Oriented Course (COC) in Mushroom Culture for five years with the help of UGC funding, benefitting 154 students. The course could not be continued further for the reasons of paucity of funds and climate changes. As more than 80% of our student enrolment belongs to the below poverty line and they could not offered, we have been offering them informal vocational education. Last year, 2022-2023, we have collaborated with 'Yuva Parivartan', an NGO, which has been approved as a training partner of National Skill Development Corporation and Skill India, New Delhi (NSDCS), to equip the students with the necessary skills. The Yuva Parivartan offers more than sixty courses, out of which we are offering eighteen skill-based courses. It also offers placement services for the Skill trend. The institution is already conducting the Skill Enhancement Courses (SEC) as designed by affiliating university from Semester III to VI in all UG programs of Humanities, Commerce and Sciences. In addition to SRTM University's Skill

	enhancement courses (SEC) and Yuva Parivartan's Skill-based courses, our faculties have designed thirteen skill-based Certificate Courses. 1. Certificate Course in Soft Skills 2. Certificate Course in Communication Skills 3. Mudrit Shodhan Pramanpatr Abhyaskram 4. Hindi Bhasha Kaushal Pramanpatr Abhyaskram 5. Certificate Course in Yoga 6. Certificate Course in GST 7. Certificate Course in Banking and Financial Services 8. Certificate Course in Fundamentals of Computer Science and Information Technology 9. Certificate Course in Cyber Security 10. Certificate Course in Biofertilizers 11. Certificate Course in Vermicomposting 12. Certificate Course in Mushroom Culture 13. SWAYAM/NPTEL Courses (Online mode) During the academic year 2020-2021, 178 students, during 2021-22, total 199 students and during 2022-23 total 249 students have successfully completed these courses and got the certificates.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college offers B.A., B.Com. and B.Sc. The B.Sc. course is offered in English medium, B. Com. courses are offered in bilingual mode (English and Marathi) and in B.A., except languages, all the three optional subjects are taught in the vernacular language, i.e. Marathi. Even though the curriculum prescribed by the University does not have any scope for integration of Indian Knowledge System (IKS), the development in humanities have been conducting study trips to ancient temples and other places of importance, to make the students aware of the ancient knowledge system. We Would like to make a special mention of one of the two best practices developed by the department of Botany (Herbs for Healthy the Life, herbs as prevention medicine) The curriculum framework for the implementation of NEP-2020 from the next Academic year 2024-2025 does include a 08-credit course Indian Knowledge System (IKS)
5. Focus on Outcome based education (OBE):	One of the silent features of NP 2020 is the focus on outcome-based education in which students needs and requirements are taken care of, in other words it is learner-centric approach. The focus is to facilitate learners' ability to acquire knowledge and autonomy given to the teachers. The university academic bodies, for the last couple of years, have been clearly designing the Course Outcomes (Cos), the Scores Specific Outcomes (SPOs) and Programs Outcomes (POS), instead of mere outlining of course objectives.

	Focus has been shifted from course objectives to course outcomes. This has been achieved through maintaining transparency in the education system. Implementing continuous comprehensive assessment add skills, which includes formative and summative assessment. The measures taken by the affiliating university are definitely in favour of transforming its curriculum towards Outcome-Based Education (OBE), however the teaching learning and evaluation processes practiced at the institution already do focus on OBE. The institution gives wide publicity to the Program Outcomes and Course Outcomes by publishing them on its website and periodical assessment of the Learning Outcomes has been done effectively.
6. Distance education/online education:	The outbreak of deadly pandemic COVID-19 has driven all the educational institutes to rethink its strategies of delivering methods. Except one or two courses online on SWAYAM platform, the method of transmission of curriculum was entirely offline. But the COVID-19 pandemic prevented people from physical meeting. The entire syllabus for about one and half year or so had been taught online, which resulted into realization that online education can be beneficial. In view of either non-availability of quality teachers or a large pool of vacancies in the colleges and in universities made way for the online education. The NEP-2020 has recommended blended learning, allowed upto 40% of the curriculum, to be delivered through online education. The college has developed six IT-based classrooms for smooth delivery of education. The faculty have been trained by MSFDA to make them ready for the new challenges envisaged in NEP-2020. The institution is already prepared, specially during COVID-19 pandemic situation as 100% teaching learning process was done through different online modes like Webex, Google Classroom, Zoom, Google-meet, YouTube Channel, etc. Learners who can't go for the formal schooling are further provided with facilities of distance learning. The college management has introduced M.A. English and M. Com. in the distance mode through Yashwantrao Chavan Maharashtra Open University, from the year 2020 - 2021. Now in the academic year 2021 – 2022, again the Management has taken a decision to apply for UG courses like B. A., B.Com. add B. Sc under distance

	mode through YCMOU for the benefit of working class and who can't attend the college regularly. One very good practice of the institution to promote distance/online education is two-fold increases in ICT tools and getting the nodal centre of Virtual Lab of IIT Bombay.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the college has set up the "Electoral Literacy Club". Sr. No. Name 1 Dr.S.B.Shete (Assistant professor) Nodal officer 2 Ms.Yogeshwari Vaijanath Sontakke B.A.F.Y. Member 3 Mr.Pathan Avesh Khan Hafeez Khan B.A.F.Y. Member 4 Mr.Ghanshyam Ram Kadam B.A.F.Y. Member 5 Ms.Uma Maroti Shikhare B.Sc.S.Y. Member 6 Ms.SayaIi Keshav Narwade B.Sc.F.Y. Member 7 Mr.Madhav Umrao More B.Com.T.Y. Member 8 Mr. Vaibhav Madhukar Bokare B.Com.S.Y. Member 9 Mr. Babarao Gangadhar Asore B.Com.S.Y. Member 10 Ms.Vaishali Dnyaneshwar Desai B.Com.F.Y. Member 11 Mr.Nana Yeshwant Bobde B.A.F.Y. Campus Ambassador 12 Ms.Pranita Deepak Gaikwad B.Sc.F.Y. Campus Ambassador
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the ELC Members are appointed by the college and they are quite functional. The club is very much functional under the 'Nodal Officer' and it works in coordination with the NSS unit. The student coordinators are motivated to create awareness in their parents of the village where they live.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The club has conducted programmes to sensitize students on their electoral rights and familiarize them with the electoral process of registration and voting. National Voters Day celebration on 25th January is a regular phenomenon. We make students and staff take voter's pledge.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research	The NSS student volunteers have conducted surveys in the village adopted for Special camp. The

projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	department of Political Science regularly conducts awareness programmes.
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.	The college has regularly conducted new voters enrolment workshop (except Corona period 2020-2021 and 2021-2022); a) Registration of new voters b) National Voters Day celebration on 25/01/2018 c) Distribution of voters ID cards d) Awareness/literacy programme on EVM and VVPAT on 19/01/2019 e) Hands on experience activities f) Voters pledge g) Poster presentation, Slogan competition. h) Workshop for the students on Aadhar linking with voter ID card on 08/09/2022.

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
551	724	631	560	680

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: 30

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
25	26	27	30	30

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
16.99763	12.80706	9.94760	16.12563	10.44483

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The College ensures an effective curriculum planning and delivery through well-planned and documented process including designing its own academic calendar. It is affiliated to Swami Ramanand Teerth Marathwada University, Nanded and offers three undergraduate courses: B.A., B.Com. and B.Sc. in CBCS mode. As our college is predominantly a teaching unit, it has to depend on the University for its academic and administration processes. The curriculum at the University is designed by respective BOS and circulated among all its stake holders. The curriculum is revised once in every three years and the University organizes workshops for the teachers for effective implementation of the syllabi.

The IQAC takes necessary initiatives in preparing the academic calendar based on the University-given academic calendar, adding some significant curricular, co-curricular and extra-curricular activities, accommodating teaching-learning and continuous internal assessment. After finalizing institutional academic calendar, departmental meetings are conducted by heads of departments, in which the semester teaching plans are made, papers are distributed among teachers to the extent of workload sanctioned by the State Government. The college practices a 'healthy' tradition of publishing the Prospectus, which is given to the students along with the admission form. The prospectus contains information on the curriculum prescribed, paper titles, the time-frame, etc. The heads of departments are entrusted with the job of finalizing departmental time table in consultation with their colleagues. Review meetings are conducted at regular intervals, first at the departmental level (monthly) and later by the IQAC (mid-term and end-term), to assess the status of teaching-learning process which is recorded in daily-teaching-report (DTR). Apart from heads of departments, the academic audit committee also reviews and assesses the quality of delivery methods.

Even though the college and the faculty have no role whatsoever in designing the curriculum, some of our faculty however, have participated in the curriculum preparation as the members of the Board of Studies.

SGBMP also offers on its own, drawing inspiration largely on 'One teacher one skill' scheme run by the University earlier, value-added/skill-enhancement courses for the benefit of students, and here the curriculum is designed and developed by the faculty of our college, seeking help from the external experts wherever necessary.

Besides traditional classroom teaching methods, teachers also use experiential, participative, problem-solving and ICT-based teaching-learning methods. Experiential learning for the students, through internships, projects, and field trips, proved an effective delivery method.

After the introduction of CBCS, two major changes in examination system have taken place, the first one – standardization of examinations with an increased internal assessment component, 'the continuous and comprehensive assessment' has been introduced. For an effective internal assessment, the College has developed its own CCA booklet and given to the students who expected to use it for continuous assessment like unit-tests, seminars, tutorials, etc. In this way, the process of continuous internal assessment has been well-documented.

The second major change took place, is 'switching over from numerical marking system to grading system'. Now the University awards grades (CGPA) in the place of percentage.

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: 15

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

1.2.2

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

Response: 19.99

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
249	199	178	03	00

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The College effectively implements the curriculum given by the University. It has made valid attempts to integrate the issues relevant to professional ethics, human values, gender, etc. into the co-curricular and extra-curricular activities. The College has prepared and published a 'Handbook of Code of Conduct and Professional Ethics for the Internal Stakeholders (Values and Ethics Need Nurturance and Fortification)' on website, for the development of students into responsible citizens of the country.

'Environmental Studies' is mandatory for the final year degree students, who are expected to submit a project report for the successful completion of the course.

The college regularly organizes socially relevant outreach programmes so that the students learn to engage with socio-cultural issues in a constructive manner.

Skill-enhancement Courses are offered within and across the departments, to help students critically examine issues related to gender, environment, ethics, etc. The college follows the curriculum wherein several undergraduate programs in the Science and Humanities, covering crosscutting issues relevant to gender, environment sustainability, human values and professional ethics.

The College runs some useful certificate courses to inculcate professional ethics and human values among students, viz. Certificate Courses in Yoga, Communication Skills, Soft Skills, etc.

Strengthening its commitment to the community, SGBMP signed MOUs with various Colleges, NGOs,

Skill-development/Vocational institutes and business firms to enrich curricular processes towards quality enhancement. The college has carefully developed its infrastructure so as to prioritize the conservation of the environment.

Programmes on Gender Sensitization

1. National Webinar: POCSO Act 2012 for Child Sexual Abuse Prevention (07.12.2022)

2. Child Marriage Prevention Workshop and Awareness Programme (20.09.2022)

3. Poster Competition on Gender Equality (08.03. 2023)

4 Workshop on 'Gender Equality for an Eternal Tomorrow' Dr. Shraddha Waghmare (08.03.2022)

5. National Webinar 'Empowered Women Empowered Nation' Dr. Priti Pohekar (08.03.2022)

6. National Webinar 'Ways to Empower Girl Child' Dr. Pratibha Thorat (24.01.2022)

7. Women Health Check Up Camp (05.03.2022)

8. Installation of Sanitary Napkin Vending Machine and Sanitary Napkin Destruction Machine (08.03.2020)

9. Health Check-up Camp for Women. Dr. Shradha Waghmare (10.01.2019)

10. Guidance on Women Health Care. (18.01.2019)

11. Workshop on Women Safety at Working Place (11.12.2019)

12. Dr. Pralhad Lulekar speech on World Women Day (08.03.2019)

13. Workshop on Legal Guidance Adv. Madhuri Kshirsagar (14.02.2019)

14. Workshop on Awareness on Laws of the Country India. Justice J.H. Shaikh

Environment and Sustainability Promotion-related activities

1.Swachh Bharat Abhiyan, Plastic ban-related activities.

2.Tree plantation, Miyawaki Oxygen Park, Rose Garden.

3. Medicinal Garden under 'Herbs for Healthy Life'.

4. Rain Water Harvesting, Waste management.

Professional Ethics and human values-related programs

1. Celebration of birth anniversaries of National Leaders.

2. Celebration of National/International Important Days: Human Rights Day, Yoga Day, Ozone Day, Sports Day etc.

3. Organization of Blood donation camps.

4.Voter Awareness Programmes.

5. Programme on Intellectual Property Rights.

The NSS Unit of the University issues guidelines under 'Annual Activity Calender' for organizing activities like disaster management, skill development, Yuvati Karyashala, participation Pre-republic Day Period, Qaumi Ekta, energy conservation, financial literacy, consumers awareness programme, scientific awareness, etc

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: 27.4

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

Response: 151

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: 83.5

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
255	281	274	341	352

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

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	360	360	360

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: 60.78

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
94	101	101	122	129

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
180	180	180	180	180

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: 22.04

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:

Response:

The institution does effectively follow 'student-centric methods' in teaching-learning process. Our teachers provide a variety of learning experiences, including individual and collaborative learning. They are pro-active and ready to draw upon recently available technology support like Learning Management System (LMS) and other e-resources available and they meaningfully incorporate them in their plan of teaching-learning.

Regular classroom-teaching is supplemented by guest-ectures, seminars, role-plays, workshops, group-discussions, making presentation and institutional/ industry/forest visits.

a) Experiential Learning:

The field visits are conducted by departments of Botany, Zoology, Microbiology, History, Political Science, Public Administration, etc. For practical and experiential utility, final year commerce students are guided to undertake projects, and assisted to undergo internship to gain work experience. The final year students across streams undertake projects under Environment Studies. The Digital Language Lab provides an excellent opportunity for an experiential learning.

Curriculum-related activities like rangoli competition, scientific models, exhibition of species, and contributions to subject-based wall papers.

b) Participative Learning Methodology:

Teachers employ the pedagogical tool of 'questioning' quite extensively to create interest among students. Advanced learners are encouraged to participate in science festivals, student conferences and workshops. Our students participate in Avishkar (Research festival). Mr Niraj Ambekar, student of B.Sc., has won the competition at the University level and represented the University at the State level Avishkar Research Festival.

The students of Microbiology have made poster presentation on the deadly diseases like Dengue which enabled them to participate in the ongoing process of learning. Students of Botany, under 'Herbs for Healthy Life', presented posters on medicinal plants while students of Chemistry run a poster 'Life with Chemistry' on regular basis. Students of PA and other social sciences also get benefit out of these participative learning modes.

c) Problem Solving Methodology:

Some of our teachers also use problem solving as a method of teaching, particularly the students of Computer Science and Electronics are asked to solve the problems faced by the office staff in software used and the electronic equipment in use. The students who get enrolled for the value-added courses like Vermicomposting, Soft Skills, Cybersecurity, etc. are motivated to face problems and solve them on their own. The interested students, who get trained under 'Herbs for Healthy Life', guided to prescribe suitable herbs for curing illness or for the prevention of diseases.

d) ICT- enabled tools including online resources for effective teaching-learning process:

The College has provided internet connectivity to five out of eight science departments to facilitate use of ICT tools in teaching-learning process. The Commerce and Humanities teachers also use ICT-classrooms. NPTEL/SWAYAM courses facilitate the interactive and independent learning process. It has been observed that the level of understanding and grasping of the things of the students are effectively enhanced after turning/transforming a science lab into an ICT-based lab. To improve academic excellence of students the College has signed MOUs with the prestigious institutions. The College has got Nodal Center for the Virtual Labs promoted by IIT, Bombay.

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: 74.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	37	37	37	37

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: 91.3

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
24	24	24	27	27

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:

Response:

Evaluation is an integral part of the teaching-learning process, the more transparent and effective the evaluation system, the more effective teaching-learning process it becomes. It is a regular practice that the College conducts 'Deeksharambh (Student Induction Programme/ Principal's Welcome Address)' and in the same meeting the students are informed about the tentative schedule of teaching-learning activities and the internal/external evaluation patterns.

The IQAC prepares the Institutional academic calendar which clearly shades light on the teaching-learning-evaluation process and activities related to it. In the CBCS system, the internal evaluation also gets significant weightage under continuous and comprehensive assessment. As per the academic structure is concerned, each year is divided into two semesters and each semester has got internal as well as external evaluation component. In each semester, the internal assessment amounts to 20-40% and the remaining 80-60% is external assessment by the University.

The students are communicated well in advance about the schedule of internal tests by displaying on student notice boards and by sharing on student whats-app groups. The internal assessment is quite

transparent and done based on unit-tests, seminars, tutorials, projects, so on and so forth. For a systematic and effective conduct of internal assignments, the College has designed CCA booklet. The Examination Committee prepares the time-table for internal tests and looks after the effective monitoring of the whole process: timely conduct, timely evaluation and declaration of results. The teachers concerned, assess the internals and the assessment papers are made available to the students. The grievances related to internal assessment like award of marks, and absence, are timey redressed. The students who could not attend the internal unit-tests, are given another chance on request, and only on genuine grounds.

In case of any grievances regarding internal assessment, the student is free to interact with the

teacher concerned and get it resolved. If he/she is not satisfied with the result, he/she can appeal to the HOD and subsequently, to the Principal.

During the Covid-19 lockdown period, the internal examinations were conducted in online mode through Google forms, on Whats-app, Testmoz app and Zoom platforms. Grievances related to oral, project and practical examinations are resolved at the department level. For students whose marks are not entered or incorrectly entered due to oversight in the University portal, the College immediately communicates to the University with a formal requisition for the rectification.

The University has a formal and a separate section called 'Grievance Redressal Mechanism' which directly works under the Director, Examinations and Evaluation. It issues notices to the candidates through the respected colleges regarding recounting or revaluation. Within the period of two weeks after the declaration of the Term-end examinations, the students so aggrieved can apply for recounting or revaluation, by remitting the requisite fee. The College collects such applications of grievance and submit them to the GRM section in the University. From the Summer-2023 Examination onwards, the applications for GRM are being submitted online.

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:

Response:

Shri Guru Buddhiswami Mahavidyalaya, Purna is affiliated to Swami Ramanand Teerth Marathwada University, Nanded, which is the authority to finalize the programme outline and the curriculum being

prepared by the respective Board of Studies. The BOS, while designing curriculum, clearly states Course Objectives and Outcomes and the same being circulated and published on the University website. The POs are the statements which describe what knowledge, qualities and skills, the students are expected to acquire after the completion of the said programme and COs are the theoretical and experimental skills, the students are expected to acquire after the completion of each course of the programme.

The College offers Three undergraduate programmes: B.A., B.Com. and B.Sc. prescribed by the affiliating university. There are Eighteen departments (courses) functioning in the College (six social sciences: Public Administration, Political Science, Philosophy, History, Economics, Sociology; three languages: English, Hindi, Marathi; Commerce and eight sciences: Botany, Chemistry, Zoology, Microbiology, Physics, Mathematics, Computer Science and Electronics) and every department downloads the prescribed course content, preceded by the objectives and outcomes of the said course and the methodology of evaluation, to be circulated among students.

The programme outcomes, in brief, are discussed in the very first meeting with the first-year students, in the Deeksharambh (Student Induction Programme) and the respective course objectives and outcomes are clearly stated by the teachers in the very first class. The teachers are well informed that the teaching learning process becomes meaningful only with the proper understanding of the COs otherwise the process ends-up directionless. The COs of each and every course offered have been uploaded on our college website for all the stakeholders, more significantly, for the students and their parents. The syllabi of all the courses prescribed are kept ready in the central library in addition to the respective departments.

The NEP-2020 puts more emphasis on the Outcome-Based Education (OBE), than a mere mention of the objectives. The Government of Maharashtra has decided to implement the recommendations made by the New Education Policy-2020 from the academic year 2024-25 at the UG level. The College has developed a well-defined Mentor-Mentee scheme in which the total number of students (mentees) enrolled are divided into groups of a moderate number and allotted to a mentor. Each mentor in his/her interaction with the mentees, keep on reminding them about the POs and if the mentee belongs to his/her course then COs. In this way, the POs and COs are effectively communicated to the students for an effective and meaningful outcome.

The POs are general statements like to promote 'critical thinking'; 'effective communication'; 'healthy social interaction'; 'responsible citizenship'; 'nurturing ethics and values'; 'educating on environment and sustainability'; 'self-directed life-long learning', to state a few. The POs cited above are in tune with the Vision & Mission of the College.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Evaluation of the Attainment of the COs:

The IQAC of SGBMP has devised a methodology to test whether the students have attained the desired course objectives. The process of assessing attainment level draws upon various tools and methods, which are classified into two types: Direct Method and Indirect Method. The direct method includes home assignments, class-tests, seminars, quizzes, research projects, case-studies, oral examinations, so on and so forth. And the indirect method includes course-exit survey and examiner's/employer's feedback to reflect on students' learning. The University conducts term-end (theory) and year-end (practical) examinations, and the responses given by the students are assessed and recorded as grade and grade-points (CGPA), which indicates a pupil's level of attainment of COs. In the earlier system, the minimum percentage of satisfactory level of attainment of COs was 35%, but in the CBCS system, with the introduction of increased internal evaluation, the minimum level of competency is 40% including the internal as well as external evaluation.

The overall attainment of COs is evaluated by respective faculty of the College through continuous and comprehensive internal evaluation, but the overall attainment of COs is measured directly in terms of performance of the students in the semester-end examinations conducted by the University. After declaration of the university examination results, every teacher of the College prepares the programme-wise and course-wise result-analysis report and the final results are categorized as:

Category C: 40%-50% Marks**:**   Low level of attainment, but successfully got through.

Category B: 50%-60% Marks**:**   Good.

Category A: 60%-70% Marks**:**   Very Good.

Category O: 70% & above Marks**:** Excellent

The IQAC has developed a healthy practice that after every examination, the Academic Audit Committee takes a review of the results and due remedial classes are being conducted for promoting students to the higher level. Initially, teachers attempt to evaluate the attainment level of COs and such practice is proved effective, hence, the teachers are encouraged to assess the attainment level of the students continuously and it should not be a customary year-end exercise.

Evaluation of the Attainment of the POs:

It is the usual practice that the attainment of POs is measured on the basis of the evaluation of attainment of only COs, but such assessment is incomplete that there lacks an overall performance of the students. Some of the key parameters considered for evaluation of attainment of POs are percentage of students at the end of the degree. The true evaluation of POs is complete only when the student acquires course specific skills along with the social, and professional skills. The co-curricular and the extra-curricular activities make the complete learning and such activities alone can make a student industry-ready and socially acceptable and thus become meaningful human resource. The College encourages teachers to undertake various co-curricular activities like subject-clubs, wall-papers, exhibitions, field-trips, on-job

training, report writing, etc. to inculcate general POs like critical thinking among the students. The extra-curricular activities like cultural and sports and the extension activities under NSS help to assess the attainment level of POs.

File Description	Document
Upload Additional information	[View Document]

2.6.3

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

Response: 60.84

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
51	110	120	112	84

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
164	199	126	143	152

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]
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: 3.88

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 8.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.0	0.0	3.05951	0.22500	5.58000

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:

Response:

SGBMP is basically a teaching unit. However, the College Management has developed such vibrant research culture and healthy environment for innovations that 96% of our teaching faculty have acquired Ph.D. while in service and they have been continuously publishing research articles and undertaking research projects. Excepting the Covid-19 period, our faculty have completed Four research projects: two projects funded by the prestigious Rajiv Gandhi Science and Technology Commission of Maharashtra, one Major Research Project funded by UGC and one MRP by SRTM University, during the assessment period. Dr. Ravi Barde has received internationally acclaimed Patent from Germany for his work on 'Novel Medicament for the Prevention and Treatment of Bacterial Mixed Infections in Freshwater Fish'.

 Our faculty have published more than 300 research papers during the assessment period. As our college

is basically a UG unit, the College has developed collaborations in the form of MOUs with 13 University recognised research centres. About 96% of the faculty are recognised Research Supervisors, who have successfully guided over 40 students leading to Ph.D. degree, while many are pursuing research.

The teachers, in turn, attempt to transfer their rich research acumen to students which has resulted into the success of our students at various platforms. For example, Mr. Niraj Ambekar, student of B.Sc., won the University-level Avishkar Research Competition, and represented the University at State-level Avishkar Research Festival and several other students have come out with flying colours at the district level. To promote and sustain research culture among the staff and the students, the College has organised District-level "**Avishkar Science Consortium"** on 27.12.2019, jointly with SRTM University. Accepting its social responsibility, the College has conducted an ambitious '**PRO-SCIENCE,** Science Fair', for the school children of Purna Taluka to inculcate scientific temperament in young minds, in which 126 children have presented their innovative models and posters.

The College can boast of promoting Indian Knowledge System, even before the implementation of NEP-2020. It has developed an interesting practice 'Herbs for Healthy Life' (Indigenous herbs as preventive medicine). It is found that the medicines of allopathy (western curing system) which mainly are chemical-based, thus, cause harmful side effects, hence the Department of Botany, under the leadership of Dr. Sanjay Dalvi, has undertaken the gigantic task of exploring the treasure-house of Indian Knowledge, considered as Ayurveda, for finding alternative methods of treating the ill and subsequently promote preventive measures. To take this practice to the roots of our society through our students, the College has developed a useful Medicinal Garden.

The Departments of History and Marathi regularly conduct study trips to the ancient temples and places of inscriptions to create curiosity among students to explore the rich Indian cultural heritage.

The Research Committee, under the guidance of IQAC, has conducted many sessions on the importance of Intellectual Property Rights, in the present age of IT. The IQAC has organised National Webinar on 'Intellectual Property Rights (IPR) and Patent Filing' on 17.10.2020 in which about 200 faculty from more than 10 states participated.

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: 46

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
12	15	06	07	06

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: 7.47

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
41	31	40	47	65

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[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: 1.5

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
15	10	03	10	07

File Description	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:

Response:

SGBMP regularly organizes extension activities and make its students actively participate, thus, promote College-neighbourhood-community network through NSS and 'Bhanamati and Jadutona Nivaran Kendra'. The College believes that for the holistic development of students, to become good citizen of the Country, there should be a perfect blend of curricular, co-curricular and extra-curricular activities. The students have been sensitized on social issues: gender-equality, child-marriages, religious-harmony, blood-donation, road-safety, cleanliness, literacy, voter-awareness, sustainable-environment, social-forestry, water-conservation, etc.

The NSS unit adopts a village for three years and addresses various social issues throughout the year and concentrates on specific issues in special one-week residential camps.

The college has implemented a meticulously-devised plan to develop a strong Emotional Quotient for student participation in interactive sessions, to understand societal challenges and difficulties. The activities organised under the NSS, have empowered students to effectively tackle the situation during natural disaster and developed in them, a deep sense of social and civic responsibility. The student volunteers have conducted rallies in the town and in the villages nearby for cleanliness under Swachh

Bharat Abhiyan. They have cleaned the public places like bus stand, market place, temples and important chowks, which has created awareness among the villagers. Some of our student volunteers have educated the villagers on the need of stopping child marriages. The percentage of child marriages in Parbhani District was relatively higher. The Women and Child Welfare Department of the Parbhani District, acting on the District Collectors orders, has approached the NSS unit of our college for educating the village folk on prevention of child marriages. Two of our volunteers, (names kept confidential for their safety), were literally instrumental in stopping the child marriage scheduled on 26th October 2022, a day before, by informing the district Women and Child Welfare Officer, thus saving the life of a girl child. Likewise, our volunteers took an active role in Beti Bacha Beti Padhav.

Our volunteers assisted the police officers during festivals to maintain religious harmony. The local police, on the directives from the Session court of Purna, seek help from our NSS volunteers in educating common people on legal knowledge. Such students are called Legal Assistants. Another significant activity carried out by our students is that they wholeheartedly participate in the blood donation camps organised every year on campus. The participation of larger number of students showed their commitment to humanity and the values they show, as sympathy and one-ness. By the result of sensitization on human suffering, the volunteers of our college conducted rallies to collect aid for the Kerala Flood Affected People, Maharashtra Flood Affected People and succeeded in collecting a huge amount and other useful material, sent to them.

The NSS unit has conducted awareness programmes on the deadly Covid-19 Corona virus. The co-ordinator along with some volunteers literally conducted a survey in the nearby colonies of the college and promoted the necessity of following standard operating procedures/protocols of Covid-19, frequent sanitization and the vaccination. The College has conducted Covid-19 Testing and Vaccination camps on campus.

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:

Response:

SGB Mahavidyalaya has received The Best College (Rural) Award, which consists a Memento, Certificate and the cash prize of Rs. 25000/ in the year 2019-20, and it is valid for 15 years. In the citation speech of the award ceremony, the committee has made a special mention of our extension activities, more specifically, the activities conducted under "Bhanamati and Jadutona Nivaran Kendra".

Mr. Balaji Vaijanath Shinde, the NSS volunteer of our college, has got State-level recognition. He has attended the State Republic Day Pared camp organized by the NSS Cell, Department of Higher and Technical Education, Government of Maharashtra and University of Mumbai, from 17th to 26th Jan 2019 and participated in Republic Day Pared at Shivaji Park Mumbai on 26th Jan 2019.

One of our NSS volunteer Ms Ashwini Panchal representing SRTM University, Nanded, has won the Best Volunteer Prize at the State-level Seven-day Residential Camp, "Ek Bharat Shreshth Bharat' conducted by North Maharashtra University, Jalgaon, under the ages of State NSS Cell, Higher and Technical Education, Maharashtra State in March 2020.

Two of our NSS Programme Officers got significant recognition from the University at the State-level. Dr. G.P. Kapure was appointed as the Team Manager of SRTM University student team for Pre-Republic Day Parade. He further was selected as the Team Manager of the Maharashtra State Student volunteers for the National Pre-Republic Day Parade and he guided the team at the West Zone PRD Parade NSS Camp organized at Hyderabad, Telangana. Another Programme Officer Dr. Pushpa Gangasagar was appointed as the Team Manager of SRTM University for State-level PRD Pared Camp at Kolhapur held during 28th to 30th Sept 2022.

One of our faculty Dr. (Ms.) Vrushali Ambatkar got recognition from the SRTM University, Nanded as she worked as Team Manager in the AVHAN-2019: Chancellor's Brigade-State-Level Training Camp on Disaster Management organized by SRTM University during 3rd June to 12th June 2019 and she has been designated as NDR Friend. Another faculty Dr. Smt. P. Y. Gangasagar represented the SRTM University NSS unit as Team Manager in the AVHAN-2022: Chancellor's Brigade-State-Level Training Camp State Level on Disaster Management, organized by Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon during 19th December to 28th December 2022.

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: 44

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
23	08	04	06	03

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: 43

File Description	Document
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The College has adequate infrastructure and physical facilities to conduct teaching-learning activities quite effectively. The Management has designed the Master Plan for the whole campus, accommodating the existing buildings, gardens, playground as well as the proposed constructions in near future. It has spread over nearly 3.7 acres of land accommodating almost all necessary facilities for students. The College Building has 03 Wings (A, B & C) and H Wing (Women's Hostel), & Canteen. There is total 64 Halls available on Campus in the 03 Wings excluding Toilet Blocks and Women's Hostel. Out of which there are 20(Twenty) classrooms including 07(Seven) ICT classrooms and 02 Seminar Halls, and 11 (eleven) laboratories available on Campus. It also includes 13 Department Cabins, 02 Staff Common Room, 01 Career Guidance & Placement Cell and Examination Hall, 01 Girls room, 10 rooms for Administration, Library and Reading/Activity rooms. For the last Six years we have a Learning Management System (LMS) in place, which is a software application for the administration, documentation, tracking, reporting, automation and delivery of Educational Courses etc. by Master Software. The College does have moderate computing equipment-71 Computer Systems, 05 Laptops, 22 Printers, 06 Scanners, 04 Xerox Machines, 07 LCD & 01 LED Projectors supported by Internet connectivity wherever necessary.

To sustain students' interest in studies during the national lockdown, we have succeeded in collaborating with IIT Bombay. The prestigious IIT Bombay has approved our College as the Nodal Centre, V-LABS under an outreach programme. The College students have been immensely benefitted by the Virtual Labs. The students of Physics, Chemistry, Botany, Microbiology and Electronics have got practical knowledge through Virtual Labs, by sitting at home. The premise of the college is under the surveillance of CCTV (35 cameras).

The College does have adequate facilities for conducting cultural, sports, games (indoor & outdoor), activities, a moderate gymnasium and a porch suitable for yoga and extension activities. The College has Outdoor facilities: Basket Ball, Volleyball, Kabaddi, Kho-Kho courts available, Athletics and Long Jump Pit, Areas for Shotput and Javelin throw and 200m track., and Indoor: Table-tennis, Carrom and Chess facilities. The platform adjoining the Administrative Wing, serves as an open-air Theatre for the Cultural activities. The college has procured Public Address System (PAS) for the cultural activities on campus. SGBMP, as a policy, promotes greenery on campus, it has developed an Oxygen-Park (Miyawaki project), a Medicinal Garden and a General Garden with Green-Shed. A Bio-waste pit**,** Dumping pit and a Rooftop Rain-Water Harvesting pit available for maintaining ecological balance. In Addition to the

above a moderately furnished Canteen and Parking Shed are also available for the students as well as the staff.

The College campus is Wi-Fi enabled one for Students and Teachers (for limited period), available Bandwidth 300 Mbps (Rail wire) FUP Unlimited. There are also other Internet Connections available for the Office, Computer Science Lab, IQAC, Examination Department & Jr. College separately with 100 Mbps speed (Airtel Internet Connectivity). The Management provides packaged drinking water for its stakeholders.

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

4.1.2

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

Response: 15.98

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
1.72	3.13	2.01	3.45	0.29

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

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

Response:

As the College Management is progressive in outlook, it has taken necessary measures for the Library Automation. The Library has been automated with the Integrated Library Management System (ILMS) with software called '*e-Granthalaya A Digital Agenda for Library Automation and Networking*' (Version 3.0) in the year 2016. Even locating books has been automated in the form of OPAC [Online Public Access Catalogue], from the 'traditional accessibility system' (the catalogue cards) to the 'online accessibility system' in which the information searchers get an opportunity to access resources of library using several access points. The Library users (students as well as teachers) also have regular access to N-LIST, a college component of E-Shodh Sindhu, having 6,150 electronic journals and 31,64,309 electronic books including e-books. Two systems, with Internet facility, have been provided in the internal reading room for students to get an access to N-List resources and One system provided for searching online, OPAC.

The Library, established in 1983, functions as a treasure house of resources offering its services for the last 40 years. The working hours are from 9.00 a.m. to 5.00 p.m. on all working days.

The College Library, in addition to the e-resources, has regular academic syllabus-based Text and Reference books. Apart from these the collection consists of Biographies, Encyclopedia, Dictionaries, books for Competitive exam, Journals, Periodicals, Magazines, Newspapers, Special reports, Dissertations, Ph. D. thesis, University exam question papers and other essential knowledge resources in different disciplines. At present, the Library has more than 26700 books and 150 bound volumes of journals, 30+ Ph.D. thesis, 20 dissertations etc.

The Library also recommends National Digital Library (NDL) where e-books, e-journals and e-reports are made available to the students and staff. A computer system with *"Calibre", the* e-content management software loaded with free e-books, digital syllabus, full text articles and other e-content, is provided is the Library.

Visitors' Register is maintained in order to know the number of users make use of the library. To maintain discipline on the campus and for security purpose, CCTV cameras are installed in the library.

Institution has Library Advisory Committee which helps in guiding the Library for effective Library services and the Committee meets at regular intervals for selection of books, references, journals and other Library material. The Committee also suggest ways and means to improve the library services. All newly added books and journals are displayed in the Racks for a period of two weeks.

Seven months ago, in the month of March 2023 the College has made an advancement in the automation of Library by acquiring Bar Code System. The system of issuing books has become quite easy with Bar Coding.

The College has a Book Bank facility, which has more than 500 books collected as donation.

Apart from the internal reading room facility provided for teachers and the advanced learners, the College has developed Two more Reading Rooms, one for the boys and another for girls. The Library

conducts Book Exhibition on special occasions like Ranganathan Jayanti.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The College Management has developed a well-established mechanism for the procurement, upgradation and development of the information technology (IT) facilities. It has constituted an IT infrastructure and 'Website Maintenance Committee' to look after the upgradation and maintenance of IT facilities on campus. All the IT facilities are updated periodically as per the requirements. Seven-ICT class rooms/Labs are made available with all the essential facilities like internet with the speed of 100mbps, LCD projector, antivirus for computers, etc. The Management has recently updated the Campus Wi-Fi facility with Bandwidth 300Mbps (Rail wire) FUP Unlimited.

Previously there was a BSNL internet connection with the speed 512 kbps. The College has now upgraded to Airtel connection with speed of 100mbps, getting services from the local service provider. The Office, Library, Examination Cell, IQAC, Computer Science Lab, ICT Halls, YCMOU etc.

The Office Automation Software (Licenced one) called CMS was in use right from the Academic Year 2011-2012 till Feb 2019. The College has gone for upgradation from CMS to CCMS (Cloud Based ERP CCMS – Centralized Campus Management System) on 12/03/2019, provided by MasterSoft ERP Solutions PVT. Ltd. Nagpur.

MasterSoft provides following services such as Online Student Registration, Students Admission and Fees, Student Administration, Financial Accounting, Student SMS, Mobile App for Student and Staff, Issuing Certificates, etc. The Non-teaching Staff has been trained by the Software Company for effectively using its services.

The College has entered into an MOU for the AMC of computers and IT infrastructure with KIIT company, Purna (this Agreement has been in active mode right from the year 2020-2021 till date). The

Office, various departments and laboratories have computers with peripherals. Considering the need of students and the faculty along with administrative staff, the institution makes provision in budget for IT infrastructure at the very beginning of every academic year. These IT facilities are updated as and when required.

Particulars	Nature of Up gradation	Date	Version	Speed
Broadband Connection		2017-May-2020	BSNL Broadband	512Kbps
LAN facility is available only in the College (office)		June-2020 Onwards	Airtel	100Mbps
Wi-Fi		June-2023	RailWire	300Mbps

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

4.3.2

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

Response: 7.76

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

Response: 71

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[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: 83.92

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
15.27	9.66	7.93	12.66	10.14

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 60.58

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
289	427	372	372	446

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: 39.8

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	328	00	210	533

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 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: 14.86

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
45	28	19	13	05

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
149	211	125	88	167

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

5.2.2

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

Response: 2.06

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
01	01	04	06	01

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

5.3 Student Participation and Activities

5.3.1

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

Response: 20

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
04	07	00	02	07

File Description	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: 9.8

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
21	2	00	12	14

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:

Response:

The Alumni association of our college named 'SHRI GURU BUDDHISWAMI MAHAVIDYALAY MAJI VIDYARTHI ASSOCIATION, PURNA, TQ. PURNA DIST. PARBHANI' has been duly registered under the Societies Registration Act, 1860 (XXI of 1860) on 24th June, 2021 with the formal registration number: Parbhani/000120/2021. Though the formal process of registration could take place only three years ago, there have been individual contributions from the alumni for the development of the institution in the area of academics. The organized financial support could become a reality only after formal registration of the association. The association has donated water coolers last year for the use of students. The College provides clean packaged drinking water at the ground floor. The alumni might have felt that the water should be served through water coolers, hence the facility. Some individual alumnus has significantly contributed to the Book-Bank of the College.

The alumni interaction with the students is continuous in the non-monetary services like they help the students in the selection of college/course for the PG studies. Another significant contribution made by the alumni is that they recommend and promote our students in their company of employment. They interact with the students and share their experience and expertise. Some of the alumni even participate in the extension activities carried out by the College like blood-donation camps, flood/earthquake-relief rallies, natural disasters and also in educating village folk against prevalent superstitions. Another salient feature of the alumni services that they conduct coaching sessions for the prospective players. The alumni also render their services in tree plantation and medicinal garden, developed under the Best Practice 'Herbs for Healthy Life'. It is worth noting that the alumni contribute in the organization of national conferences/seminars/webinars.

The College has developed a healthy mechanism of obtaining feedback from the alumni, which has been put to analysis and due recommendations have been made to the Management. We have constituted a formal Alumni Committee, which regularly interacts with the Alumni Association by conducting meetings at the Alumni Cell. The Alumni Committee organizes at least two 'Alumni Meets' a year for promoting a meaningful gathering of the students and former students. As the registration of the Association is relatively a recent development, that to during the Corona Pandemic period, the Association expressed their wish to come out with more concrete financial support in the days to come.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response:

The Governance of the College, the processes and practices, takes into consideration the purpose, vision and mission of the College. The Vision of the College is 'to create an accomplished human resource, in the region of Purna, having nurtured with an enlightened idea of an egalitarian society', and the Mission is 'to impart higher education with necessary skills for an enlightened citizenship'. The College prepares the plan of action, which includes all the three facets, curricular, co-curricular and extra-curricular activities for the holistic development of students. The success of SGBMP as 'The Best College (Rural)', is the outcome of the development of good practices and processes. The governance of the College is student-centric and all the statutory bodies and functional committees constituted are in place to provide pro-student qualitative services. The plan of action puts great emphasis on the realization of the commitment to provide quality higher education to, particularly, girls and the poor and backward class students, more than 50% of the enrollment is girls and more than 80% of total enrollment is from the poor rural and backward class students, who could only perceive their higher educational dreams with aid. And the policies made equip students with the necessary skills and competencies required for their employability and thus make them economically viable and socially relevant and vibrant.

The College has prepared Institutional Perspective Plan, with wide consultations of both, the internal as well as external stakeholders, which is a comprehensive policy document which depicts the policies of governance, the resource requirements, in terms of infrastructure, human resources, procurement, training, schemes, etc. The Management believes in the decentralization of the power and promotes participation by the internal stakeholders: Management, teachers, non-teaching and students. The College is governed by the statutory 'College Development Committee' constituted by the Executive Body of SGB Shikshan Prasarak Sanstha. The policies are being made by the CDC and the Principal, the Member-Secretary, is entrusted with the job of implementing those policies and general administration. The Vice-Principals assist the Principal in undertaking the task. Another significant body functions in the College is Internal Quality Assurance Cell (IQAC), which aims to achieve excellence in teaching-learning-evaluation, in planning and developing quality-initiatives, quality-sustenance and quality-enhancement measures. The resolutions made by the IQAC are implemented by the Co-ordinator, IQAC with the help of other functional committees. The College has constituted more than thirty committees, for example, The Academic Planning and Audit Committee, the Student Development Cell, Student Grievance Redressal Cell, ICC, Equal Opportunity Cell, Student Counselling Cell, Career Guidance and Placement Cell, Student Council, so on and so forth. The statutory and functional committees are reflective of and in tune with the vision and mission of the institution.

The Management has constituted a 'NEP Cell', as soon as the communication received from the University, for the effective implementation of the recommendations made by National Educational Policy -2020 and the subsequent Government Resolutions. The NEP is going to be implemented from the academic year 2024-25 at the UG level.

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:

Response:

The College does have an Institutional Perspective Plan (IPP), having designed and developed with the consultation of academic peers, and also the internal as well as external stakeholders. It is a comprehensive policy document being prepared in adherence to the resolutions made by the State Government and the UGC. The IPP which depicts the policies of governance, resource requirements, in terms of infrastructure and human resources, procurement, training, schemes, execution, etc. has been quite effectively deployed for the holistic development of our students. The statutory as well as functional committees constituted for the good governance are effective and efficient as visible from their task fulfillment.

The vacancies in the teaching as well as non-teaching, as approved by the competent authorities, are filled up through the selection committees duly constituted by the Management on the recommendations of the CDC. The selection committee consists of VC Nominee, University Subject Experts and the Government Nominee and is headed by the President of the Sanstha and Principal being the Member-secretary. The posts so approved by the Government are being advertised in reputed national newspapers (teaching posts) after getting approval on the roster by the BC Cell of the university. The applications are invited from the eligible candidates. The selection committee conducts interviews for SET/NET qualified or Ph.D. candidates. The candidates selected are given formal appointment orders in which the service rules are mentioned. The duties and responsibilities to be performed, are made clear to the candidates in the written form and they are appointed initially on probation for one year and their services are confirmed only after the satisfactory completion of the probation period.

For the last eight years or so, the State Government has made a policy to appoint teachers on clock hour basis in the place of full-time faculty. The procedure for appointment of such temporary faculty in the

College begins with the calculation of workload available and submission of the same to the Regional Joint Director for the post-approval. The RJD sanctions such temporary posts identifying the scope. The College further approaches the University for according permission to the advertisement draft to be published in the regional newspapers. For the appointment of temporary faculty, the Management is required to constitute the selection committee, inviting only subject experts from other institutions. The temporary teacher appointed on CHB is allowed to teach maximum nine hours a week excluding examination and vacation period. The proposals of the selection committee are sent to the University for approval and the approvals are subsequently forwarded to the RJD for remuneration.

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](#)
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:

Response:

SGBMP strictly adheres to the State Government and the UGC regulations in appointment of the teaching and non-teaching staff and their subsequent continuation in service. The performance of the teaching as well as non-teaching staff is systematically assessed following the guidelines provided by the regulatory authorities: the UGC for the teaching and the State Government for the non-teaching.

The performance of each teacher is assessed based on his/her submission of Performance Based Appraisal System (PBAS) at the end of the academic year. The units of assessment include 'Teaching-learning- evaluation, research contribution, contribution to the college and university corporate life, participation in ISR (extension activities), and organization of conferences/seminars/ workshops, etc.'. The teacher gets annual increments only if the PBAS is satisfactory. The PBAS is put to scrutiny the Co-ordinator, IQAC and if the scores are good, the Co-ordinator forwards the PBAS to the Principal and Chairman IQAC with a report. The performance of the teacher if falls short of the desired levels, the Principal informs the Management and due action is taken.

The performance of non-teaching is assessed based on his/her submission of CR. And their performance is assessed on the parameters like capacity to do hard work and carry out the task assigned within the stipulated time limits, degree of commitment, the ability to get the work done from the subordinates, the ability to work in groups, the behavior with the students and the college, efficient organization of documents and the technical competence. The office superintendent puts the CRs submitted by his subordinates to scrutiny and forwards to the Principal with a report. The OS's performance is assessed by the Principal. Annual increment is granted only if the CR is satisfactory.

The College does practice an effective welfare measure for the teaching and non-teaching as well, for promoting their efficiency. The staff is allowed for maintaining the financial stability through an organized effort, through the formation of Employ's Co-operative Credit Society, through which they can avail loans quite easily. The head of the institution readily takes the responsibility by providing guarantee for the loans from the banks. The employes are given special leaves like paternity and maternity leave, duty leave, on leave not due, etc. Washing allowance and festival advance is provided to the fourth class employes. Group insurance and all kinds of insurance policies are promoted and the deductions for the employees' personal loans are allowed.

One of the significant measures taken by the Management is that the teaching as well as non-teaching employs are encouraged to improve their skills and aspire for higher positions, the employees, no doubt, get time-bound promotions, but they also are rewarded with promotions based on their promotions. For example, a library attendant gets promotion to the library assistant, the library assistant gets the promotion to junior clerk and senior clerk.

File Description	Document
Upload 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: 26.81

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
18	11	01	02	05

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

6.3.3

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

Response: 74.42

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
16	45	47	45	07

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
14	15	16	16	16

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Response:

Our institution, SGBMP, is run by Shri Guru Buddhiswami Shikshan Prasarak Sanstha, hence all its policies regarding mobilization of funds or getting financial aid are made and governed by the parent Sanstha. As the institution is a Grant-in-Aid in nature, it is eligible to receive salary and non-salary grants from the State Government. The salary grant is regular and on time and whereas the non-salary grant is concerned, the State Government has stopped giving the non-salary grant to the aided institutions for the last fifteen years or so. The non-salary grant used to be given for the general expenditure and developmental activities. The institution has no right to directly collect funds from either individuals or from any agency. It has to depend on the governing body, the Sanstha.

The College has developed a mechanism to use the resources/ funds optimally. We have the Planning Committee, the Purchase Committee and the Financial Audit Committee for a proper streamlining of funds. Conducting financial audits is a regular phenomenon in the College, which regularly conducts the internal as well as financial audits. There are, predominantly, three types of external audits being conducted. The first kind of external audit being conducted every year by the certified Chartered Accountant (CA) duly appointed by the Management. The second type of the external audit is being conducted by the Senior Auditor, Higher and Technical Education Office of the Joint Director, Higher and Technical Education, Government of Maharashtra, Nanded Region, Nanded. It is an annual exercise. The third type of external audit is being conducted by the office of Accountant General, Nagpur. It is not an annual one as they do it at random, as per their requirements.

The internal audit is done, usually, twice a year by the Commerce faculty. The internal audit team, in fact take a review once in two quarters. The team focuses on the budgetary allocations and the corresponding

expenditure. The team looks into the validity of the requisite documents.

The College has designed Annual Maintenance Contracts (AMC)for the proper maintenance of computers, printers, xerox machines, CCTV system and all its electrical equipment and fixtures. The designated firms (KIIT, Purna & Sanjay Electricals) conduct periodical checks to avoid and to prevent measure breakdowns in the system and future expenditure on the repair and replacement of the equipment. In this way, the institution takes every possible step for the optimal utilization of limited resources that we have.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Response:

The IQAC of our college is instrumental in designing, developing and establishing the strategies and processes for the improvement of quality standards in all the three facets of college education: curricular, co-curricular and extra-curricular. It reviews the teaching-learning process and the methodologies. For example, the IQAC,for an effective delivery of course content, has recommended for a greater number of ICT-classrooms . The number of ICT-enabled classrooms has gone up to eight. The IQAC has recommended online platforms for an uninterrupted teaching-learning activity during Covid-19 pandemic. The College has introduced the NPTEL Local Chapter for the promotion of MOOCS/SWAYAM online courses among the students and the staff. The Academic Planning and Audit Committee is constitutional with the objective of conducting periodic checks in the incremental improvement in the teaching-learning and evaluation system. Career Guidance and Placement Cell, Student Counselling Cell, Campus Health Advisory Committee, Women Empowerment Committee, and Mentor-Mentee Committee are some of the very significant developments made possible by the IQAC. The IQAC has also made outcome-based and accountable Statutory committees like Student Development Cell, Internal Complaints Committee, Student Grievance Redressal Cell, etc. The extension and outreach programmes, conducted through NSS, have got a boost from the IQAC.

The IQAC has made a significant contribution to the holistic development of the students by promoting greater number of MOUs and by introducing skill-enhancement/value-added certificate courses. The College has entered into 43 active MOUs, 13 with academic institutions for faculty-exchange/student-exchange/research; 02 with NGOs for extension and outreach programmes; 03 with

skill-development/vocational institutions and 25 MOUs with business-firms for Training/ Internship/Projects. The College has got the reputation of the only rural college to have collaborated with the prestigious V-LABS, IIT Bombay, in the whole Marathwada Region, for conducting science practicals virtually during and after the deadly pandemic Covid-19. It is a Nodal Center for the V-LABS for the last three years, getting renewal every year.

The IQAC has developed a mechanism to assess the outcomes of the courses prescribed, co-curricular and extra-curricular activities. This outcome-based approach in every activity has resulted into rich results in student achievement. Three of our students have excelled at the state-level in the NSS and research activities in the last five years. The number could become greater had not two years lost in corona pandemic.

The College, under ISR, has organized Pro-Science, the Science Fair, for promoting scientific temper among the school children of Purna Taluka. The IQAC has promoted student-interest in Avishkar, The Research Festival (conducted at the District/University/State level) and by the result the College has organized Parbhani District Level Avishkar in 2019-20.

The IQAC is instrumental in organizing more than 30 National/State/University/College level workshops and webinars on a variety of themes like Child Marriage Prevention, Religious Harmony, National Integration, Mental Health, Intellectual Property Rights, NEP-2020, Women Health and Empowerment, Road Safety, Indian Constitution, Voter ID, Legal Awareness Programme for Women, Human Rights, Ethics in Research, etc. Organizing blood donation camps and tree-plantation drives on campus is a regular phenomenon.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Response:

The College has initiated Gender Audit from the last three years to assess the role and participation of girls in various activities. It strictly abides by government rules and policies in admitting students and the Management has fairly succeeded in making the campus free from sexual harassment. A close study of the data in the last five years reveals that the college, has a good gender balance and particularly, in the year 2022-23, the women enrolment has crossed 50% of the total enrolment. The Gender Audit is a tool to check and assess the institutionalization of Gender equality and gender equity, including formulating policies, designing programmes, projects and providing services. The Gender Audit helps to change the perception of the public which reflects social thinking that one gender is superior and other inferior. Thus, the gender audit has provided an opportunity to improve the status of women who, otherwise considered secondary. UNICEF says that, gender equality means that men and women, girls and boys enjoy the same rights, resources, opportunities and protection. It does not require that girls and boys or men and women be the same or that they be treated exactly alike'. The College consciously attempts to eliminate harmful practices against women and girls like prescribing same set of rules in sports, extension and curricular activities. The Management has constituted Internal Complaints Committee (ICC) and Women Empowerment Cell as per the **"Sexual Harassment of Women at Workplace (Prevention, Prohibition, Redressal) Act 2013" by the Ministry of Education Government of India and the "University Grants Commission (Prevention, Prohibition, Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations 2015"**, in the year 2016, to deal with the issues of gender based violence and to conduct gender sensitization programmes.

These Committees have displayed banners and posters on Campus to create awareness amongst students and employees about what is sexual harassment and how to prevent it. A flexi board consisting the names and contact details of the members of ICC has been prominently displayed in the administrative wing and also on the notice boards in the College. The College has designed a policy document in which, grievance redressal mechanism, process for making complaint and conducting enquiry, internal redressal, punishment and compensation, etc., are clearly mentioned.

The Women Empowerment Cell has been regularly conducting awareness programmes on gender sensitization like organizing poster competitions, webinars and workshops, on the themes like **POCSO Act 2012 for Child Sexual Abuse Prevention; Child Marriage Prevention; Gender Equality for an Eternal Tomorrow; Empowered Women Empowered Nation; Ways to Empower Girl Child;**

Women Safety at Working Place, etc.

The College has made available two toilet blocks for girl students and women employees, one at B-wing and another at C-wing. The facility of Sanitary Napkin Vending Machine and Sanitary Napkin Destruction Machine have been provided in the Toilet block at B-wing from 08.03.2020. The facilities of separate reading room, separate activity room and separate entrance are provided for girls.

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
Geo-tagged photographs/videos of the facilities.	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: B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
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:

Response:

SGBMP is responsive to the emerging challenges and pressing issues such as gender equity, environmental consciousness and sustainability, institutional values, inclusiveness and professional ethics, tolerance and harmony towards communal, cultural and socio-economic issues. The Institution firmly believes in equality of all cultures and traditions and has been pro-actively endeavoring to provide an inclusive environment for students. The NSS department organizes commemorative programmes on the eve of certain national days and birth anniversaries of national leaders. For example, National Unity Day (31st Oct, taking pledge); Martyrs Day (23rd march); Anti-terrorism and violence day (21st May, taking pledge); Sadbhavna Diwas (20th August- taking pledge); national Integration Day (19th November, taking pledge), etc. to promote the values of tolerance and harmony for a peaceful coexistence. The Departments of Political Science and PA conducts awareness programmes to sensitize students and staff on the constitutional obligations, fundamental rights, duties and responsibilities. The Departments of History and Philosophy organize programmes to inculcate the human values through the celebration of Human Rights Day. The Department of Sociology, attempts to give wide publicity by organizing poster presentations on social and linguistic harmony. The Departments of Commerce and Economics organizes awareness programmes on cashless economy and socio-economic realities.

The Management has prominently displayed the Preamble of the Indian Constitution near the library to remind the students and the staff about the constitutional obligations. The Preamble of the Indian Constitution focus on 'socialist, sovereign secular, democratic, republic, liberty, justice, fraternity and

equality'. The Constitution Day is being celebrated on 26th November every year and on that day the Preamble of Indian Constitution is collectively read with utmost reverence in the presence of the students and the staff.

The IQAC has designed and developed a hand book of '**Code of Conduct and Professional Ethics for the Internal Stakeholders'**, which aims at fortification and nurturing of professional values and ethics, which include integrity, honesty, transparency, confidentiality, objectivity, commitment, respecting other's views, etc. the 'Student Charter' has been prominently displayed on the wall at the office to sensitize students on their duties and responsibilities as students. The practice of organizing guest lectures by peers to create awareness amongst students, also inculcate values that promote a peaceful coexistence in the world.

The NSS unit of our college conducts Quami Ekta Saptah every year between 19th – 25th November to promote the value of religious harmony among the students. The whole week from 19th to 25th November covers the topics like National Unity, Minority Welfare Day, Linguistic Solidarity Day, Weaker Sections Day, Cultural Unity Day, and Protection of the Weak and the Disabled Day. The activities conducted during the week promote the feeling of national brotherhood among the students and citizens of Purna.

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 – I Herbs for Healthy Life (Indigenous Herbs as Preventive Medicine)

Introduction: It is found that the medicines of allopathy, which are mainly chemical-based, cause harmful side-effects and make persons vulnerable. The health sector, particularly in the rural areas, suffers due to lack of proper practitioners of allopathic medicines. Taking into consideration, the pathetic situation, the Department of Botany of our college has undertaken the gigantic task of exploring the treasure house of Indian knowledge, Ayurveda, for finding the alternative methods of treating the ill and the subsequent preventive measures. There are several herbs having medicinal value, locally available, and such herbs can be used, as a preventive drug. The College has developed, in due course of time, a useful medicinal garden to bring about a change in the way of approach, among the students and their parents.

Objectives: The objective of developing this practice is disseminating knowledge on the use of indigenous herbs as medicine as preventive medicine as well as a drug. The Department of Botany has made a policy to conduct various awareness programmes through exhibitions, rallies, poster presentations and personal counselling. To educate people on the simple and easy ways to prevent the diseases with the help of plants having medicinal qualities easily available in the region.

The Context: Though the practice of developing herbs as a preventive medicine was began in the year 2016-17, people have taken it seriously from the Covid-19 corona period. Common man has realized that use of some indigenous herbs for common ailments like kidney-stone, diabetes, jaundice, antiseptic, allergies, bone-fractures, so on and so forth.

The Practice: The department has made a survey and collected some herbs popularly known as the plants having medicinal qualities, and inputs have been collected from the local vaidus on such plants. After conducting research, by refereeing to the ancient scriptures, the department has evolved a standard practice, by preparing charts, flexi boards and developing a **medicinal garden**. The plants have been labelled with **QR codes**, which enable a visitor to get useful information of the plant on a click. One significant aspect of the practice is developing **'Seed Bank and Herbarium of the Medicinal Plants'**. Conducting **study-tours** to nearby forests for the collection of seeds as well as plants is a regular phenomenon. The nearby forests have a rich flora of plant species like *Andrographis paniculate, Terminalia chebula, Terminalia catappa, T. arjuna, Sterculia urens, etc.* The department has conducted **poster presentations, exhibitions and guest lectures** on herbal medicines for crating awareness among the students.

Evidence of Success: The people of this region used to rely more on the western chemical-based medicine, but the continuous efforts of the Department of Botany have changed to some extent their notion and they have now gradually reposing faith in indigenous herbs. Students as well as villagers make frequent visits to the department to get the medicines for the various ailments like, diabetes, kidney-stone, etc.

Best Practice-II Bhanamati and Jadutona Niwaran Kendra (Center for Eradication of Superstitions and Black Magic)

Introduction: The life in the villages is still quite pathetic, ruled by superstitions and black-magic. The backward-class village folk are seen exploited by the self-styled Godmen who practice black magic in the name of God and religion.

The gullible villagers easily fall prey to the histrionics of the self-declared babas and become subjected to innumerable ailments, like 'bhanamati' (in fact, a psychological disorder but linked to some practice of black magic), 'bhootbadha' (affected by ghosts), 'jadutona' (black magic), 'mantra tantra and karni' (enactment of black magic or curse). Women, particularly, are harassed and even exploited sexually under the pretext of driving away some evil spirit.

Objectives:

- To promote rational thinking and inculcate the spirit of scientific temper among the students as well as the community.
- To arrange lectures on the scientific outlook and conduct experiments for explaining the true reasons behind the strange happenings, which are usually linked to some supernatural elements.

- To diagnose and offer counseling to bhanamati-affected people.
- To educate the rural folk against the destructive superstitions and outdated practices.

The Context: Bhanamati, Jadu Tona and such similar practices are noticed prevalent among the rural women and also among the slum-dwellers who are subjected to an endless exploitation of various kinds: social, religious, economic, sexual and of family relations. The long-suppressed emotions and feelings when reach to the pinnacle point of patience, they become unbearable. Such pent-up feelings find some way out, some times in the form of bhanamati. Such phenomenon is mischievously linked to some supernatural elements by the self-declared babas and fakirs, who make innocent people as scapegoats. Rivals are accused of practicing black magic.

The Practice:

The Kendra, has trained counselors, who first of all, endeavor to have a close look at the family background before attempting to diagnose the cause and finding the remedies and the family members of the patient and relatives are separately consulted to reach the root cause of the mental ailment. The counselor then gradually tries to weed out the fear for the supernatural. Once the issues are properly attended, the sufferer returns to normalcy.

Evidence of Success:

Dr. Ingole, along with his associates, has so far succeeded in curing hundreds of bhanamati-affected people in the region, majority of them are women. It is found that the reasons for 'bhanamati' in women are predominantly the product of the age-old patriarchal society which put restrictions on women liberation. The common reasons for Bhanamati in women are: child marriage/marriage against wish; exploitation at the hands of mother-in-law and in-laws; tension in the family because of alcoholism; extra-marital relationships; second-marriages due to childlessness; inferiority complex subjected to negligence, etc. The activities carried out by the Kendra are also aimed at promoting scientific temperament and eradication of superstitions.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Our goal is "to provide quality higher education services to the socially deprived and economically weaker classes in the Taluka of Purna". As the majority of our students are from such sections of the

society who are less informed and whose motivation levels are very low. It has been a challenge to attract students and sustain their interest in higher education. We have been continuously trying to develop innovative ways to provide not only quality services in teaching-learning-evaluation, but focusing mainly on the holistic development of students. Our priority and thrust area is **'Student Affairs'**. It is the group of individual committees, in charge of supporting the academic as well as non-academic, personal development of students. The committees include: academic advising, admissions, addressing grievances, counselling, career services, and all-round development of students. In other words, in addition to the curricular, the co-curricular and extra-curricular activities have been fairly focused. The committees are:

- Student Development Cell
- Student Counselling Cell
- Mentor-Mentee Scheme
- Skill Development Committee
- Earn and Learn Scheme and Incentives for the Performers
- Career Guidance and Placement Cell
- Women Empowerment Cell
- Equal Opportunity Center
- Student Grievance Redressal Cell
- Anti-ragging Committee
- Internal Complaints Committee

Apart from these student-centric committees/cells, students are given representation on various statutory bodies, like, College Development Committee, IQAC, Student Development Cell and Equal Opportunity Cell.

Student Development Cell: A statutory committee aims at enriching the campus life by promoting in them organizational skills and inculcating the values of education and assists students in their academic pursuits and overall personality development. The committee also oversees annual elections to the Student Council. As the University made no concrete attempt to conduct elections to the Student Council, the Cell had recommended for 'Young Inspirators Network (YIN)' by Sakal Media Group under 'Delivering Change Foundation (DCF)'. The Foundation promotes 'Leadership Development Programme (LDP) through YIN to nurture young minds to become socially responsible leaders and also serve as a bridge between the society and the government. It is observed that through YIN students got an exposure towards the personal development, professional growth and social impact.

Student Counselling Cell: One of the most ambitious practices introduced by SGBMP is Student Counselling Cell, established in 2019-20. It is the outcome of a successful implementation of 'Mentor-Mentee Scheme'. Realizing that the problems of mental health could not be properly addressed through the Mentor-Mentee scheme, the Cell came into existence. The College has a regular teacher of Psychology at the Junior College level who received training in professional counselling. Counselling is a 'talk therapy', which empowers students to face academic as well as personal challenges effectively. The Cell, apart from offering individual counselling to concentrate on studies, provides general counselling which helps students to leverage the strengths of values such as collaborations, empathy, lateral thinking, self-aware leadership, networking and negotiation skills. It teaches students to shun extremes in ideology and thought, and following the middle-path forged through tolerance, dialogue and debate and reconciliation and consensus. The regular activities conducted throughout the years are: Personality Test; Mental Health Test; IQ, EQ and SQ Tests; Self-confidence Test; Stress-scale Test and

Mental Depression Scale Test.

Mentor-Mentee Scheme: Mentoring of students is an important part of our system that provides necessary guidance in academics and on campus activities. The practice warrants that every student gets a mentor immediately after the first unit-test results. The total number of students are divided by the total number of teachers, including the CHB faculty. The mentors guide the mentees on academic and personal problems. If the mentor finds any student suffering from depression or low spirits, he/she refers to the counselling cell.

Skill Development Center: Another significant practice under 'Students Affairs' is the establishment of Skill Development Center, which aims at enhancing skills in students and make them industry-ready. The Center has introduced 13 Value-added/Skill-enhancement Courses for students on-roll. The courses aim at training students in creative, cognitive, problem-solving skills; articulation skills; technology skills; and holistic real-world skills.

The College has established two MOUs, the one with Yuva Parivartan, a unit of Kherwadi Social Welfare Association which is an Approved Training Partner of **National Skill Development Corporation (NSDC)**. Another one is with **Skillioma**, a brand name of Ilumen Private Limited. Skillioma is an end-to-end comprehensive solution to the problem of unemployability. It offers Industry Readiness Skills through certificate (stem.org USA) courses via a blended learning platform for all majors/departments. The training programmes includes MEITY FSP NASSCOM and NASSCOM Foundation. In addition to the above, the College has established MOUs with another 13 institutions for student exchange.

Earn and Learn Scheme and Incentives for the Performers: The College is a government-aided one, hence, students from socially-deprived and financially weaker sections get freeships/scholarships. The College has devised a mechanism, **Earn and Learn Scheme,** to help them for books and stationery by making them work either in the Library or College Garden or in the Computer Center.

The Management has instituted **Best Student Award** for the outstanding performers. Three students, each one from Arts, Commerce and Science is awarded with a Memento, Certificate of Appreciation and Cash Prize of Rs. 1000/ every year. The Management and the staff together have instituted awards over Rs. 25000/ worth cash prizes every year for the meritorious students in academics and sports.

Career Guidance and Placement Cell: SGBMP has a very active Career Guidance and Placement Cell, which organizes guest lectures every year, inviting peers from the industry to prepare students for the competitive examinations and make them industry-ready. It has already conducted **Three Placement Camps** on campus in the last couple of years, with the help of **Times of India** Group and 59 students have been selected as **Relationship Managers in the ICICI Bank.**

Women Empowerment Cell: As the enrollment of women is around 50%, the College has shown greater commitment for the cause of holistic development of girl-students by providing healthy hygiene environment (provided sanitary-napkin-vending and sanitary-napkin-destroying machines; regularly conducted health check-ups, etc) and proper infrastructural set-up for their empowerment (providing legal-education and skill-training).

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

5. CONCLUSION

Additional Information :

1. The College has gone for ISO Certification for the first time on 26th Sept 2018 for Quality Management System (QMS) ISO9001:2015 and it was valid till 26th Sept 2021. Immediately after the expiry, we got the certificate renewed. In the meanwhile, the NAAC has issued guidelines on ISO Certification, and the Management had to go for a fresh ISO Certification as per the norms of NAAC. The College now has got three ISO Certifications: **i) ISO 21001: 2018 (Educational Organizations Management System) (from 25/03/2023 to 24/03/2026) ii) ISO 14001: 2015 (Environmental Management System) (from 25/03/2023 to 24/03/2026) and iii) ISO 50001: 2018 (Energy Management System) (from 27/03/2023 to 26/03/2026)**

2. The College, for the last three years, has been participating in the NIRF.

3. The Department of Microbiology was adjudged as the **Best Department** at the National Level by the Microbiologist Society, India (First Prize).

4. Dr. S.D. Kapse and Dr. Somnath Gunjkar received the **State-level Prize** for their **Book** on **Dr. Babasaheb Ambedkar**.

5. Corona Pandemic and the subsequent lockdown put enormous strain on the education system. The faculty used online platforms like zoom, whats app, G-meet, you tube channel, and testmoz for the teaching-learning-evaluation.

6. The career Guidance and Placement Cell regularly organizes programmes for students under **Career-katta**, an ambitious programme by the State Government, to enhance youth employability.

Concluding Remarks :

As SGBMP is an affiliated college, having no academic flexibility in terms of curriculum-design, it strives to make the teaching-learning activity more meaningful, aimed at uplifting the rural and backward class students. The art of teaching is being fast transformed into the science of teaching with the introduction of technology-enabled approach to the teaching-learning process, we can proudly say that the College has made extensive use of technology-enabled teaching-learning activity, to create and sustain interest in the average student. It is now a known fact that lockdown has put an enormous strain on the education system, our college is no exception. During the lockdown period, the teaching-faculty not only used online methods to engage students academically, but also provided them 'Tele-counselling through Student Counselling Cell' to keep their mental-health intact. The NSS unit of our college has conducted awareness programmes on Covid-19 vaccination on and around the campus and also in the village adopted. The College has conducted four Covid-19 testing-camps and three Covid-19 Vaccination-Camps on our campus for the safety of our students and their parents. It is a matter of pride for us that one of the two Best practices, 'Herbs for Healthy Life' (Indigenous Herbs as a preventive Medicine) has helped a lot in boosting their immunity. It is worth mentioning that the College has received applause for the most important extension activity 'Bhanamati and Jadutona Niwaran Kendra' which has cured hundreds of people from their 'Bhanamati' (a psychological ailment often linked to the black magic). Because of our unstinted support for the cause of average and below average students, the College has gained recognition as a prestigious institution known for its commitment for excellence in education. It is dedicated to providing quality education to students through unwavering hard work, dedication and a strong sense of devotion. Though the idea appears very ambitious in a rural college like ours, the Management

determines to use a classroom space for multiple purposes: a forum for clash of ideas, a laboratory for exploration, an incubation hub for innovation, clubs for debating and reading and many such other activities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :15 Remark : DVV has made changes as per the report shared by HEI.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 152 Answer after DVV Verification: 151 Remark : DVV has made changes as per the report shared by HEI.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
124	124	158	179	171

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
94	101	101	122	129

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

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	180	180

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
180	180	180	180	180

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.72056	3.13806	2.01058	3.45836	0.29562

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.72	3.13	2.01	3.45	0.29

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15.27707	9.66900	7.93702	12.66727	10.14921

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15.27	9.66	7.93	12.66	10.14

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	11	00	19	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	2	00	12	14

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

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

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations