



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SMT. PANCHAFULADEVI PATIL SOCIAL WORK  
COLLEGE, KHADKI (BURJ.) TQ. AKOLA, DIST. AKOLA.**

AT KHADAKI ( BURJ) TQ. DIST AKOLA PIN 444004  
444004

[www.pdpswcakola.edu.in](http://www.pdpswcakola.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2023**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Our parent society namely Gramin Vikas Shikshan Va Krida Prasarak Mandal, Khadki, Dist. Akola is one of the committed organization functioning as a governing body of this college. This is an umbrella institute with the status of vibrant NGO in this districts of Vidarbha region in Maharashtra that has nourished two other sister educational institutions providing opportunities to cross sections of the society. It was established by Dr Suresh Kale, Founder Secretary of the Institute and Former Principal (Jr Collge) and social activist. The organization began with a Secondary schools and now a UG & PG college in social work which is only one in the district.

Smt. Panchfuladevi Patil Social Work College, Khadki, Dist. Akola, was established in 1993, which is situated in Western Vidarbha region of Maharashtra and affiliated to Sant Gadge Baba Amravati University, Amravati. The college began with the UG degree called as BSW (Bacholaer of Social Work) and PG as MSW (Master of Social Work).

Since then our college has been imparting education in the stream of social work education which is innovative in itself. Nowadays a Ph. D. in Social Work is initiated with the capacity of 16 students as strength. It has competent and experienced staff in teaching departments, well equipped and recognized research laboratories, a computer department, rich central library supported by spacious reading rooms, beautiful campus, and playgrounds. It is always attempted to provide quality education to the students who are coming from all walks of life.

College introduced the unique form of educating the youth by bringing him to face and to know about the real face of society out at large. The syllabus is designed and developed in such way. We have 18 full time faculties some of them are recognized research supervisors. 14 Out of them have been awarded with the Ph. D. Likewise there are 20 employees as non-teaching staff in Administrative Department.

### **Vision**

To Create Social engineers to bring Social change in society through the exposure of local & global environment by providing formal education to the young minds of India.

### **Mission**

To impart moral, social, cultural and professional healthy education to the students, at Under Graduate and Post-Graduate level.

To ensure and inculcate discipline with regards to regularity, sincerity and punctuality among the students and teachers.

To encourage to pursue knowledge through lifelong learning and extensive extracurricular activities in the academics.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

Smt. Panchfuladevi Patil Social Work College is the only college in AKola district offering graduate and post graduate degree in social work education. In traditional university education, the higher education in social work itself is a new but needful concept. As an institute, especially the higher education it has many plus point that can be culminated into its strength:

- 1) Faculty: Highly qualified teaching staff, having maximum number of faculties awarded with the Doctoral Degree (13 in Social Work.and 1 in sociology)
- 2) Infrastructure: Speciaous building hosting five class rooms and three administrative offices, combine IQAC and research centre and one staff room.
- 3) There is pure drinking water faciltiy with RO purifier.
- 4) There is central college Library having more than 10000 ( Ten thousand) reference books, competitive Examination books, text books and books of literature in Marathi and English.
- 5) Students: There is high demand ratio for admission which is the sign of quality performance of the college. Each year we recieve applications from out district area of the vidarbha region. At present there are 100 percent seats filled in both the level UG and PG i.e. BSW & MSW.
- 6) The college is situated in the Akola city which easy to access for all academic purpose.
- 7) Akola, the district is a junction where travelling to all four directions of the nation is possible.
- 8) The parent university i. e. Sant Gadge Baba Amravati University, Amravati is only at distance of one hour journey.
- 9) Students are provided with facilities like ICT use and use of Wi Fi open to all incumbents in the campus . In this regard there are 20 computers for students use in seperate computer laboratory. WHERE they can perform their technical work and browsing internet program fully free of cost.
- 10) Seperate washrooms for women in the college including girl students and staff.
- 11) Full strength of administrative staff that helps to ease student support services in the college..

### Institutional Weakness

- 1) The college being located in the urban area there is dearth of space that create limitations with regards to bringing in extensive physical development.

- 2) There is no financial support by the government for infrastructural development.
- 3) There is no separate canteen available for students.

### **Institutional Opportunity**

- 1) There is scope to open new avenues for placement facilities by creating a funded placement centre in the college.
- 2) There is ample scope to make MoUs with the government and non-government organizations of national and international level.
- 3) Having PG centre and full strength of the students, research unit can be strengthened with the governance support and financial support by the higher education department of India.
- 4) There are many opportunities in different sectors for professionals with master degree.
- 5) Many social research can be conducted on consultancy in collaboration with the social welfare department.
- 6) There is scope to initiate special coaching and practice centre for students desiring to appear competitive examinations.

### **Institutional Challenge**

- 1) Students being from diverse section of the society it is sometimes hard to cope or to create rapport between the students and teachers.
- 2) The feeling being from remote and semi-urban localities it is little bit challenging to raise the educational standard to national and international level.
- 3) Most of the available books in social work in libraries are written in English that create adverse impact on students' studies coming from the rural background. They face difficulty in handling resource material.
- 4) There is no clarity of the future prospect of the social work graduates among the students and their parents. It takes time to harmonize with the study.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Smt. Panchfuladevi Patil Social Work College, Khadki , Dist. Akola is affiliated to Sant Gadge Baba Amravati University, Amravati (MS) The College has specified its vision and mission statements that integrate the new education policy.

The institution offers U.G. program i.e. BSW (Bachelor of Social Work) and P. G. program, MSW (Master of Social Work). Besides, two certificate courses were introduced during last five academic years. College prepares its annual academic calendar, after publication of parent university academic calendar and keep adherence with it. For effective curriculum delivery and transaction, the college has evolved a strong mechanism in the wake of ICT revolution. The college central library is updated and partially automated that helps to avail online resources. The college abide by providing an intensive experiential and participative learning through projects, assignments, industrial visits, field work study, educational tours, and continuous evaluation through unit tests seminars, group discussions, and practical. Examinations.

To evidence contribution in curriculum design and development, we have 03 (Three) senior faculty members who worked on various University academic bodies. Dr Ganesh Borkar, S. M. Bhawate, Dhoke worked on Board of Studies in Social work subject. Likewise many faculty members have worked as a Question Papers Setter, Moderator and Evaluator.

In the curriculum academic flexibility is provided through CBCS patterns at undergraduate and post-graduation programs. To ensure effective delivery of curriculum the Institute conducted internal/external academic audit and submitted its report to the College Development Committee for appropriate considerations. The curriculum designed and developed by the University takes care of overall development of the students. All cross cutting issues such as human values, professional ethics, gender sensitization and environment sustainability have been integrated in the curriculum. Stakeholder's feedback system is effectively implemented. Feedbacks are helpful for revision, redesign and to enhance learning effectiveness.

### **Teaching-learning and Evaluation**

The admission process:

The college constitutes admission committee to carry out the admission process at the first year of each degree program . At present though this process is offline, but it is quite transparent. Eligibility criteria laid down by Sant Gadge Baba Amravati University, Amravati is strictly followed. The reservation policy of the government of Maharashtra is observed. Average percentage of enrolled students is more than 92.1% as figured out during the assessment period. Average percentage of seats filled against seats reserved for various categories of students is 100% in the assessment period. At the beginning of academic session, the teaching departments assess learning levels of admitted students and identify advanced learners and slow learners. Then the teachers adopt appropriate teaching methods for them. Teachers use experiential learning, participative learning and problem solving methods to enhance the learning experiences of students. For better comprehension of the subject, more emphasis is given on laboratory teaching in science stream and experiential learning in humanities. Field work study and industrial visits, practical work is focused in teaching. Apart from this, workshops and seminars are organized for the students. The college academic and infrastructural facilities consists of rich library, well equipped laboratories, internet, computers and other ICT tools which facilitate the learning to make it more students centric. Teachers used ICT tools and software programs like Google Classrooms as digital platforms for teaching, learning and evaluation process. The college has 18 full time permanent faculty members of which 14 faculties are awarded with the Ph.D among them one faculty membebr has been awareded with D. Litt. Degree. 04 faculties have cleared their NET/SET. Besides there are 11 other

full time faculties who are appointed on ad-hoc basis during the last five academic years. The teachers attended national and international conferences, seminars, workshops, orientation, refresher and short term training courses.

Being an affiliated college, evaluation of academic performance of the students is done by the college within the framework of the parent university. Programme and course outcomes of all programmes are communicated to students through website and discussed in the beginning of academic session.

### **Research, Innovations and Extension**

The college has research centres in Social work subject in which total 16 students are pursuing their Ph. D. Degree. There are three recognized supervisors from college faculty engaged in research activities. They publish their research work in reputed journals and periodicals time to time. During the last five years total 127 full research papers are published by the faculty. The faculty members authored 40 chapters in book. Promotional and developmental activities of research are maintained and monitored by the Principal, IQAC and RAC (Research Advisory Committee) of the college. The RAC and IQAC appeal the faculty members to apply for research grants to various funding agencies. In the last five years 01 national conference and 03 national workshops on IPR and research methodology are organized.

The college has a recognized research centres, where 16 Ph. D. students are pursuing Ph. D. degree. At present we have 3 Ph. D. supervisors recognized by Parent University. Some of the departments have established linkages and MoUs with various national, regional agencies and firms for collaborative research. Various scientific and academic events are conducted for research promotion. The college has a good number of extension activities conducted by various departments and support services such as NSS, Sports, and Library. It includes community development, communal harmony, environment, water conservation, health-hygiene and awareness programs. During last five years, the college has participated in the cleanliness awareness campaign and fieldwork in Swachh Bharat Abhiyan Mission. The students, who have been working in various sectors of community development are felicitated and awarded by various government and non-government organizations.

### **Infrastructure and Learning Resources**

Infrastructural and Learning resources of the institution are consistently developed and maintained. The college infrastructure consists of physical facilities and academic facilities. In physical we have spacious college building having total 5 teaching and learning class rooms and 01 library as resource center partially automated. The college campus comprises of playground- having, Kabbadi ground, Vollely Ball, Kho kho, Long Jump, High Jump, Discus, Shotput, Javelin, hammer throw ground. Academic facility consists of students support facilities, Canteen, library, reading room, Girls common room, administrative building, Vehicle parking area and various subject departments. Master plan of institution exhibits optimum utilization of infrastructure.

Total land area of the college is 0.86 acres and total built up area is 1006.35 sq.mt, with G+1 floor and adequate parking facility. Construction of College Main Gate, Wall compound installation of Pavers and renovation of Chemistry Laboratory, Commerce Seminar Hall, Boys/Girls Common Room, New Canteen is done. For the security of students, the college campus is fully under CCTV surveillance. The fire safety system is also installed. To overcome the problem of power cut, the Generator and UPS are setup at various places. The use of Solar panels, LED lights helped to minimize the electricity consumption. There is 01 Auditorium hall, 03 ICT

cum Seminar halls, a language laboratory and IQAC meeting hall. The college has learning resources- 62 Computers, 03 Laptops with internet facility, LCDs, Scanner and Printers, Smart Boards in class rooms. College has indoor and outdoor play grounds, Yoga centre, meditation hall, recreation hall for all round development of students. We have a good collection of Books, Journals, Reference books.

The institution has made provision of NLIST- facility with E-Books and E-Journals. The library has SOUL 3.0 software. The students have an access through OPAC. College website [www.drhnsp.org](http://www.drhnsp.org) is updated which provides current information to parents, students and also alumni. College campus is Wi-Fi enabled. The medical facilities are provided as per required. In addition to above, ornamental and medicinal plant garden, vermicomposting unit and trees and plants in college campus.

### **Student Support and Progression**

The college publishes prospectus and a college magazine. 53.01% student's avails scholarships and other financial assistance from the state and central governments. Besides, the college supports the economically weaker students. The college conducts career counselling and guidance for competitive examination that helps to qualify NET or SET, as an instance our one PG student has cleared NET. The College provided all sports and games facilities to the students and conducted University Level Sports and Games competitions. 09 students' bagged Awards/ Medals for their outstanding performance in sport activities in last five years. The college organized sports events at intra college level also. Students participated in events arranged by University such as Youth festival, Avhan, Ashvamegh and Avishkar. College provided financial support to students for participation in sports and cultural events. The students are made aware of discipline, rules and regulations to be observed. Anti Sexual Harassment Cell monitors sexual harassment at work place. Grievance Redressal Cell and Anti-Ragging Committee are constituted as per State Government and University directives. The college Placement Committee invited companies and arranged three campus placement for students. The institution is proud to have a registered Alumni Association comprising number of well settled college Alumni through different professions. The student success rate of the institution has been positively increasing. Students' progression rate in higher education is also very good. Each year, they conduct special camps in Nearby village. They are given extension and community work like Tree Plantation, Cleanliness Drive, Water Conservation, Blood Donation, Congress Grass Eradication etc. Students participated in the University Research festival- 'Avishkar'. In their routine class room activities, they participate in seminars, conferences. Student's representatives participated in various academic and administrative committees. The college has organized guest lectures by inviting eminent scholars to create a scientific temperament among the students and the society.

### **Governance, Leadership and Management**

The Mission and Vision statements clearly reflect the distinctive characteristics of the institute. The executive members of the governing body, the principal and the faculty members have an active participation in College Development Committee (CDC), IQAC, College Council, Purchase Committee, Library Committee and UGC Interface Committee. Academic and Administrative performance of the college is reviewed and assessed through College Development Committee, IQAC and The Berar general Education Society, Akola's

Management to strengthen the process of marching towards excellence. E-governance is implemented in all administrative and academic matters. The Institutional authority provided complete autonomy under the supervision of the Principal, faculty heads and heads of the department for planning and implementing the teaching –learning plans, research, extension work, academic and extracurricular activities. The college has a culture of participative management through decentralization of work. The college prepares a perspective plan for teaching-learning, research, extension, extracurricular and co-curricular activities. Internal organizational structure and decision making process is undertaken by CDC, IQAC, College Council and Heads of the Departments. The plan of quality improvement strategies is designed. The college has established student's feedback systems. After analysing the feedbacks, the suggestions are forwarded to the higher authority. The institutional authority encourages faculty members to participate in Faculty Development Programs (Online/Offline). The college has various welfare schemes for teaching and non-teaching staff. Self-performance appraisal forms are considered for faculty's assessment and career advancement. The financial budget is prepared and approved in CDC. Financial audit is conducted by internal and external agencies. Audited statements are prepared by Chartered Accountant. The IQAC is functional, having the members from management, teachers, students, non-teaching staff, external experts and alumni. The academic audit is conducted on regular basis. The data collection and compilation of all academic activities is a regular practice. IQAC, in collaboration with the management and various college departments, organizes various events for the benefits of students.

### **Institutional Values and Best Practices**

Various initiatives are taken by the institution for the promotion of gender equity such as sensitization campaigns, training, workshops, programs etc. A safe and secured environment is provided to all by providing CCTV surveillance, secured compound wall, common rooms and grievance committees for various issues. Water conservation facilities are also available in the institution. Use of renewable energy, water harvesting, check dam construction in the villages adopted by NSS unit, efforts for carbon neutrality, plantation and waste management are undertaken. Use of CFLs, LED lamps and other eco-friendly products with star rating minimized the power consumption. Quality audits on environment and energy are done from time to time. The college campus is green with lawns and Botanical garden. Efforts are taken to keep the campus green and clean by carrying out environmental promotion activities. The institution has a barrier free environment by providing ramps, washrooms, human assistance. The institution promoted an attitude of tolerance and inclusiveness towards linguistic, cultural, communal and socioeconomic diversities. Every student is equally treated and the environment of tolerance and belief is maintained. There is NSS unit conduct awareness rally, cultural programmes, and celebration of birth anniversaries of visionary leaders. Value based programmes are conducted to sensitize students and employees to the constitutional obligations. A Code of Conduct is prescribed for all. Various National and International days and events are celebrated in the institute with great enthusiasm in various ways.

Two Best Practices identified by the institute are

- 1.
- 2.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SMT. PANCHAFULADEVI PATIL SOCIAL WORK COLLEGE, KHADKI (BURJ.) TQ. AKOLA, DIST. AKOLA.
Address	At Khadaki ( Burj) Tq. Dist Akola Pin 444004
City	Akola
State	Maharashtra
Pin	444004
Website	<a href="http://www.pdpswcakola.edu.in">www.pdpswcakola.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Keshav S. Gore	0724-2488322	9822175652	48832-2488322	pdpatilsocialwork6@gmail.com
IQAC / CIQA coordinator	Baliram P. Awachar	0724-2488057	7588846135	0724-488057	balirampawachar@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Maharashtra	Sant Gadge Baba Amravati University	<a href="#">View Document</a>

  

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

  

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At Khadaki ( Burj) Tq. Dist Akola Pin 444004	Urban	0.86	1006.35

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSW,U G Social Work	36	HSC	Marathi	240	152
PG	MSW,P G Social Work	24	UG	Marathi	242	242
Doctoral (Ph.D)	PhD or DPhil,Ph D Social Work	36	PG	Marathi	16	1

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				6				19			
Recruited	0	0	0	0	5	1	0	6	9	2	0	11
Yet to Recruit	0				0				8			
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			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				22
Recruited	19	1	0	20
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	1	0	0	0	0	0	1
Ph.D.	0	0	0	4	1	0	6	1	0	12
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	1	0	4
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	87	0	0	0	87
	Female	65	0	0	0	65
	Others	0	0	0	0	0
PG	Male	93	0	0	0	93
	Female	149	0	0	0	149
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	53	48	41	43
	Female	52	38	36	38
	Others	0	0	0	0
ST	Male	18	9	16	24
	Female	15	15	18	14
	Others	0	0	0	0
OBC	Male	104	83	120	93
	Female	109	87	78	80
	Others	0	0	0	0
General	Male	35	27	34	39
	Female	27	29	24	21
	Others	0	0	0	0
Others	Male	2	5	2	2
	Female	1	0	1	1
	Others	0	0	0	0
<b>Total</b>		<b>416</b>	<b>341</b>	<b>370</b>	<b>355</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Smt. Panchfuladevi Patil Social Work College, Khadki , Dist. Akola is a Social Work Higher education institute. In order to adopt the multidisciplinary approach, the college has streamlined its functioning through CBCS system. The college started offering new add on courses. At present as beginning two certificate courses have been conducted. Likewise the college adopted open ended, multiple exit and entry mode, and credit system earned by completing DSCs, AEC &amp; GOEC courses. At UG level in BSW three year course, the main motive is to introduce students with society at large. It is to sensitize him towards his social being and responsibility towards his fellow being. Such is</p>
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	<p>the design of courses in social work including field work and project assignment. In addition to this, the institute has offered Ph.D. programmes in social work. The institute has necessitated adequate research facilities. The faculty and students doing research are encouraged to undertake interdisciplinary/ multidisciplinary research projects. Along with the existing programs, and different courses there is well developed infrastructure that can be supportive to introduce Multidisciplinary as well as Interdisciplinary Courses. The academic collaboration with the established multidisciplinary sister branches is also possible. Such blend of core subjects and interdisciplinary approach will help students to shape their career options. Total enrolment of the student is more than 350 in our college. So it is possible for us to transform the institute in one of excellent higher education Teaching centres as proposed in NEP 2020.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Our college namely Smt. Panchfuladevi Patil Social Work College, Khadki , Dist. Akola is affiliated to Sant Gadge Baba Amravati University, Amravati and social welfare department of the government, it is bound to follow the courses, syllabus and other rules &amp; regulations of the affiliating University. In the light of recent move under NEP 2020, the students are encouraged to enroll their names to attend online courses provided by open learning resource centers. As per university directives all students have opened their online ABC where their credits earned may get accumulated as online repository. Owing to the implementation of National Education Policy, the affiliating University has already taken initiatives to introduce Credit Based System at Under graduate and Post-Graduate level. The Academic Bank of Credits (ABC) would provide digital platform for the students for credit recognition, credit accumulation, credit transfers, and credit redemption. The initiative undertaken by the affiliating University is at preparatory phase. Therefore, it sequential for the institute to register for the ABC of each student.</p>
<p>3. Skill development:</p>	<p>The affiliating university initiated the implementation of learning outcome based curriculum framework for the UG programme which is consistent with the objectives of NEP for fostering quality education. It includes the translation of academic research into innovations for practical use to socio-economical</p>



	<p>development. Involvement of public and private sector investment in higher education will develop alternative learning modes such as open and distance learning modes. Introduction of the MOOCs will help students to develop their skills. Career oriented programs/Skill oriented courses such computing skill under ICT and soft skill courses that will help to bring change in perspective and manners will introduced at the UG level which have flexible entry and exit mechanism. The Institute is focusing on the courses that encompass Basic Skill building, Sector-Specific training, Pre-Employment training and allied activities. The institute having number of programs and courses, the students have a large amount of flexibility in choosing individual curriculum, certain subjects.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Teachers are encouraged to prepare subject material regarding development of social bonding and value-added online courses into the regional language. Teachers are suggested to write scientific articles in the local newspapers and deliver popular science lectures in the regional languages. The courses will be designed for the promotion and improvement of local skills in the local language. The regional and local arts and crafts are promoted through entrepreneurship cell of the college. Some parts of syllabi of the subjects like English Language and Marathi Literatures are based on traditional and ancient aspect to promote regional knowledge and culture.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>New Education Policy (NEP-2020) has focused on experiential, application-based learning and research based internship in the stream of Science, Technology, Engineering, Art &amp; Design, and Mathematics (STEAM). As a part of holistic and all encompassing education, students will be given internship opportunities in local industries and businesses. Local communities as well as research internships will improve students' employability. Ph.D. students and faculty members are encouraged to undertake high quality outcome-based research so as to produce Intellectual Property (Patents and Copyrights). Students are encouraged to participate in various Tech-Fests, Science Fairs, Innovation, Competition, etc. for exploring the practical side of their learning and promoting innovation among students. The institute has been taking efforts for</p>

	program outcome, program specific outcome and course outcome.
6. Distance education/online education:	It is true that NEP 2020 emphasized distance education and online education which expand the access to education and training for employed students. Its flexible schedule reduces the effects of the time constraints imposed by personal responsibilities and commitment. The Institute has already started working on these aspects. The ICT based facilities are created for imparting online education. This compel the institution to encourage teachers to create online add-on and skill based courses. Henceforth, the college has suggested to develop e-content and online teaching material. To cope up with the advanced teaching skills and to understand current online teaching trends, teachers are motivated to participate in advanced pedagogy training programs. The students are encouraged for enrolling on the SWAYAM-NPTEL courses from where they can earn credits from renowned HEIs. In future students and teachers will be instructed to register and complete SWAYAM and NPTEL courses. Institute has planned to start online certificate course and other skill development courses through online mode.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Voter awareness camp and voter registration drives run by government are not only shared by the college but took active part by helping, sending, and implementing those activities parallel in the college and in college campus itself.
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?	The students council was the earlier practice at higher education institutions, but nowadays the university has not taken initiative in this regard hence, there is no co-ordinator and co-ordinating faculty members are appointed by the College and the ELCs are not functional or there is no representative at present.
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	The college through its innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration

<p>students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>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,</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>socially relevant projects/initiatives are taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Extent of students above 18 years who are enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
394	412	337	370	355

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 17

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	11	11

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
31.33	26.31	50.71	46.88	89.44

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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 social work college namely Smt. Panchfuladevi Patil Social Work College, Khadki, Dist. Akola is affiliated to the Sant Gadge Baba Amravati University, Amravati. It is run by the management under Gramin Vikas Shikshan Va Krida Prasarak Mandal, Khadki, Dist. Akola. This is one of premier higher education institute committed to function in the direction of the multitude from deprived and lower middle class section of the society by creating innovative opportunities of education.

Although the academics is governed and motored under umbrella of SGBAU, Amravati which design and develop the curriculum and prescribed with timely modification, its delivery rests with the institution which is carried out effectively by going beyond the traditional outlook.

The University provides or publish its academic calendar every year and thus set a pathway for colleges to go ahead regarding date of commencement of each semester, end of semester, tentative schedule of examination in the form of university academic calendar. The academic calendar of the institute, based on the university guidelines is then prepared and displayed for further actions such as:

Conducting faculty meeting by the Principal in which the Academic Calendar, teaching load distribution, time table and planning of co-curricular activities are discussed.

The Time table committee follows the given Academic Calendar and teaching work load distribution, prepares the timetable for the class and various courses of the program.

The students are informed about the Semester Academic Calendar through notice board. Guides are allotted for field work of classes and final year projects as per area and specialization of

faculty and students. Every faculty prepares the course plan and course file to deliver lectures as per the course syllabus. Students' attendance for individual subject is being monitored by faculty and at the end of every month, Principal takes the reviews of attendance, syllabus coverage and planned activities of month.

**Planning of IA.**

In order to carry out Internal assessment effectively, the planning is set to adopt a little bit change in methods of interaction and conduct of internal evaluation/ assessment of the student with respect to assignments, social work practicum and project etc. is adopted by the institute as per guidelines of

university.

The University in its syllabus has prescribed need and base of co-curricular practices of teaching and learning including study tour, observation and exposure through visits and organizing village camp in the semester. Towards terminal of end session when the University is to conduct theory examinations finally students are provided with ample support of revision of syllabus through cross sectional question banks.

The college has developed a system of feedback from the all stakeholders. Hence towards the terminal even semester each year feedback from students is taken by the Institute, which is further analyzed and conveyed to higher authorities for remedial purpose.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:** 02

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 4.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	00	00	00	00

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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 parent University SAnt Gadge Baba Amravati University, Amravati design and develop the curriculum in consultation with the respective Board of Studies. The BoS is constituted from the faculties in the affiliated colleges. This reflects the participative approach included in the work of designing of curriculum which reflects the associative values of the culture in the region. From academic point of view following are the major issues reflected in the college curriculum both at the UG and PG level.

***Professional Ethics:***

The current syllabus prescribed to the BSW III, II, I year and MSW I, II year consists of emphasis on inculcation of the professionalism among the students.

**Gender:** In order to have gender equity the curriculum has focused on various facets of classroom and extra classroom activities by equal representation of genders.

**Environment and Sustainable Development:** Students are exposed to environmental challenges imparting fundamental knowledge about the environment, the subject 'Environmental Studies' is introduced in curriculum for B.S.W. Second Year i.e. third and fourth semester of B.S.W program by the university and the subject 'Disaster Management' is introduced in curriculum in fourth semester of M.S.W program by the university. This helps in developing an attitude of the concerned for the environment and encourages them to take care of environment and its protection. Apart from these various programs related to Environment and Sustainability like: Tree Plantation, Cleanliness Drive, Street Shows, Awareness Rallies and Environment Tour etc. have also been conducted.

**Professional Ethics:** For effective development of Human Values and Professional Ethics, the subject 'Corporate Social Responsibility', 'Professional Development for Social Work', 'Human Resource Management', 'Human Resource Development', 'Applications of Social Work Skills' are introduced in the M.S.W course curriculum and the subject 'Psychology for Professional Growth' is introduced in the fourth semester of B.S.W. course curriculum. Also, these courses help to



inculcate the multidisciplinary approach in students for better understanding of social responsibilities towards society in a successful Human Values,

Human Values: The curriculum of Indian polity and college initiatives under the prescription of Broad the importance is given to inculcation of human values among students. For which various projects based on social evils, problems as well as visits to orphnages, old age homes are frequented.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 98.98

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

Response: 390

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:** B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 40.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
161	192	156	125	184

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

2021-22	2020-21	2019-20	2018-19	2017-18
416	416	406	400	400

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 89.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
67	76	76	75	77

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

2021-22	2020-21	2019-20	2018-19	2017-18
83	83	83	83	83

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>

**2.2 Student Teacher Ratio**

**2.2.1**

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

**Response:** 23.18

**2.3 Teaching- Learning Process**

**2.3.1**

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

**Response:**

The teaching learning process take place keeping students at the centre: Therefore to adopt student centric methods of teaching becomes sequential.

Broadly this consists of providing or avenues to have experiential learning, participative learning. Likewise to create brilliancy and decision making ability the college teacher adopt problem solving methodologies. ICT tools are now a part of resources for effective teaching and learning process for which faculty have been using all online platforms for students' preparation.

Experiential learning in college: Study tiurs, field visits, project report preparation, conducting interviews. To do this the students contacts various NGOs to arrange meetings, visits, and get realtime experience. They do professional social work projects, activities conducted under MOUs, society academia interaction programs and assistance from experts of various fields.

### **Participative Learning:**

Participative Learning is encouraged through arranging Discussions on wide varieties of social work topics are discussed in order to make the students to think broad and come up with their opinions and suggestions.

Similarly debates are conducted in most of the courses of social work program where students are required to come with different opinions, thought processes to develop sense of time management, teamwork and critical thinking.

### **Presentations and Seminars:**

All the students of BSW and MSW program are given the opportunity to make their presentations. They are motivated for delivering their learned skills by way of presentations as well as guided to collect realtime fact based data to share and sometimes published for the sake of humanity. .

### **Problem Solving Methodologies:**

Assigning Yearly Projects: As per curriculum dictate, each student is normally required to undertake a field/in-house project in their final year of study. Students are encouraged and assisted to identify and solve the problems by defining scope of project clearly. Innovation and creativity in teaching- learning process is maintained by faculty to create interest and motivate the learners. The faculty takes the help of following creative tools to stimulate creativity in young brains.

### **Use of ICT-Power Point Presentations:**

Faculty uses power point presentations including the video lectures on social work topics based on the syllabus and as per requirements during the sessions.

**Training Program:** The institute organizes internal as well as external training program for overall development of students. The internal training programs are conducted by in-house faculty members. However, programs like aptitude and communication skills improvement etc. have been conducted in the institute through external experts.

**Seminars and Guest Lectures:** Various seminars and guest lecturers are conducted in which the experts from either GOs/NGOs or academia are invited to give latest trends about scenarios in the social work and research.

**Quiz Competitions:** The college undertake and provide opportunity to occasional quiz competition is organized by a faculty to make teaching learning process interesting. This is conducted using power point presentation. Questions from various specializations are put in the quiz competition to explore the diversity of the social work subjects.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 58.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

### File Description

### Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

### 2.4.2

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

**Response:** 94.52

#### 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

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	9	9

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>

## 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:**

In order to carry out Internal assessment effectively, the planning is set to adopt a little bit change in methods of interaction and conduct of internal evaluation/ assessment of the student with respect to assignments, social work practicum and project etc. is adopted by the institute as per guidelines of university. The University in its syllabus has prescribed need and base of co-curricular practices of teaching and learning including study tour, observation and exposure through visits and organizing village camp in the semester. Towards terminal of end session when the University is to conduct theory examinations finally students are provided with ample support of revision of syllabus through cross sectional question banks.

The college has developed a system of feedback from the all stakeholders. Hence towards the terminal even semester each year feedback from students is taken by the Institute, which is further analyzed and conveyed to higher authorities for remedial purpose.

Actually the Internal Evaluation system for evaluating the academic performance of the students is conducted by following guidelines given by SGBAU, Amravati University. It is provided that of the 100 Marks per course, the institute level assessment is empowered to award 20 Marks and end in each semester examination. The university conducts exam of 80 Marks only as theory exam. To ease the determining the institute level 20 marks assessment, some base guidelines as internal evaluation are provided to follow. Such as for B.S.W. , Attendance 5, Assignment 10, 3 Oral 5 thus total 20. and for M.S.W., it is 5 for Attendance, 5 for Submission, 3 presentation, and 5 oral examinations.

A formal method for IA:

Attendance Daily by Faculty assigned, Assignment Once in a semester Subject Teacher, Oral Once in a semester Subject Teacher

Presentation Once in a semester Subject Teacher, and sometimes, displaying or communicating Internal Evaluation basis.

## 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:**

#### **Program Outcomes**

1. The Pass out students would be absorbed in the jobs of the various government departments meant for public welfare, protection of special groups and the posts where the participation of the special groups and the posts where the participation of the people / user groups is expected. .
2. Students would be able to make use of the knowledge acquired where critical thinking about the societal issues, roles of the different stake holders, legalities involved in the issues, micro and macro perspective, administrative procedures matters a lot while dealing with the client system.
3. The socially sensitized students would be able to safe guard and advocate the needs, rights of the disadvantaged sections of the society and shall built up their capacities to fight against the exploitation.
4. The Students would be able to protect the dignity of the individuals and groups irrespective of caste, creed, religion, gender, age, regionality, disability, marital status, sexual orientation etc.
5. Analyzing the impact of social policies on individuals, groups and society
6. Students while working in the agency structure shall be able to make use of acquired skills in planning, organizing, staffing directing and coordination, reporting, budgeting etc.

#### **Employability Potential in Social Work Program**

1. There is a clear progression from the social work programme to professional practice. A significant number of our graduate students find work in the agency or authority where they have been placed and many others are successful in gaining employment within the region – many in a statutory setting, others in voluntary organizations or the private sector.
2. Employability as a set of achievements which constitute necessary proponents of ‘core’, ‘key’ and ‘transferable’ skills and are strongly aligned with the academic valuing of good learning.
3. Employers generally see a graduate’s achievements related to the subject discipline as necessary but not sufficient for them to be recruited. In some employment contexts the actual subject discipline may be relatively unimportant. Achievements outside the boundaries of the discipline (such as the possession of so called ‘soft skills’) are generally considered to be important in the recruitment of graduates.
4. ‘Employability’ refers to a graduate’s achievements and his/her potential to obtain a ‘graduate job’, and should not be confused with the actual acquisition of a ‘graduate job’ (which is subject to influences in the environment, a major influence being the state of the economy).
5. Employability derives from complex learning, and is a concept of wider range than those of ‘core’ and ‘key’ skills.
6. Employability is not merely an attribute of the new graduate. It needs to be continuously refreshed throughout a person’s working life.

7.The Social Work Programme is not only an academic discipline but also a practice based profession, hence the learner or student enroll to the Programme enhanced his/her skills through learning and doing process. The Social Work Programme prepared to student for performing certain roles which are purely depends on the various skill sets, which increases the opportunity of good employment, as the follows –

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Attainment of POs:

The attainment of program outcomes and course outcomes are noted by the respective faculty member using keywords of learning levels as per guidelines given in Bloom Taxonomy. All the faculty members were maintaining COs in their course files.

For example COs are discussed by faculty members in the classrooms during introductory lecture of respective Subject. An individual faculty member uses different direct tools like Class Tests, University Exam, Assignments, Seminar, Project etc., for the evaluation of Course Outcomes (COs). Principal evaluates POs and PSOs by using evaluation of COs and Indirect Tools like Surveys/ feedback from Alumni, Employer, Parents, Teachers and Students etc. PEOs are also evaluated by using Indirect Tools only.

**Evaluation:-** Attainment of all outcomes are calculated and compared with expected level of attainment decided by subject teacher for COs and Principal for POs, PSOs and PEOs.

**Action Taken:-** If attainment was up to the expectation then appreciation is extended to the concerned faculty member and in case of deviation from the expected attainment of outcome necessary corrective actions are initiated to improve the outcome as per expectations.

### 2.6.3

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

**Response:** 86.26

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



**last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
137	157	104	128	83

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

2021-22	2020-21	2019-20	2018-19	2017-18
173	167	108	162	96

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey**

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.97

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

**File Description**

**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:**

Innovation is successful exploitation of novel technologies, ideas or methods either through introduction of new products or processes, or an improvement over existing ones. There is a strong relationship between value enhancement and problem solving ability with an innovative mindset. It is evident that a problem can catalyse creation of innovations out of challenges. Building up Innovation capacity requires a streamlined transition of research into market. An embryonic idea needs to be nurtured, protected and allowed to develop into a potentially mature product, process or a business plan. The innovation cycle starts with conception of an idea followed by its prototype or a working model, validation and implementation followed by successful commercialization.

India's innovative strength lies in its "people and their minds". Many prominent innovators have been

#### 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: 4**

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
03	01	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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: 6.35**

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	33	20	16	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 1.18

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
12	1	3	0	4

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

## 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:**

As the college is of social work education it is priority of the curriculum delivery to undertake community work. The same is prescribed by the parent University in designing its syllabus. The syllabus has prescribed field visit, project work and real-time experience through actively participating in the social work by joining with the community organizations and social welfare institutions. Thus to undertake extension activity becomes the part of curricular activity and students shown active part. Following is the list of extension activities conducted by the college followed by the outcomes thereupon year wise:

Constitution Awareness Rally	community	Social Welfare Dept.	2021-22	32
Health check up camp	Government Hospital Akola	Healthy health	2021-22	16
World Blood Donation Month	Government Hospital Akola	Healthy health	2021-22	55
Advantages and Disadvantages of Mobile use.	community	Healthy health	2021-22	21

**Outcome:** The students prepared their study report on their findings of the extension work done for the sake of community and submitted to the in-charge faculty as regular study practice. It seems that they knew the importance healthy life style and need of bringing in health awareness out in the society at large. Likewise most of the student felt relieved of the false fear of donating bloods through the camps and are found coming forward to donate their blood to the needy.

Tree Plantation Programme	community	Tree Conservation	2020-21	36
Global Suicide Prevention Guidelines	community	Human protection	2020-21	45
Health Checkup Camp Kanubhai and Blind Vidyalaya	Kanubhai ora NGO	Healthy health	2020-21	60

**Outcome:** Environment balance is or should be priority of outlook in performing all actions that we perform for the sake development. The students and teachers involved in this practice learnt to behave and carry out events or activities by maintaining proper ecosystem. The need of creating social work mechanism with the initiatives by government was the concern expressed by the students.

Elimination of plastics under area sanitation	community	social movements	2019-20	
Contribution of social movements	community	social movements	2019-20	48
Shiv Jayanti celebration	Cultural Activity	Shiv Mahochav	2019-20	53
Intercaste Marriage Time Needs Workshop	community	Social Welfare	2019-20	41
Farmer suicide	community	Farmer Development	2019-20	48

**Outcome:** Social problems are to be dealt with remedial purpose was the need felt by students undergoing this experience of extension activities shown their commitment to work in future. They knew the significance of their social conduct and existence. They changed their outlook towards the vulnerable element of the society.

Domestic Violence Mentoring Program	community	Farmer Development	2018-19	45
Integrated Tribal	community	Community	2018-19	49

Project office visit		Devlopment	
ASER Impact Survey	Pratham NGO	Every child in school & learning well	2018-19 44
HIV AIDS Paper Reading and Seminar	community and	AIDS free India	2018-19 21

**Outcome:** The students felt need of brining in gender equity in the society. The villagers expressed their changed attitude towards women's education in the society who share half other portion of demography. The women of society especially present in program expressed their satisfaction for enlightening ideas of their lives.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

**Response:**

**Response:**

As mentioned above the college has been conducting many extension and outreach activities which are the part of curriculum also. Most of the initiatives in this regard becomes boon for the society and the people involved. Such many experiences are recorded by the students of social work college pursuing their PG and UG degrees. It was found that the beneficiaries of extension event have always given their appreciations. Some of which are noted here as recognition of extension activities of the college specially by the governmental, non-governmental organizations during the last five years.

The college participated in national missions and campaigns such cleanliness drives, tree plantation drives run by the government. In sports and cultural activities arranged by the University and colleges, the students from this institute have been taking part and they are provided with such facilities by recognizing their participations. No doubt some students perform well. During the last few years back in, 2016-17, 2017-18 and 2018-19, one student of our college namely, Sudarshan Yenkar won color code and first prize in "Boxing" at all India inter university competitions. Likewise other student namely for Vikrant Dakhore also participated in State level "Maharashtra Direct Volley Ball Championship in 2020-21. He was given certificate of participation. He also participated in Second National Direct Volley

Ball Championship 2020-21 and was given recognition for his participation

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 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:** 16

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
04	03	04	04	01

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>

## 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:** 7

<b>File Description</b>	<b>Document</b>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The institution has fully 5 functional classrooms. The mode of teaching is conventional chalk and talk method.

#### Digital classrooms and ICT enabled class Rooms:

Among the above five mentioned class rooms LCD Projector is installed for conducting Seminars and presentations as well as power point presentations time to time.

#### Library Facilities:

The Central library is partially automated which has a rich Collection of books. Computer and internet facilities are available for Students and staff. Inside the library, there is space enough to conduct meetings and small scale programmes and reading room facility. In library, Soul 3.0 software is available as part of automation. The college central policy is to allow open access to its library, internet and computer facilities for students and staff equally. The college campus is Wi-Fi enabled and CCTV surveillance system present in the campus. To run all the activities of teaching and learning Thus, the college has provided adequate infrastructure and facilities for effective teaching learning process. A schedule is prepared and displayed for library users. An entry book is maintained.

#### Computing Equipment and Internet facilities

The institution has adequate infrastructure and physical facilities for teaching and learning viz. class room. All departments are equipped with moderate ICT facilities.

#### Number of Computers and details of facilities:-

Location	No. of Computers	s/w installed	Printers/scanners/p rojector	Users
Office	1	NP AV Antivirus internet security	Multifunctional printer with scanner, copier	President
Library 02	22	Wiindows-10 NP	Multifunctional	Staff

And 10 for students use.		AV Antivirus internet security	printer with scanner, copier, Barcode Scanner, UPS	
Research centre	2	NP AV internet security	Multifunctional printer with scanner, copier	Staff
Administrative office	2	NP AV internet security	Multifunctional printer with scanner, copier	Staff
<b>Total</b>	<b>27</b>			

Sr. No.	Particulars	Quantity
1	Desktop Computers	17
2	Multifunction Printer ( Brother-DCP- L25200)	04
3	Projector	02
4	CCTV Cameras	10
5	Broad Band Router	02
6	Biometric Machine	01
7	UPS Backup	02
8	Inverter Backup	01
9	Amplifier	01
10	Speaker	01
11	Mike	01
12	Barcode Scanner	01

1.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 11.37

#### 4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise

**during last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
7.56	4.77	5.60	4.05	5.84

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

**Library is partially automated using Integrated Library Management System (ILMS),**

The college central library is the most vibrant unit of this institution. The library has collection of books, dissertation and other reading materials. The library has collection of 10844 books. The library is partially automated. The Library has Soul software 3.0 version. This system is developed by Mastersoft.com Nagpur and has been installed in the college and is utilized by the faculty & students used for process of Acquisition, Ordering, Cataloguing, and Circulation. Dewey Decimal Classification Scheme is used for the classification of books Computer terminals are arranged in the library for internet access and academic work for students and staff. Online cataloging will be made available to users through OPAC, in the library. A barcode system will be made available in entering the book information of issue-return. At the beginning of academic year a budget is allocated to library for various expenses such as subscription of e- resources and software, purchases of books etc. Besides it, the institute also takes efforts to enrich its library by approaching various government and non-governmental organizations for donations is available in library through which users can access e-books and journals free of any charges. An entry book is maintained in the library for users so that the footfall can be monitored. Reading section is made available for users, where they can read newspapers or other reading materials. Various types reading material available in library. CCTV surveillance system is also there in the library.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

Internet facility:

The college has installed wifi facility open to all in the campus purchased from aeronet. dot.com with 100mbps capacity through its broad band service.

The maintenance of the IT facility is done through authorized service centres and agencies involved.

**College Computers Configuration**

Sr. No.	Location	Configuration
1	Administrative office	Desktop PC no. 01 Intel(R) Premium (R) RAM- 4 GB HDD- 1 TB i-Ball Monitor- 15.6"

		<p>Desktop PC no. 02</p> <p>HP, Processor Core – i5</p> <p>RAM- 4 GB</p> <p>HDD- 500 GB</p> <p>Monitor- Acer – 19”</p>
3	<p>Dr. Sanket Kale Sir</p> <p>(President Office)</p>	<p>HP, Processor Core– i3</p> <p>RAM- 4 GB</p> <p>SSD- 512 GB</p> <p>Monitor- HP – 19”</p>
4	<p>Library</p> <p>( Computer Section)</p>	<p>Desktop PC no. 01</p> <p>Processor Core– i3</p> <p>RAM- 8 GB</p> <p>HDD- 1 TB</p> <p>Graphic Card- 2 GB</p> <p>Dell Monitor- 19”</p>
5	<p>Library</p> <p>( Computer Section)</p>	<p>Desktop PC no. 02</p> <p>Processor Core – i5</p> <p>RAM- 4 GB</p> <p>HDD- 512 GB</p> <p>AOC Monitor- 20”</p>

		Desktop PC Total = 10 Processor Core – i3, 6th gen RAM- 8 GB SSD- 256 GB Zebronic Monitor- 18.5” LED
6	Dr. Awchar Sir (IQAC Office)	Processor Core – i3 RAM- 4 GB HDD- 500 GB AOC Monitor- 20”
7	Dr. Kaware Madam ( Research Centre)	Processor Core – i3 RAM- 4 GB HDD- 512 GB AOC Monitor- 22”
<b>Total Computers</b>		<b>17</b>

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 39.4

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

Response: 10

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 22.07

**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
7.15	4.64	16.12	10.93	15.15

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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:** 53.27

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
226	247	194	231	97

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 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:** C. 2 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 0

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** B. 3 of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>

## 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:** 26.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	47	36	16	28

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

2021-22	2020-21	2019-20	2018-19	2017-18
137	157	104	128	83

File Description	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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

#### File Description

#### Document

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 5.3.2

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

**Response:** 3

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	01	03	04	01

#### **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 college established Alumni Association during the last five years to perform activities for the students by the Alumni. To make this system more robust and more vibrant the college registered this association with the Charity Commissioner's registration office and obtained its permanent government registration number "F-20725" in the academic session 2021-22 on dated 25/01/2022. It is registered with name "Smt Panchfuladevi Patil Social Work College Maji Vidhyarthi Sangh" and its residing at Khadki Ta. Dist. AKola. Till date the major activities conducted by the Alumni Association of this college are-1) conducted 8 (Eight) meetings of the college alumnis. The resolution of one of these meetings was to organize Ex-students get together to share their life experience and experience with the college. The main purpose as objectives of this association given in the memorandum of this association are as follows:

#### **Some of the Major Objectives of Association**

- 1) To collect and organize the ex-students of the college.
- 2) To provide guidance about varied sports activities

- 3) To open mobile hospital providing health services to tribal, rural and urban patients in need.
- 4) To initiate adult education classes to educate the adult persons missing the education in between. to open night school education for labor class girls, children and the elders.
- 5) To create new measures for the welfare of students and to supervise the existing welfare schemes.
- 6) To open colleges and schools giving music education and to run them providing quality education.
- 7) To establish students' hostels in the college for students from remote and rural areas.
- 10) To provide vocational guidance about more career opportunities to forthcoming students. Likewise to run the certificate and advance diploma courses in computer and information Technology.
- 11) to organize varied cultural competitions such as Literature competitions, Sahitya Sammelan, varied art training program, cultural competitions for cultural development.
- 12) To implement various women and child welfare schemes.
- 13) To implement self-reliant schemes for the Alumni and current students of the college.
- 14) To propagate constitutional values among the youth of India.
- 15) To run education classes for the poor and active students with the permission of the government.
- 16) To organize various programs with the help of orphanage, old age home and youth. And to establish blind school and disabled school for boys and girls.
- 18) To implement training program schemes for MPSC, UPSC, staff selection and Police Recruitment examination aspirants.

Besides working for the fulfillment of the above objectives, this association has planned to provide a significant contribution to the academics of Social Work Education college, namely Smt. Panchfuladevi Patil Social Work College, Khadki, Akola. .

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## 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:**

#### **Vision**

To Create Social engineers to bring Social change in society through the exposure of local & global environment by providing formal education to the young minds of India.

#### **Mission**

To impart moral, social, cultural and professional healthy education to the students, at Under Graduate and Post-Graduate level.

To ensure and inculcate discipline with regards to regularity, sincerity and punctuality among the students and teachers.

To encourage to pursue knowledge through lifelong learning and extensive extracurricular activities in the academics.

#### **NEP Plan and Implementation:**

The institute is proactive with its approach towards up gradation and implementation of the new and innovative moves taken by higher authorities including the central, state and regional governance as well as the local management. To adapt with the recent New Education Policy regulated by the central government in the year 2020, termed as NEP 2020, the college has organized one day workshop on NEP in 2022. Moreover the faculties have attended seminars and workshops organized by higher educational institutions and universities. The parent University Sant Gadge Baba Amravati University, Amravati has prescribed the new syllabus of CBCS pattern in the line of implementing the NEP 2020 in this session.

#### **Institutional functioning reflecting decentralization:**

The functioning of this institute takes place at two levels - one academic and administrative under the direction of college governing body. Academically, the college has one stream at two level UG & PG offering degrees in the name of BSW (Bachelor of Social Work) and MSW (Master of Social Work). In order ensure decentralization in the academic functioning, the college has assigned duties to the faculty as student monitor, Heads, In-charge of Shifts. The Principal is an administrative head of Institute and the CDC (College Development Committee) to determine the policy with regards to academic and infrastructural development. The issues of human resource development, such as recruitment and

remuneration are dealt by the management body of the college. The college governing cum management body is Gramin Vikas Shikshan & Krida Prasarak Mandal, Khadaki. Dist. Akola.

### **Governance reflecting participative approach:**

The participative governance is ensured by giving representation to the teachers, students in the different academic committees of the college. Even this representation is extended by providing community representation in IQAC in which we see one representative of NGOs and in the Grievance Redressal Cell we have given representative of girl students.

### **Short Term perspectives:**

As a premier higher education institution, Smt. Panchfuladevi Patil Social Work College, Akola has created its perspective plan to be achieved in short term duration which is closely connected to academic development and up gradation. This includes:

- 1) Planning and implementation of new Add on courses
- 2) Development of special placement cell by strengthening its existing career counselling cell.
- 3) Extending community help through initiation of incubation centres- such as stress management and rehabilitation centre.
- 4) Signing MoUs with government bodies of social welfare Department to develop social conduct.

### **Long Term perspectives in view**

To initiate funded research centre in social sciences in view developing multidisciplinary studies.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## **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:**

Smt. Panchfuladevi Patil Social Work College, Khadki , Dist. Akola, has been one of the developing

colleges. It has created its own resources, and received grants from management and social welfare departments. The liberal policy and encouragement by the governing parent society actually helped to make development of college. The perspective plan for the development has been chalked out after interaction with the IQAC and considering the suggestions of NAAC peer team visit during last five years and implemented effectively for academic, co-curricular and infrastructural development of the college.

The college conducted many activities and implemented govt. policies and schemes which provided opportunities to students to learn and make their career in future. The college gave the work (task) to the students that requires interpersonal skills and skills to handle difficult situations in life. This helped many students to earn money to meet their necessities and complete their education.

The perspective plan prepared for each academic year focused on fulfilment of the following objectives:

To inculcate the values of self-employment through their abilities and skills.

To enhance the entrepreneurial spirit.

To provide entrepreneurial knowledge.

To provide a platform for inculcating entrepreneurial skills in students.

To encourage students to get self-employed.

To organise run their own Entrepreneurship firms and projects

To motivate the students for participation in start-ups.

The current scenario indicates that employment opportunities are shrinking; therefore it is the need of the hour to convert small ideas to earn money. Many students are from agriculture background having agricultural resources for a start; but the fear of risk stops the students to indulge in entrepreneurship. In our college through career guidance cell, a platform is made available for students to explore their potential which is the main motive of preparing perspective plan for students overall development.

College Development Committee is the apex managing body which consists of the members of the parent management, representatives of teachers and non-teaching staff, nominated members, students' representatives and the Principal as an ex-officio member. The Principal is academic and administrative head of the college. The IQAC is backbone of college for quality education and it consists Principal as a Chairman, teachers, non-teaching staff, nominated members of the Alumni Association, local bodies, members from the industry and student representative. The College Development committee consists of senior permanent teachers. The Students' Council is also formed as per the directives of the affiliated university. The office staff includes Head Clerks, Senior Clerks, Junior Clerks, Accountant, Library assistant, Laboratory attendants, peons, sweepers, watchmen work under the supervision of the Principal. The Senior faculty members have been given the responsibility of heading their respective departments.



Principal nominates a senior faculty member as a head of the faculty. The college authorities provide freedom and opportunities to each of the faculty members to plan and implement various academic, extracurricular and extension activities through various committees, which helps to enhance maintaining quality at all levels. Students' leadership is groomed through the students' forums which are formed time to time in session.

### 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The prime objective of college is to implement and provide quality education to students. To achieve this, the college has a performance appraisal system to assess its human resources on regular basis. The college encourages each faculty member to take up activities related to teaching-learning and evaluation, co-curricular, research and extension, professional development etc. The College follows academic based

self- appraisal mechanism as prescribed by Sant Gadge Baba Amravati University, Amravati. Every member of the teaching faculty is supposed to maintain his/ her Performance Record. These records are duly verified by the heads of the departments annually and submitted for the assessment to the Principal through IQAC. At the time of promotion, the faculty members have to produce his/her yearly academic appraisal forms with the documents to scrutiny committee for verification. Then the appraisal forms are signed by Coordinator of IQAC and Principal. Screening and selection Committees recommend the faculties for career advancement. Thus, the college has established a multi-tiered and faultless assessment mechanism. The College Staff Council meeting with the Principal of the college works as a corner stone for the quality assessment. Students feedback works as the chief external assessment mechanisms. The performance of the faculty is assessed by the students during such feedback. The feedbacks collected are compiled and consolidated outcome is handed over to the Principal for the further necessary action. Every department also prepares its academic action plan which is considered as a department calendar. This plan is reviewed occasionally during the department staff meetings and priorities are re- reset. Every department tried to adhere to the direction of college authority while following the departmental calendar. The college follows similar mechanism laid down by the parent society for the assessment and evaluation of teaching and non-teaching staff. At the end of the academic session, confidential reports of the teaching and non-teaching staff are prepared and duly assessed by the head of Departments, the Principal and the Secretary of the parent institution. On the basis of confidential report, non-teaching staff is recommended for their promotion. The Grievance Redressal platforms is available to resolve the issues related to teaching and non-teaching staff.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 9.83

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
08	05	04	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	20	20	20	20

#### **File Description**

#### **Document**

Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Copy of the certificates of the program attended by teachers.

[View Document](#)

Annual reports highlighting the programmes undertaken by the teachers

[View Document](#)

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

**Response:**

Creation and Mobilization of Funds:

This is a grant-in-aid, social work education institute. The financial resources includes salary, non-salary, and social welfare schemes' grants, Tution and other fees, donations from alumni, philanthropers and managements for financial support. For the optimum utilization of financial resources, the college constituted Planning, Purchase, Building construction, Internal audit committees. The parent institute appointed registered Chartered Accountant for Internal financial audit. The budgetary provisions are approved by the College Development Committee. All the Departments are bound to follow the budgetary provisions for the optimum utilization of funds. The accountant maintains all the accounts as per account norms. For purchasing, tender notice is published in the news paper every year. The quotations for the purchase of all the items are called and scruitinized by the central store of the college. The comparative rate statements are placed before the purchase committee. After going through the rates, quality of the items and negotiation, the purchase committee takes decision to place the orders for purchasing. Through this process, the financial resources are optimally utilized. The building construction committee also follows the same process. It looks after the quality of material and constructions. The fees are collected from the students as per University directions and utilized under the proper heads. Departmental Budgetary Provisions are communicated to the head of the institute for purchasing of consumable and non-consumable items. The donations received from alumni and philanthropers are spent on academic and infrastructural development as per their suggestions. As per the institutional requirement, the management provided financial support for infrastructural as well as academic development. All grants are optimally utilized as per their guidelines.

Optimal utilization of Resources:

The college academic work take place in one shifts i.e. morning. The infrastructural facilities like library, reading room facility and college ground are used by students and Social organizations to conduct various events. The classrooms are provided to conduct various government and non-government competitive examinations, staff Selection, Banking etc. During Corona pandemic, our college arranged corona vaccination camp.

## 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:**

In pursuance of the implementation of activities enhancing the quality in higher education in the line of

National Action Plan of the National Assessment and Accreditation Council (NAAC), Bangalore, for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education. The Internal Quality Assurance Cell (IQAC) of the college has provided a significant contribution in the functioning of the college since its formation.

The IQAC will become a part of an institution's system and work towards realizing the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. The IQAC will make a significant and meaningful contribution in the post-accreditation phase of institutions.

The IQAC will specifically focus on enhancement on the following areas as envisaged by NAAC:

1. Curricular Development
2. Teaching and Learning.
3. Research, Extension and Consultancy
4. Infrastructure
5. Student Support and Services
6. Governance and Management
7. Innovation and promotion of Best Practices
8. the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

The bright path in view:

1. Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.
2. The relevance and quality of academic and research programmes
3. Equitable access to and affordability of academic programmes for various sections of society
4. Optimization and integration of modern methods of teaching and learning
5. The credibility of evaluation procedures
6. Ensuring the adequacy, maintenance and functioning of the support structure and services
7. Research sharing and networking with other institutions in India and abroad.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 6.5.2

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

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**

**5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## 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:**

Initiatives to promote Gender equity:

Gender sensitization presides over gender sensitivity and the modification of behavior by raising awareness of gender equality concerns. It is achieved by conducting various sensitization campaigns, trainings, workshops, programs etc. College provided equal opportunities to women everywhere along with sports. In some games students are selected for university teams and bagged prizes for the same. Some of the measures initiated by the institution for the promotion of gender equity are as follows After admission process. The college do its gender audit in every academic year. There is nearly an equal proportion of male and female students. Sessions of debate, discussions, seminars & conferences are conducted for gender sensitization. Many programs for women empowerment were carried out by our college for generating awareness and to improve the efficiency of welfare services intended for girls in India.

**Safety and Security:** Safe and secured environment is provided to all. Identity cards are provided to each staff and student which help to keep watch at entry level of premises. Security Guards at the entry gate always keep check on the gate crashers. The institute has two independent girls hostels for UG and PG with homely environment and care. The internal complaint committee, vigilance and discipline committee, redressal committee called 'Vishakha' committee, and Anti-ragging committee are formed. The college campus is well equipped with CCTV surveillance. Our college campus is totally secured with compound wall. From safety point of view, self-defense techniques are also taught to girls through trainers.

**Students Counselling:** Admission Committee members, Guardian teachers, Vishakha Committee, Department of Psychology and Home Science are always on toes for guidance and counselling of the students. Health awareness activities are undertaken and counselling is given by the Health Centre regularly.

**Common Rooms:** The separate and spacious girls' common room is available at ground floor. It is well ventilated and having wi-fi and water cooler setup. Facilities like lights, fans, washrooms, chairs, tables, sanitary napkin vending machine, charging sockets, mirrors, changing room are available. .

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:** C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>



#### 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:**

It is aim of college to provide education to all students irrespective to their culture, region communal socio economy and gender. The college has faculty and staff members from different culture, region and community and the same platform is provided to all students, irrespective to their culture, region and community. All students participate together in all activities of the institute like sport, cultural and extension activities.

**Some important activities to impart values:**

Annual Sport Day,

Annual Cultural Day in Village Camp

International Yoga Day

Ganesh Festival

Societal Activities Women's Day

7 days Village camp.

Independence Day,

Republic Day,

Maharashtra Day are celebrated with a purpose.

Moreover the college has conducted many programs for constitutional awareness.

Our institution is gender sensitive and adopt zero tolerance policy. We promote equality by promoting inclusivity of all genders at our college for admission. We welcome more diversity at our colleges. To support this initiative, we have invited various women welfare department women officials to as influencers and leaders to support and promote our idea. The college also arranged trainings and sensitized our staff for the same.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice -1**

**Title:** - Social Awareness sensitizing social evils through paper reading session.

**Objectives :**

To impart social conduct among the students.

To impart research aptitude and make aware of the research methodology to find solutions to the social problems.

To provide training to students for public speaking.

**Context:** Today in the age of modernization of life style and socio-economic development the man has become introvert. He seldom thinks of the society around . In other words man has been forgetting his social existence. He is isolating himself and same is propagated to the generations to come. As a result the weak in the society is suffering from mental and psychological stress of alienation. He feels alone. In this backdrop of social indifference from government and prominent element of the society, it is essential to sensitize the students' to come and find significance of and about the togetherness as healthy society.

**Nature of Practice:** This practice invites students' involvement in larger quantity thoroughly. They come up and show their involvement and search about the existing social problems and prepare their own findings in form paper containing following aspects or subjects of their studies as broad divisions. The students conduct small scale research and write their own findings with the help of reference material and same is presented in this session. Even the best paper presentations are rewarded by the administrations. And papers are published in the college magazine and sometimes in local news papers also.

The papers deal with causes of said problem or chosen problem. They also provide remedial actions to be undertaken by the society and the government. At last it is illuminating to listen to the significant role stated by these students.

**Introduction of topic:** An inaugural program is organized and the names of student participants are announced in advance and following their turn one by one students present their papers. The faculty perform a judgmental role to decide the quality and standard as well as innovative nature of the paper

presented by students.

**Objectives presentation:** They present paper on their own without taking any guidance from their mentor for which students are judged for allotting the benefit in final year internal assessment.

**Evidence of success:** It is innovative practice for students who take part in larger quantity. The evidence of success lies in the quantity and quality of papers which match to the high standard work. They submitted their papers to the concerned faculty.

**Problem Encountered:** The problem mainly centres on limitations of economic resources to heighten the quality of the practice.

## **Best Practice -2**

**Title:** - Group Activity in at NGO offices in collaboration with office bearers./ social internship

### **Objectives :**

To inculcate sense of responsibility as a social being and make student a socially aware citizen.

To help learning social structure and role of NGOs in society.

To increase number of students graduating from rural area by spreading awareness about various scholarship schemes of state and national government.

### **Context:**

### **Nature of Practice:**

For social work education, methods of Teaching and learning differs from those of traditional courses from other non professional disciplines. At the very beginning of the session students are grouped under the patron teacher who assign the task as field work responsibility. Students in a specific group visit a targeted NGO office in the community out in the society from rural and urban areas. They tie up with the NGO office workers and share the community work done by them. Besides giving assistance to them by providing services they apply the social theories of reformation using these machineries (NGOs) and their established platform.

### **Evidence of success:**

As per official records in the custody of faculty in-charge, their responses and the involvement of the students in this activity and their changed outlook towards society as they come up as very sensitive alert member of the society and their zeal, and commitment for social cause is the real evidence of success of this practice. Apart from these behavioural changes, the evidence of success for this practice can be measured by the number of students taking these activity, their 100% attendance and submission of record, reports of activity are very concrete evidences of success to be noted and reported by the faculty in-charge after discussion.

**Problem Encountered:**

The problems encountered as reported by the students from their ground zero experiences was mostly related to the social psychology. Very few people have sense of social conduct. They can't look beyond their self, carnal pleasures. They believe in getting evryting at the cost of moral and self respect.

Second, the governemnt indifference towards social refoemations and governemnt officials' bias approach to the right cause was the big problem emrged and experienced by the students on ground.

Lack of financial assistance by the University and social welfare departements.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:**

**Response:**

As mentioned earlier this is one of the unique institution that offers PG and UG degree in social work which is in a sense , a great community work. We create socially responsible citizens. The college also aims at vitalizing the learning skills with a focus on futuristic demands, vitalizing teaching learning process, ICT, Human Values, and functional relationship with all the stakeholders for the holistic development of the individual and society. College also strives to create virtuous, meritorious personalities and to prepare professional, creative, and humane students to serve the humanity by setting a commendable tradition of initiative and imagination.

The institution stands apart from all other colleges by placing greater emphasis on producing professional students by providing value-based education and enabling the students to face challenges in modern life. The institute aims at instilling a sense of self-discipline and accountability among students and developing a respect for democratic, ethical, and moral values. Institute provides the best amenities required for students to enhance their skills, Academics, and Extra-curricular activities and brings out the best in them. Guest lectures, Social Work Practicals, Village Camp, Study Tour are organized throughout the year, by which the students are exposed to the outside world and all the recent developments and innovations. To bring out the concealed talents of the students every year the institution .The institution has provided the best possible facilities in terms of infrastructure for teaching, learning and

sports activities to make a student, complete in all dimensions. The Classrooms, Library and Administrative office are highly conducive to the overall academic environment. The institution has grounds for outdoor games/ sports and indoor game room.

## 5. CONCLUSION

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### **Additional Information :**

The college is established in the year 1993. Since then the college has greatly contributed to the society for bringing about welfare of the many deprived families. As the admission data shows, there is high demand ratio for each of the program. In future it seems that we have to follow merit system for admission even for humanities and commerce and management like the science the faculty.

The institution claims its philanthropist approach by providing admissions to the under privileged section of the society. As an instance, we find that we have 395 in students in the academic session 2021-22 who belong to the Scheduled Caste (SC) category which is more than the allowed reservation for this category. Likewise there are total there are 60% students of OBC category. This number also exceeds far more than reservation allotted to them. This shows that the institution is more liberal in its higher education policy. We are providing education to the very lower strata, working class community students of the society. This is the strength point of institution that shows our community oriented work.

The college has almost equal admission from gender point of view. The girl students come forward to take part in all curricular and co-curricular activities like boys equally. From this point it can be stated that the college has been working positively in the direction of gender equity promotions. This strength of the institutions lies in its working ideally in the direction promoting women in the society by providing adequate safeguard. The female member including students and staff experience a safety and honor for their association with one of the most safe colleges run by The Gramin Vikas Shikshan Va Krida Prasarak Mandal, Khadki, Akola founded, by Shri Suresh Rao P.Kale, the secretary of this society.

### **Concluding Remarks :**

The college is situated in the small town like village Khadki where students from rural base are given admissions and access to higher education. Considering their rural background the college has been credited with the name and fame for its service of the have-nots around. They are connected to the main stream flow of the higher education by making optimal use of the academic resources. Being locational advantaged college, we don't face dearth of qualified, or well trained faculty to be recruited and presented in the service of the humble society students. Through the experience of last many bygone years, it has been found that there is a lot potential among these deprived students as we evidenced a larger quantity to be fit to serve in the army and to the nation.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p><b>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>395</td> <td>416</td> <td>341</td> <td>370</td> <td>355</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>161</td> <td>192</td> <td>156</td> <td>125</td> <td>184</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>416</td> <td>416</td> <td>406</td> <td>400</td> <td>400</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>416</td> <td>416</td> <td>406</td> <td>400</td> <td>400</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	395	416	341	370	355	2021-22	2020-21	2019-20	2018-19	2017-18	161	192	156	125	184	2021-22	2020-21	2019-20	2018-19	2017-18	416	416	406	400	400	2021-22	2020-21	2019-20	2018-19	2017-18	416	416	406	400	400
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416	416	406	400	400																																					
2.1.2	<p><b>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</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>323</td> <td>351</td> <td>280</td> <td>309</td> <td>292</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>67</td> <td>76</td> <td>76</td> <td>75</td> <td>77</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year</b></p>	2021-22	2020-21	2019-20	2018-19	2017-18	323	351	280	309	292	2021-22	2020-21	2019-20	2018-19	2017-18	67	76	76	75	77																				
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67	76	76	75	77																																					

**wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
323	351	280	309	292

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
83	83	83	83	83

Remark : As per the revised data and clarification received from HEI, based on that no. of admitted seats should not be more than sanction seats of any of the category so DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	18	18	12	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	17	9	9

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	36	28	22	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18



39	33	20	16	0
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	10	04	06	05

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	1	3	0	4

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
04	03	05	04	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	03	04	04	01

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :  
Answer After DVV Verification :7  
Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
23.55	21.31	22.15	20.70	22.39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7.56	4.77	5.60	4.05	5.84

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : 20

Answer after DVV Verification: 10

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
7.80	5.00	18.23	12.98	16.61

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

7.15	4.64	16.12	10.93	15.15
------	------	-------	-------	-------

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	47	40	16	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
32	47	36	16	28

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
137	157	104	128	83

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
137	157	104	128	83

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

<p>5.3.1</p>	<p><b>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</b></p> <p>5.3.1.1. <i>Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 470 1046 604"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>1</td> <td>1</td> <td>2</td> <td>2</td> <td>1</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 683 1046 817"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1	1	2	2	1	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
1	1	2	2	1																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
<p>5.3.2</p>	<p><b>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</b></p> <p>5.3.2.1. <b>Number of sports and cultural programs in which students of the Institution participated year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1214 1046 1348"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>04</td> <td>02</td> <td>04</td> <td>04</td> <td>04</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1426 1046 1561"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>06</td> <td>01</td> <td>03</td> <td>04</td> <td>01</td> </tr> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	04	02	04	04	04	2021-22	2020-21	2019-20	2018-19	2017-18	06	01	03	04	01
2021-22	2020-21	2019-20	2018-19	2017-18																	
04	02	04	04	04																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
06	01	03	04	01																	
<p>6.2.2</p>	<p><b><i>Institution implements e-governance in its operations</i></b></p> <ol style="list-style-type: none"> <li>1. <b>Administration</b></li> <li>2. <b>Finance and Accounts</b></li> <li>3. <b>Student Admission and Support</b></li> <li>4. <b>Examination</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above</p>																				

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	10	05	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	05	04	0	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	20	20	20	20

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>395</td> <td>416</td> <td>341</td> <td>370</td> <td>355</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>394</td> <td>412</td> <td>337</td> <td>370</td> <td>355</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	395	416	341	370	355	2021-22	2020-21	2019-20	2018-19	2017-18	394	412	337	370	355
2021-22	2020-21	2019-20	2018-19	2017-18																	
395	416	341	370	355																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
394	412	337	370	355																	

2.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 18 Answer after DVV Verification : 17																				
2.2	<b>Number of teaching staff / full time teachers year wise during the last five years</b>  Answer before DVV Verification: <table border="1" data-bbox="197 472 986 584"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>18</td><td>18</td><td>18</td><td>12</td><td>12</td></tr></tbody></table> Answer After DVV Verification: <table border="1" data-bbox="197 663 986 775"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>17</td><td>17</td><td>17</td><td>11</td><td>11</td></tr></tbody></table>	2021-22	2020-21	2019-20	2018-19	2017-18	18	18	18	12	12	2021-22	2020-21	2019-20	2018-19	2017-18	17	17	17	11	11
2021-22	2020-21	2019-20	2018-19	2017-18																	
18	18	18	12	12																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
17	17	17	11	11																	