



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ASTHA MAHAVIDHYALAYA

**PIPALDA ROAD, IN FRONT OF DEPUTY OFFICE, ITAWA
325004**

<https://asthacollegeitawa.in/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Astha Mahavidyalaya Itawa, is located at Itawa tehsil pipalda district Kota. Astha Mahavidyalaya Itawa is being run by Astha shodh Evam Vikas sanstha, Bundi. The college is established to the need of the local, scheduled caste and scheduled tribe masses. The institution fulfills its vision and mission by creating educational environment. Astha Mahavidyalaya campus and grounds spread across an area of about 1.3 hectare. The College is situated in peaceful and environment friendly surroundings. It is a co-educational institution, supported by faculty strength of 35 permanent teachers out of whom 8 are female teachers and 27 Male teachers and it has a support staff of 16 technical and administrative members of non-teaching wing.

The college started its journey with the vision of “Structuring literate, knowledgeable and self-reliant people capable of upliftment of their families, society and ultimately, the nation” and has since committed itself to provide education at an affordable cost to the girls and boys in various courses encompassing the faculties of Arts, and Science. The College is well equipped with facilities like spacious classrooms, Laboratories, Lush green Sports Ground, Indoor Stadium, bed Minton Court, Auditorium, Smart Classes with Interactive Boards, a Well-Stocked Library, CCTV Surveillance, immaculate Canteen. The college is affiliated to Kota University, Kota and has permanent NOC from the govt. of Rajasthan. college established in 2004. in the year of 2017, Faculty of Science and 4-year integrated course B.A.B. ED\B.SC.B. ED were also started. The college takes participation in AISHE.

Vision

Astha Mahavidyalaya is truly guided by its vision Statement i.e., “**Pursuit of Knowledge in the Service of Humanity**”. The Farmwork behind this vision was guided by the ideologies and teaching of Astha shodh Evam Vikas Sanstha, Bundi. A Collaborative method was used in the development of the vision to ensure that all stakeholders were represented. To ensure that the Mahavidyalaya’s vision remains relevant and makes Sense in the Present environment, regular evaluations of the college are Conducted.

By Firmly believing in the power of education to liberate people from poverty and illiteracy, the college built its plans. The vision statement articulates on Following important areas on which the Mahavidyalaya stands.

To establish Astha Mahavidyalaya Itawa as a Centre of excellence in higher education.

To Promote education amongst the deprived underprivileged Sections of the society to develop Human Resources that are based on values.

To develop Human Resources so that they can make a positive contribution to society.

Mahavidyalaya’s vision statement is visible on the Mahavidyalaya website, prospects, magazine, and academic calendar. in accordance with the Mahavidyalaya vision. The Mahavidyalaya authorities Continuously consider policies and programs. An image of the overall vision statement is shown prominently around campus.

Mission

- To serve as a light house amidst all shortcomings and setbacks by defying complacency.
- To impart education to students belonging to all strata of society irrespective of caste, gender, colour, creed & religion.
- To uplift the deprived and academically weak students by empowering them with knowledge.
- To develop moral, ethical, social and aesthetic values amongst the students.
- To help equip and develop essential qualities to face the challenges posed by the turbulent currents of change.
- To inculcate respect for humanity and to fortify the ideals of perseverance, dedication, quality consciousness and excellence.
- To prepare citizens who could grow to be competent and significant contributors for the betterment of mankind through their profession.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Proactive and dynamic Management, well-disciplined learning environment.
2. The college has dual campus, well equipped and furnished laboratories, and adequate infrastructure. Dedicated, experienced and well qualified, well trained academic faculty out of 37 permanent faculties' 11 faculties having doctoral degree.
3. Good quality infrastructure with spacious playground, Wi-Fi facility, ample class rooms, and the whole campus is under the CCTV surveillance.
4. The enrolment of girl students is comparatively more than boys.
5. College conducted various national level seminar, webinar, workshops and conferences.
6. Strong extension activities through NSS and Student Welfare Departments and excellent performance in Sports and Cultural activities.
7. Career Oriented Certificate and skill-based courses are implemented from past five years. These include "Certificate course in Sports for life", "Certificate course in Panchayat raj system in Rajasthan", "Certificate course in English communication and presentation skill", "Value added course in Yoga". Value added course in computer Proficiency".etc.

Institutional Weakness

1. Being in rural area, students' limitations to participate in more co-curricular and extension activities.
2. Job opportunities at local level are considerably low due to rural area.
3. English language barrier for students.
4. Unavailability of the hostel facility for the students.
5. Lack of PG courses.

Institutional Opportunity

1. Maximum students belong to socially and economically weaker sections of the society; we have an opportunity to give them quality education.
2. Opportunity to strengthen campus placements.
3. To enhance more academic courses. To start more Add on / Career Oriented Courses to provide more job opportunities.
4. To enhance the activities of coaching to students for competitive examination.
5. To provide social services in communities. To start vocational courses for students.
6. To do international tie ups.
7. Scope for improvement in sports and cultural activities.

Institutional Challenge

1. To run quality academic programs with existing teaching and administrative staff due to State Government's policy regarding the recruitments.
2. Increasing the number of placements and training activities.
3. To develop faculty-exchange, student-exchange, and Resource sharing programs with institutions & organizations of repute.
4. Enabling the students to develop their English communication.
5. Building confidence among the students who came from weaker sections of the society.
6. Being located in rural area, there are difficulties in collaborating with industrial and other reputed institutions.
7. To start professional skill development courses on no-grant basis

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is being affiliated to Kota University Kota, Rajasthan and the institution follows the syllabus, rules and regulation of the university. The faculty member of the college proceeds. workshops on curriculum development / examination reforms / quality initiatives / management issues, e-learning facilities provided to the staff and the students, and also conduct the seminar, workshops, conferences.

The college takes effort to enhance the skills of the students through various activities. For the effective delivery of the syllabus, the faculty maintains teaching plan, and time table and result analysis.

The faculty members attend Syllabus Framing Workshops conducted by the university and express their views in the workshop.

Faculty members hold positions and are represented as members in Local Inquiry Committee, works in assessment and evaluation and as subject experts.

The faculty members design and develop the syllabus of the Certificate Courses once in three years. The effective delivery of the syllabus. the faculty members conduct lectures using PPT. For the participative learning, the faculty members conduct seminars, group discussion, and practical in the classrooms and in the lab.

Regular feedback on curriculum is collected from various stakeholders. The regular students, alumni and teachers help in to get the feedback on curriculum.

The College annually publishes magazine, offering opportunities to the students to express their views and improve their writing skills. Further, various programs are organized for the skill development of the students. For instance, poetry recitation, Essay writing Competition, Debate competition and Quiz competition programs are being arranged in the College. To promote general communication skills among students, interesting teaching techniques are applied for example assignments, seminar presentations by students, preparation of project reports, others.

The institution is alive to the responsibility of nurturing and grooming the students into well-educated and responsible citizens of the society. To have an interaction with outside world and to keep our students abreast with the latest knowledge, the college regularly organizes various program in the college.

Teaching-learning and Evaluation

Absolute transparency and systematic mechanism are adopted in the admission process that is adequately presented in the prospectus, handbook and the college website.

The college follows the government reservation policy and gives preference to economically, socially backward rural and tribal students, first generation learners, the differently abled and outstanding sports person.

Profiles of the students are maintained in the college office and departments after admission. On perceiving the problems of the candidates, the faculty members guide them in the choice of subjects for study according to their eligibility and desire.

college staff inducts the fresher into the collegiate atmosphere, familiarizes them with the vision mission, goals, objectives, rules regulations of the college, manners and etiquette to be observed at the college and averts their fear of English since majority of the students are from Hindi medium.

The formal internal test enables the teachers to identify the advanced and the slow learners. Advanced learners are motivated to face the challenges of the future and slow learners are given coaching.

The master plan is prepared by individual teachers to schedule their teaching and evaluation in accordance with the academic calendar.

The student centric methods followed in teaching and learning process ensure interactive, participative and experiential learning in academic co-curricular and extra-curricular activities. Student centric methods and tools include projects, survey, role playing, seminar and group-discussion are used for enhancing teaching learning process.

Teachers use ICT enabled teaching learning process through PPT, WhatsApp, You Tube Channel, Telegram, Quizzes through Testmoz, Google forms etc. Teachers use e learning resources for effective teaching.

The personal attention and psychological guidance of the mentors smooth away the academic and personal problems of their wards and direct them towards progress. Participation and presentation of papers in seminars / conferences/ workshops enhance the quality of the teachers; hence they are encouraged for participation. Publication of research papers by the teaching faculty in reputed journals is encouraged and recognized. The eligibility norms of the UGC are followed for the appointment of competent teachers in the sanctioned and approved vacancies.

Research, Innovations and Extension

Research

Research committee of the institution encourages and extends all help possible to promote research activities in the institution. Adequate infrastructure and resources are provided by the institution for smooth progress and implementation of research schemes/projects and other research initiatives. Internet and journals subscriptions are made available to facilitate research activities in the college. Teachers are motivated to pursue research project in their area of specialization or one that is inter-disciplinary in nature.

The institute has been proactively promoting a culture of research. Research committee has also been formed here to promote research. It serves a crucial role in developing students' and teachers' research skills. Out of 37 faculty members of this institute ,10 members are Ph.D. Holders. Considering the necessity and importance of research, faculty members are constantly encouraged to publish their research papers in prestigious international journals; as a result, faculty members have published research papers in UGC-recognized/Care-listed/refereed/peer-reviewed journals. At national, and state seminars and conferences, 30 conference papers have been published/presented During the assessment period, the institute has hosted a number of workshops, seminars, webinars, and conferences.

Extension

The college excellent work of accomplishment with respect to in the different categories like Community development, social work, Health and hygiene awareness, Health camps, Blood donation camps, Voter's awareness rally, legal awareness programs, AIDS awareness rallies, Environment awareness and Gender sensitization others.

A neighboring village Khodavda has been adopted by the NSS Unit of the College for creating healthcare, hygiene, education awareness. Community orientation activities are reflected through Blood donation camps, Aids awareness, legal awareness, Environment awareness, Election Awareness programs. Stakeholder

perception on the overall performance of the institution is solicited through students, parents, alumni.

The institute has signed collaboration agreements (MOU) with numerous reputable institutions.

Infrastructure and Learning Resources

Our college has adequate infrastructure to provide sound education in Arts and Science stream. Managing committee makes policy in consultation with Principal to create and enhance the Physical infrastructure and learning resources.

There are adequate classrooms and practical laboratories. The classrooms are spacious, well-ventilated with adequate furniture. The college has well equipped sports facility. Playground for outdoor games is available. Whole campus is connected through Wi-Fi and free internet facility is provided to students and faculty. The college has its own website: <https://asthacollegeitawa.in>

Adequate parking facility, computer labs, library reading room, canteen, common rooms for girl and boys, Pure RO water, electricity back up, CCTV cameras, conference hall are provided.

Total no. of books are 15000 in Library and Information Center, 500+ e-books, 500+ e-journals, journals, magazines, newspapers are subscribed.

Access to internet 100 MBPS, Wi-Fi 24/7, LAN facility with secured Wi- Fi internet connection within the campus.

20 computers, 04 laptops, 03 scanners, 04 printers, 1 smart TV, 15 CCTV

Student Support and Progression

Twenty years of successful journey gives the College further Scope and Energy for continued dynamism in higher education to Rural and Tribal background, Economic weaker students because we continued with a Nobel Motto **“We Make”**.

The Official website, <https://asthacollegeitawa.in> Facebook page of college, WhatsApp groups of students and news bulletin provides relevant information to stakeholders.

Welfare schemes for students include financial assistance/scholarships from state government reservation in admission, grammar class, bus concessions and assistance to needy students from the College fund, poor aid fund/ opportunities/facilities for career counseling, publication of the college magazine / wall magazines, participation in sports, NSS, and cultural activities enable students to develop themselves as worthy Indians.

The rural and tribal background of the students input necessitates the situation to provide excellent student support services in varied forms to facilitate the transformation among the students as visualized in the mission

of the college.

The student Council convener/ members act as a link between the students and the principal through the committee.

The alumni have a good success record in competitive examinations for administrative posts in government offices and in academic institutions. Academic, personal, career and psychological counseling is offered by teachers.

The college has adopted the UGC Regulations on restriction the threat of ragging in higher educational institutions and has constituted an Anti- Ragging Committee governed by the principal and other staff member of the College. No instances of ragging have been reported during the last five years.

The institution has got an Alumni Association. However, the alumni hold annual meets on their own initiative in the college premises.

Students got Govt scholarship in the assessment period.

College conducts programs on capacity building, communication skills, yoga, computer skills. Personality development., Environmental Conservation. Soft skills., Presentation Skills., Yoga & Practice., English Communication Skills.

Students benefitted from career counseling and competitive examinations.

The college runs Learn and Earn scheme; students got benefit of Learn and Earn Scheme and Economically Weaker Section Scheme.

Governance, Leadership and Management

The management is the final decision maker and the principal is the executive power and a leading role model in the whole process of governance and management of the institution. In the entire process, transparency is maintained and to develop the core values of the college, the management, staff and the principal are the center of all activities, co-coordinating with each other prepare and design the curricular, co-curricular and extracurricular activities and plan them to implement with the right vision and mission effectively in the process of development. By Constituting different committees and an opportunity is provided to the staff and non-teaching staff members to participate and enhance the quality of education in the current scenario.

The institution believes in Joint effort which is the only means to attain the goals. And always emphasis on best. practice of collective and team work. During the time of planning and execution of the institutions plans and the policies and their implementation the top management always coordinate with the other organs of its structure mainly; IQAC and the other Committees. The entire growth of the institution depends upon the working style of the management and the faculty; therefore, the decentralization system of working is very much helpful in sharing the knowledge and innovations, this also promotes to co-operation among the members of the institution.

Institutional Values and Best Practices

The college has adopted two best practices i.e., Pollution Free Campus and Imbibe Research Culture. Every conscious effort is made to make college campus free from pollution.

The college keeps the campus eco-friendly. The College Campus has developed a plastic free culture. We have been consistent in our effort to green the campus to foster eco-friendliness. We planted trees in and around the College Campus with the help of NSS Volunteers. The college also created Botanical Garden. The College has a lot of electric and electronic equipment's.

The college saves the energy by using LED bulbs.

College conducted the green audit, energy audit and environmental audit through the external agency. The faculty members and students are instructed to unplug the electric and electronic equipment's while not in use.

The College has only started to feel the issue of e-waste, and currently we manage the issue by arranging the distributors themselves to take back our irreparable electronic commodities. The Institution has introduced many new initiatives in academic practices to help the students in their pursuit of attaining quality education.

For the water conservation, the college installed water harvesting facility within the campus.

The CDC and IQAC Committee motivate the faculty for research. Ten of our faculty members are Ph.D. holders and three faculty members are M. Phil holder and the faculty members publishes research papers in UGC care listed journals and well reputed Peer Reviewed journals. Three of our faculty members published their books.

The college conducts various extension activities for the development of students.

The College conducts programs on human values, soft skills, communication skills, yoga, health and hygiene, death and birth anniversaries of national heroes, blood donation camp, voter awareness rallies, help for flood victims, corona vaccination camp, NSS winter camp, street plays etc. to shape the career of the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ASTHA MAHAVIDHYALAYA
Address	Pipalda Road, In Front of Deputy Office, Itawa
City	Itawa
State	Rajasthan
Pin	325004
Website	https://asthacollegeitawa.in/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Kamlesh Dayma	07458-225114	9950555967	-	astha.itawa@gmail.com
IQAC / CIQA coordinator	Mohammad Usman	07458-	8104111550	-	usman.bundi@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Rajasthan	University of Kota	View Document

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
NCTE	View Document	08-02-2017	24	Permanent validation from NCTE

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	Pipalda Road, In Front of Deputy Office, Itawa	Rural	2.96	6246.92

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BA,Arts,	36	HSC	English,Hindi	1800	951
UG	BSc,Science,	36	HSC	English,Hindi	480	202
UG	B.A.BEd,Education,	48	HSC PTET	English,Hindi	200	185
UG	B.Sc.B.Ed,Education,	48	HSC PTET	English,Hindi	200	190

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				35			
Recruited	0	0	0	0	0	0	0	0	27	8	0	35
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	10	3	0	13
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	4	0	9
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	21	4	0	25
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	825	0	0	0	825
	Female	703	0	0	0	703
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	146	181	192	191
	Female	74	105	108	112
	Others	0	0	0	0
ST	Male	186	227	249	256
	Female	165	210	255	268
	Others	0	0	0	0
OBC	Male	252	305	293	273
	Female	158	196	230	235
	Others	0	0	0	0
General	Male	46	70	73	46
	Female	66	68	74	51
	Others	0	0	0	0
Others	Male	47	59	51	58
	Female	10	22	26	38
	Others	0	0	0	0
Total		1150	1443	1551	1528

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The college is committed to fostering interdisciplinary and multidisciplinary teaching and learning. The curriculum must be more adaptable and flexible in order to allow students to pursue their interests and inclinations across a diverse range of subjects. Our institution encourages the professional development and training of its faculty members to enable them to adopt a transdisciplinary and integrative approach to research and instruction. We are promoting inter-institutional partnerships with organizations to create a platform that enables faculty and students to collaborate with counterparts from a variety of institutions and disciplines. The college is investing in the necessary facilities to enable</p>
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	<p>interdisciplinary and multidisciplinary research and teaching. Developing environments that foster collaboration and coordination is a component of this. The college has organized expert lectures with a foundation in fundamental science, conducted joint research with other disciplines, and provided instrument facilities for interdisciplinary institutions in order to cultivate an all-encompassing interdisciplinary academic and research culture.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Our college has determined that quality assurance in the credit transfer procedure is essential in order to establish a consolidated platform for the Academic Bank of Credit, which will serve as a repository for all of the students' academic records, in accordance with the New Education Policy (NEP). This platform will ensure the security and accessibility of the credentials that the students have earned. College instructors are assisting students in the development of their ABC logins. The ABC would ensure that the credentials students earn are of the highest quality and meet the pertinent academic standards. The ABC could serve as a platform for students to receive credit for non-formal learning experiences, such as apprenticeships, online courses, and seminars. The ABC would ensure that the credits obtained by the students are easily transferable and accepted by all partner universities.</p>
<p>3. Skill development:</p>	<p>The goal of the NEP is to advance a comprehensive educational program that gives students the opportunity to gain real-world experience and academic knowledge that will be useful in their future employment. The college is making several efforts to support the development of students' abilities and competences, with a particular emphasis on instrument training and practical skill development. The institution wants to establish the Entrepreneur Development Cell (EDC) to encourage students to become entrepreneurs by holding seminars and workshops. The college recognizes the importance of entrepreneurship in generating job opportunities and economic growth. To get students ready for the digital age, the college encourages digital literacy. Programs for students to develop soft skills have been created by the college. In addition to receiving instruction, the students are learning how to be mentors.</p>

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Despite its rural location, the college has recognized the importance of traditional languages in understanding theme-related subjects. The principal and management instruct teaching faculties to employ traditional language when essential. In recognition of regional and local languages, the college commemorates Foundation Day annually. India's Vedic traditional wisdom is also being disseminated. The college promotes the integration of cultural themes and days into both intra- and inter-institutional cultural events.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The National Education Policy (NEP) of India places a significant emphasis on the Outcome-Based Education (OBE) method in order to improve the quality of education in the country. This method prioritizes the learning outcomes of students over the inputs or procedures of education. The college has established a vision and mission statement that are consistent with the university's vision, as evidenced by the learning outcomes. The learning objectives are discussed by the course instructors during the first class meeting of each semester. The faculty develops a lesson plan that incorporates items that are not part of the curriculum but that would assist students in acquiring the necessary information, skills, and dispositions to achieve the objectives. This plan is based on the results. These findings are more closely linked to conventional and multidisciplinary concepts. The assessment techniques employed are robust, diverse, and aligned with the learning outcomes.</p>
<p>6. Distance education/online education:</p>	<p>Our college has an adequate amount of instructional space and infrastructure to accommodate both online and offline academic pursuits. We are providing offsite courses to assist students in preparing for a variety of exams. Additionally, the institution provides an array of online courses. The college promotes the development of web-based course proficiency among its faculty members. Both students and instructors have completed their online coursework. During the COVID-19 pandemic, we have established numerous online learning environments utilizing Google Meet and Zoom. Our professors are proficient in the utilization of online resources in the classroom. The college would benefit from its online expertise in the development of courses for distance and/or online learning.</p>

Furthermore, management is enthusiastic about providing students with the opportunity to engage in online and remote learning.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>To encourage civic engagement, our college established the Electoral Literacy Club (ELC) for New Voters over the age of 18. College students are helped to understand the voting process and their rights as citizens through interactive exercises. Our college's Electoral Literacy Club seeks to inform students about their democratic rights, which include the ability to cast ballots in elections. ELC's mission: The Electoral Literacy Club seeks to instill a strong voting culture in the minds of aspiring and young voters. aims: The main aim of ELC is to increase the knowledge of the 'Right to Vote' among students, teachers, and the society at large. • To promote ethical voting, foster a culture of voter engagement, and uphold the principles "Every vote counts" and "No voter should be left behind." • To encourage critical thought regarding democratic processes, election rights, and democracy itself.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Indeed. The operational ELC of the college is composed of the individuals listed below. The selection of ELC members is based on their temperament and social activities.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>We participate in a variety of initiatives to offer students a firsthand understanding of the democratic system. In addition to simulated parliaments, we also organize debates, elocution, poster presentations, and other events to enhance public comprehension of electoral processes. The following are among the specific duties that students under ELC have completed: 1. Our students engaged in voter education initiatives in the surrounding communities. 2. Through community discussions, the students have increased their awareness and enthusiasm for voting. 3. Students have instructed the general public on voter registration, the electoral process, and related subjects by employing the government's election commission application. 4. A small number of students have volunteered their time to encourage</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>electors to participate in election days.</p> <p>The ELC is involved in initiatives that are socially relevant to electoral concerns, such as publications, content production, and awareness campaigns that underscore their support for democratic values and voter engagement. The primary objective of certain initiatives that ELC members and other students have undertaken is to: 1. Promoting the comprehension of the importance of voting in order to enable individuals to exercise their right to vote with confidence, comfort, and morality. 2. Foster a culture of civic engagement and uphold the principles of "Every vote counts" and "No voter will be left behind" in order to encourage enlightened and moral voting.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students who are over eighteen and eligible to vote are encouraged to register for a voter card. We participate in a variety of initiatives to offer individuals firsthand knowledge of the democratic system. Additionally, we organize debates, essay writing courses, and elocution contests to raise public awareness of the electoral process.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1528	1551	1443	1150	870
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 35

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	37	38	29	27

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
97.78	87.33	59.14	59.35	46.96
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The college adheres to the university's recommended curriculum and is affiliated with Kota University Kota, Rajasthan. The affiliating university prepares and updates the curriculum and syllabus.

For effective implementation of the curriculum, the college prepares a roadmap every year.

1. Academic Calendar Preparation:

Prior to the beginning of the academic year, departments of the college arrange their academic calendars in accordance with the university calendar.

This provides an accurate depiction of the available dates for significant activities to ensure proper teaching-learning transactions and evaluations.

The academic calendar is posted on the college's website and notice board for the convenience of all stakeholders. The academic calendar is followed for the admissions process, actual teaching days, holidays, university exams, and extracurricular programs.

2. Preliminary work at departmental level:

At the beginning of the academic year, there is discussion on the course outline and the distribution of tasks to individual teachers.

Teachers create a monthly lesson plan based on the following considerations, Dates and times available for the teaching-learning process.

Scope of the curriculum to be covered. The teaching plans are prepared and followed.

3. Process of effective implementation of curriculum

4. Follow up of lectures

Every teacher oversees daily classroom activities.

5. Use of Information and Communication Technology

Frequent use of ICT-based teaching with PowerPoint presentations, animations, and video clips. etc., aids students' comprehension of the material.

During the closure period of COVID-19, lectures were delivered via online platforms such as Zoom and YouTube. Through continuous monitoring, IQAC assured the effective delivery of the course curriculum.

6. Continuous Internal Assessment

Based on the master schedule, departmental schedules are prepared and posted online. Syllabus completion, revision, and internal evaluation are on time per the academic calendar.

Students are constantly assessed. Timed tests, assignments, presentations, and mock practical exams are given. Institutional websites list internal evaluation criteria.

7. Periodical Meetings:

Subject Teachers hold regular meetings to guarantee smooth teaching-learning.

For smooth curriculum implementation, Teachers of each Subject meet with the principal periodically.

8. Feedback

Students, teachers, alumni, stakeholders, and parents provide feedback through the online and offline mode. IQAC analyses the collected feedback reports.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 19

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 31.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
400	670	460	345	180

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

university and the add-on courses, supporting activities, etc. of the college in order to serve the rural populace.

As an affiliated college, the institute follows the university's prescribed curriculum.

The curriculum at the university incorporates interdisciplinary topics such as gender, environment, sustainability, human values, and professional ethics.

Cross-cutting issues such as gender, climate change, environmental education, human rights, and information and communications technology, among others, find ample room in the curriculum for positive implementation.

Inclusion in Curriculum:

The curriculum addresses environmental concerns such as global warming, afforestation, flora and fauna, and sustainability, among others.

The B.A. curriculum includes topics such as women's empowerment, sustainable development, human values such as justice, equality, freedom and rights, caste issues, rights and responsibilities, social responsibility, and child rights, among others.

The Commerce and Management programs cover topics such as business ethics, professional etiquette, and moral values, as well as ethics in business, fair pricing and competition, and moral business practices, among others.

Through extra-curricular activities:

Periodically organizing seminar workshops pertaining to gender equality, environment and sustainability, human values, and professional ethics, the institution strives to integrate these cross-cutting social issues into the curriculum through these extra-curricular activities.

Additionally, the college recognizes the significance of value-based education. The human values that the institution seeks to instill in its learners are communal harmony, respect for labor, and concern for the differently abled.

Role of Academic Committees and NSS:

The college has formed committees that ensure proper conduct on these cross-cutting issues. Women Empowerment Cell, which makes concerted efforts to educate students on issues such as gender equality, human rights, and environmental concerns, among others.

The general environment of our college, in which boys and girls have equal access to many courses, is conducive to gender equality.

Through lectures on women's rights, female feticide, and gender-based violations, gender equality is promoted.

The college also organizes self-defense program for girls, skits promoting gender sensitivity, and similar

activities.

The Department of Botany, along with the NSS unit, promotes green practices through botanical garden and tree plantations. Through awareness rallies on contemporary social issues, the college's NSS unit strives to forge ties with the greater community.

The below describes some of the cross-cutting issues addressed in the curriculum of various programs:

FY/SY and TY Geography: Introduction to environmental Geography, Ecosystem, Biodiversity, Energy Resources, Environmental Pollution, Environmental Hazards and, Disaster Management, Global Environmental Issues, Resources and Environmental Acts.

F.Y. B.Sc. / B.A.(*Environmental Study*): Introduction to environmental, Evolution environmental Components, Social Environment, Environmental Awareness , Environmental Education.

F.Y. B.Sc. / B.A.(*General Hindi/ English*): One of the primary goals of language study is to impart moral and human values in students. The curricula of these languages instill the fundamental goodness of human beings.

F.Y. B.Sc. / B.A.(*Elementary Computer Application*): Computer Subjects are Studied to Develop Compute knowledge in Students.

FY/SY and TY Economics:

FY/SY and TY Sociology:

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 12.04

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

Response: 184

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 59.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
537	517	539	557	427

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
860	860	860	860	860

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 59.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
268	258	269	278	213

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

2022-23	2021-22	2020-21	2019-20	2018-19
430	430	430	430	430

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 43.66

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 vision and mission statement makes it abundantly clear that the entire college process is student-centric and centered on their overall development.

Owing to the fact that the majority of our students come from villages, our teachers are aware of the aspirations of such students. In addition to the 'Chalk and Talk' and 'Lecture Delivery' methods, teachers' emphasis the ICT Based Teaching of their subject matter.

To educate students, the college makes use of a variety of different ICT-based instruments. Online learning platforms, educational software, LCD Projectors, are some examples of the technologies that fall under this category.

They improve the efficiency of teaching while also making students' education more interesting and engaged in the process of learning.

Experiential Learning

In addition to the field projects that are required for students in the Departments of Geography and Science, students and all of the other departments are strongly encouraged to obtain hands-on experience with the topics that they are studying in the classroom.

History and Geography departments makes regular trips to the historical and geographically renowned sites located in the surrounding area.

Departments belonging to science stream strategically organize field and industrial visits.

Students have access to the necessary technological and infrastructure facilities, including LCD projectors and laptops for presentations.

Participative learning

Students actively participate in their departmental seminar, group discussion, classroom projects, assignment problems, chart problems, which enhances their participative learning.

The students of these departments visit nearby industries, and villages in order to comprehend and gain practical experience with Environmental Study.

Students are encouraged to ask questions and share their ideas in class.

Collaborative learning is supported by allotting group project and minor-projects to a group of 8-10 students under the supervision of a faculty.

Problem-solving methodologies

Students study through practical, fieldwork, Historical and Geographical visits throughout curriculum implementation. Teachers emphasize problem-solving attitude among students.

For instance, colleges host professional talks on various topics for this. Field trips, role-playing and other activities help learners improve their abilities.

ICT Based facilities for Learning

The college has 03 LCD projectors. 01 Multipurpose hall, 01 classrooms and 01 departments is outfitted with LCD projector.

The college provided some department with PC and printer.

The College has installed a separate Wi-Fi system for students on campus. In addition, there is a computer lab with an internal LAN.

The teachers use PowerPoint and multimedia to meaningfully simplify the course contents.

PowerPoint presentations, video lectures through Zoom, Google meet, and educational websites are examples of course-delivery technologies that we use.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	37	38	29	27

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: 83.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	32	32	23	21

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

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:

Due to the college's affiliated nature and its consequent adherence to the university-recommended evaluation system, there is little room for modification in exam system.

At present, semester system for all levels has been implemented by the university. Total weightage for external evaluation is 66% and for internal evaluation is 33%

Considering the importance of continuous formative assessment of students, the college implemented following measures:

College has formed examination committee to ensure all activities related to internal and external examinations.

Decentralized Internal Examination system is adopted to ensure efficiency and openness.

Throughout the academic year, term-by-term Formative and Summative Assessments are administered as part of the evaluation procedure.

Through Formative Assessments, the intellectual and skill-based development of the student is evaluated and monitored continuously. At the conclusion of each term, Summative Assessment is conducted via term-end examinations.

Internal Examination and Assessment:

For the continuous and consistent internal evaluation process to be transparent and effective, the college examination committee is responsible for monitoring the mechanism throughout the year.

The University has established guidelines for the internal evaluation of students; consequently, the college administers the internal evaluation.

Following consultation with IQAC, the college examination committee has implemented the following reforms.

The evaluation procedure is transparent and accountable because the answer sheets are shown to the students following scoring.

Their performance is discussed with the students after the evaluation.

This modification has been approved based on experimental evidence in order to obtain the best results.

The answer sheets are preserved and recorded for future clarification and application.

If a student is unable to attend the scheduled internal exam due to unavoidable circumstances or reasons, the student is given an additional opportunity.

External examination and evaluation:

The examination committee monitors the process of internal examinations in the college. Practical examinations are assessed by the external examiners appointed by the University. The Examination Section is equipped with internet,

Equipment and staff.

Nearly all the operations of examinations are computerized.

The examination activities such as filling up examination forms, submission of internal and practical marks, list of the students, issue of hall-tickets, examination circulars etc. are processed online with the aid of University online portal.

Exam related grievances:

All exam-related complaints are directed to the committee chaired by the Principal.

Upon receiving any exam-related grievance from the student, at the primary level, the committee discusses the issue with the concerned instructor and finds a solution.

The results of the student's internal examinations are posted on the notice board, and their questions are answered to their satisfaction.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme outcomes (POs) are general statements that describe the achievements that the programme aims to achieve and that the students are expected to have attained by the time the programme is over.

POs include a variety of interconnected knowledge, skills, and personality traits that students must develop in order to graduate.

Course outcomes (COs) are straightforward declarations of the fundamental and enduring disciplinary knowledge, the skills that students should be able to perform, and the level of learning that is anticipated upon course completion. They are clearly communicated and specified.

Process of developing PO and CO

The department offering the relevant programme develops the programme outcomes (POs), program-specific outcomes (PSOs), and course outcomes (COs) in strict accordance with the goals of outcome-based education (OBE) following extensive consultation with all faculty and stakeholders.

The relevant Boards of Studies which includes professors from affiliated colleges and subject-matter experts from various departments of affiliated colleges create the course curricula keeping in view of COs and POs.

Each course's goals, objectives, and learning outcomes are specified in the curriculum.

Teachers talk to the students about the outcomes of each programme and what they should expect to receive.

The learning outcomes may differ from course to course, but they all aim to impart solid theoretical understanding of the subject matter and the application of that knowledge in real-world settings.

In order to achieve the desired learning outcomes and instil in students the values and morals necessary for good citizenship, we ensure effective teaching and learning at the college level through modern

technology and curricular activities.

At particular gatherings and events, successful alumni students are invited to speak with the students and teachers.

Awareness of CO and PO:

The subject teachers convey to the students the goals of the learning outcomes and explain them.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of CO and PO:

The Sanstha always emphasize on the output of student. It regularly directs to the IQAC to execute it properly

Each IQAC meeting includes in-depth discussion, which is then repeated to teachers and students at the departmental level. It is also taken into account whether achieving these results might be simple or difficult.

To effectively communicate the learning objectives and anticipated outcomes, the college hosts lectures on career counselling and programs for skill development.

Students' level of course outcome (CO) attainment is evaluated through,

The course outcomes (COs) are evaluated via discussion, unbiased observation, evaluation of tutorials, home assignments, and class tests, among other methods.

The subject teachers continuously assess students' progress through practical lessons as well, which can be used to determine their level of CO attainment.

The subject teachers evaluate the students' subject knowledge through seminars and group discussions, which helps to determine the level of COs attainment.

Students are given project assignments that are supervised by the relevant Teachers.

The students' growth in analytical and application skills is monitored throughout the supervision process.

COs are measured using the observations made during such supervision.

The mentor-teacher keeps track of the students' academic progress. Determining CO attainment level is aided by the mentoring.

The measurement of COs on campus is ensured by internal evaluation.

Students' level of programme outcome (PO) attainment is evaluated through,

Feedback from all institution stakeholders, including students, teachers, alumni, and employers. Interaction between teachers and students as well as unbiased observation of students' performance in seminars and group discussions, class tests tutorials, etc.

Teachers are keeping track of the students' performance in the practical classes.

Students are given project assignments that are supervised by the relevant guide. The students' growth in analytical and application skills is monitored throughout the supervision process.

Monitoring the progress in the performance of the student in the practical sessions by teachers. Supervision of assigned project work by project supervisor.

Participation of students in various social events, wherever applicable

2.6.3

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

Response: 87.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
358	416	274	171	81

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

2022-23	2021-22	2020-21	2019-20	2018-19
452	437	284	180	138

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.65

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

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:

Higher education teaches fundamental concepts and their applications for economic growth and development.

IQAC improves the faculty and student's research and creative thinking through various initiatives.

The IQAC arrange webinars/seminars to engage students in dialogue about research and innovation. The objective is to assist students in developing their innovative abilities.

To promote particular knowledge in the fields of Commerce and Management, the college organizes training programs, seminars, interactive sessions with successful business owners, and a competition for innovative ideas.

There has been a workshop on Intellectual Property Rights.

Our institution established the Research Promotion Cell (RPC) through which newly appointed faculty members benefit from the activities that govern their career path. It is beneficial for both the faculty and the students to generate creative ideas.

In order to create a research environment, the institute has developed a favorable ecosystem.

In this regard, our college has established a Research promotion cell (RPC) in accordance with the guidelines of Kota University, Kota, in order to oversee the college's research activity.

RPC encourages the college's faculty members to engage in research activities, such as participation in conferences, workshops, and the submission of research articles and research proposals to various agencies.

The RPC also encourages students and faculty to participate in the annual Avishkar competition, quiz competitions, and science competition. Our administration encourages research activities in the college, and RAC serves as its pillar.

Various scientific journals devoted for science and technology are subscribed regularly.

Research Policy of Institution:

Research Grants:

The Principal, IQAC, and RPC encourage faculty members to submit funding proposals for minor and major research projects to various funding agencies.

Leave for Research:

The institution provides teachers with sabbatical leave to complete their research projects/doctorate.

Under the teacher fellowship scheme, the institution grants leave, and a replacement teacher is appointed to fill the leave vacancy.

Incentives:

The institution provides research scholars with incentives to inspire and promote research

Research Facilities:

Research facilities are available on campus for the use of researchers. High-speed Internet access, a library with reference books, computers with a printer, and stationery.

Outcome:

Eleven out of the thirty six faculties have completed their doctoral degrees.

Kota University, Kota, acknowledged the sixth faculties as a research guide.

Three faculties were permitted to conduct research. faculties were granted a two-year duty period to complete their research projects.

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: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0

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

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

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response:

Institutional Social Responsibility (ISR) have received recognition and appreciation at the local level. Community development, student engagement, including good citizenship, service orientation, and holistic personality development are the focus of the extensive institutional efforts.

Extension activities are conducted in the local community to educate students about social issues that aid their overall development.

The college encourages students to become more aware of the importance of community service.

We also encourage students to form connections with their local community and get involved in extracurricular activities through NSS, student development department, parent-teacher association, cultural committee.

The Swachh Bharat Abhiyan, voter awareness campaigns, rallies on various social issues, tree planting, and are among the activities conducted by the college throughout the year.

NGOs, and senior citizens conduct various social cause-related activities on the grounds of our college.

Every significant date, including Earth Day and Yoga Day, is observed on a regular basis to teach students about the importance of our traditions.

These activities give the students the chance to develop the skills they need to succeed academically, including self-assurance, leadership, self-control, hard work, and teamwork.

Students gain new knowledge, and experience transforms their attitudes and behaviors in a positive direction towards those who are socially oppressed or deprived.

N.S.S.:

Organization of special camps, social awareness, community involvement, development of leadership skills, interactions with

government officials, local organization activities, tree plantation, gender sensitization, etc. have been organized by the NSS unit of the college every year.

Along with its regular schedule of activities, the NSS unit adopts a village each year for a residential camp and conducts clean-ups and awareness campaigns.

Khodavda Village was adopted during the year 2019-20 to 2022- 23.

Other activities include,

Health screening camp for first-year students conducted by qualified physicians.

Celebration of numerous significant days, including Teachers Day, Science Day, and the birth and death anniversaries of national leaders, among others.

Yoga and meditation are activities for physical, spiritual, and mental health.

Under the 'Swachh Bharat Abhiyan', there is a cleanliness drive on and off campus.

Department level activities like academic events, guest lectures, cultural programmes, exhibitions, poster presentations, quizzes, study visits, etc.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

The college has bagged few recognitions from various bodies for its excellent activities and initiatives.

Green and Clean Campus: Green and Clean Campus Award given to the college by Municipality Itawa.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 45

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	7	9	9

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 16

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Our institute campuses owned by the Astha Shodh Evam Vikas Sanstha Bundi.. Total area of campus combined is 1.3 hectares. campus have adequate infrastructure and playground.

The college's primary objective is to provide students with an education that includes orients them their chose course and aid them in their personality development and professional training.

To facilitate this, a policy-making mechanism is in place that assures the transparency and efficacy of the distribution of funds.

The college has 15 spacious classrooms including 01 seminar halls, 04 Science laboratories, 01,Geography lab, 08 LCD projectors and departmental offices for effective curriculum delivery.

There are laboratories for Chemistry, Physics, Botany, Zoology, Computer Science, and Geography.

In addition to a library, Principal's cabin, vice principal's cabin, office, and the Department of Physical Education and Sports is also well-equipped.

Staff Room, Convenience and Store, are available in the premise.

There are clearly marked and secluded areas for NSS department and activities.

Student Development Department is also very efficient. Various schemes for students are run by the department.

The college has a botanical garden containing plants, herbs, and trees of various ornamental, medicinal, and class-work material varieties.

A separate common room for girls students available.

The campus also has track and field with all major interior and outdoor sports facilities, including Kabaddi, Volleyball, Kho-Kho, and Badminton.

Students have access to computer labs which are equipped with high-speed broadband internet. Wi- Fi facility is available in the campus.

The institute's NSS unit is active and consists of 100 students for whom all necessary facilities are available.

The college has adequate facilities for sports and recreational activities with sufficient playground.

The institute has a ramp and a lavatory for divyang students.

Students and staff have access to water cooler that provide pure potable water.

The available facilities are:

- Total Campus Area: 1.2 hectares
- Total Built-Up Area: 6246.92sq. mtr.
- Play Ground: 7000 sq. mtr.

- Area of Garden: 65.32 sq. mtr.
- Well-furnished administrative sections.
- Faculty-wise separate buildings
- Full-fledged computerized library, enriched with more than 12623 books and 12 journals.
- Well-equipped computer laboratories.
- Spacious playground and gymnasium
- Seminar halls
- Girls common room

- Separate Space and essential facilities provided to every academic departments and support services.

- Well maintained botanical garden - 01
- Generators -02
- LAN system for administrative work
- Parking area - Yes
- Green campus – Yes

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 1.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.20	5.19	0	0	0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

About library:

Library has a book collection of 15000 Books, and 12 journals and 6 newspaper subscribed.

For Library automation, a system with a Web-based server and Web-based software is installed. The library's reading room can accommodate over 50 students. Library is semi-automated.

Network Knowledge Resource Center:

Internet connectivity is provided via a Local Area Network (LAN) for the two desktop computers in the library's Knowledge Resource Centre.

Two (2) network terminals and one printers/Xerox devices are available to facilitate the reprographic and printing of study materials.

Library Management System:

Access to e-resources (eBooks and e-journals), using LAN, which includes e-facilities is available. Internet access is provided without any charge to the faculty and students.

Library Usage:

Per day, the percentage of library books used by teachers and students varies between 10 to 20, depending on the requirements of the students sometimes it is less than that. The same is maintained Library Register.

On an average, 15 to 16 books are issued per day by the library.

Future Plan:

The library aims to have complete automation in near future.

The library also trying to increase the number of titles and addition of various e-resources to its collection.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college ensures that its students and faculty have access to the up-to-date computers and software in order to utilize the advance technological tools.

Occasionally and as per need obsolete computers have been properly disposed and replaced with new ones.

The improvement of ICT services, Internet Line connectivity, and hardware has been also done. The institute has equipped computers in its library, office, IQAC, and various laboratories with printers, scanners, and internet access.

The college frequently updates its IT infrastructure.

These IT resources support faculties, non-teaching staff, and students in staying with current knowledge.

The college increased the speed of its internet connection 100 Mbps.

The college has developed a dynamic website and all necessary things are mentioned on the website.

The learners have access to INFLIBNET to improve the learning process. The use of various facilities is encouraged for students, faculty members, and non-teaching staff.

Both the classroom and the seminar halls are equipped with LCD projectors.

All computers have antivirus software like Net Protector and Quick Heal installed for security.

The IT facilities and products include scanners, printers, projectors, xerox machines, 3 UPS + inverters

Complete campus is under CCTV surveillance with 08 CCTV cameras.

The activities of students, faculties, non-teaching staff and visitors are and recorded which can be retried in cases.

The college uses cloud-based Telly ERP-9 software for its admissions, and account management.

Utilization of Integrated Library Management Software provided by Master Soft is done in the library.

The library has created a website for the convenience of all stakeholders. In addition, barcode facility is

available for library users.

LAN and Internet:

One broadband internet connection with the speed of 100 Mbps connection is distributed across the campus. All of the computers are link Wi-Fi connectivity, and internet access is governed by a firewall.

Wi-Fi connectivity reaches approximately 80% of the campus, except playground.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 50.93

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

Response: 30

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 0.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.82	1.49	0.17	0.15	0.10

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 52.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
627	895	812	626	448

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: 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)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

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

Response: 18.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
392	287	118	245	195

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

5.1.4

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

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

Response: C. 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document

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: 26.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	108	86	59	23

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

2022-23	2021-22	2020-21	2019-20	2018-19
358	416	274	171	81

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

5.2.2

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

Response: 0.11

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 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

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

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 1

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

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

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:

Yes, our institution has registered alumni association under Society Registration Act 1860. registration No. COOP/2023/KOTA/201106 Date:29/04/2023. The purpose of association is to foster a sense of loyalty and advance the organization's general welfare.

The executive committee of the alumni association consists of seven members, including the president, vice president, executive president, and secretary, while the general body consists of all registered members.

Students who have completed their baccalaureate at the college are eligible to register as members of the active alumni association.

The Alumni Association assists the college in a variety of ways, including financial and non- financial ways.

Non-financial contribution:

The alumni organization organizes Programs such as guest lectures and speeches on various topics for the current students.

The alumni members actively participate in cultural programs and alumni meetings.

The association facilitates placement opportunities for graduating students by guiding them. Alumni maintain regular contact with our institution and strive to share the knowledge they have gained. This help assists students in constructing their future. They impart their knowledge to existing students so that they may take advantage of opportunities in various fields.

A reunion of alumni is planned to honor old associations. During alumni meetings, students, teachers, and principals are required to deliver appropriate greetings. The alumni students share their experience of employment. This assists students in obtaining employment with their respective organizations.

Financial Contribution:

The alumni have contributed a sum of Rs. 31,000/- to alumni association which can be used for the activities of alumni association. The alumni have sponsored a number of endowment prizes.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

Pursuit of Knowledge in the Service of Humanity

Astha Mahavidyalaya is truly guided by its vision Statement i.e., ‘**Pursuit of Knowledge in the Service of Humanity**’. The Farmwork behind this vision was guided by the ideologies and teaching of Astha shodh Evam Vikas Sanstha,Bundi. A Collaborative method was used in the development of the vision to ensure that all stakeholders were represented. To ensure that the Mahavidyalaya’s vision remains relevant and makes Sense in the Present environment, regular evaluations of the college are Conducted.

By Firmly believing in the power of education to liberate people From poverty and illiteracy, the college built its plans. The vision statement articulates on Following important areas on which the Mahavidyalaya stands.

To establish Astha Mahavidyalaya itawa as a Centre of excellence in higher education.

To Promote education amongst the deprived underprivileged Sections of the society to develop Human Resources that are based on values.

To impart quality education for rural students to face new challenges of life and make them well knowledgeable, self-reliant, and responsible citizens of India.

Mahavidyalaya’s vision statement is visible on the Mahavidyalaya website, prospectes, magazine, and academic calendar. in accordance with the Mahavidyalaya vision. The Mahavidyalaya authorities Continuously consider policies and programs. An image of the overall vision statement is shown prominently around campus.

Mission:

To provide qualitative and valuable service in the field of education, overall personality development of students fraternity through extracurricular activities and offer a platform to the students by giving them an opportunity to face all the challengers of competitive world with at most utilization of their potential in sports, athletics and other events. To bring higher education to the doorsteps of the stakeholders.

The institution has completed 20 years of higher education with great success by promoting rural students, particularly economically and socially disadvantaged students.

Students' leadership, qualities, and moral values are fostered by the institution.

The institution is committed to providing rural youth with a quality education in order to empower them.

To inculcate respect for humanity and to fortify the ideals of perseverance, dedication, quality consciousness and excellence.

To prepare citizens who could grow to be competent and significant contributors for the betterment of mankind through their profession.

The institution has permanent staff, constant upgrades to lab equipment and a large number of books are available in the library.

Numerous stakeholders, including parents, students, Alumni, etc., participated in the formulation of the vision and mission.

For fulfilment of mission the quality and policies are,

To Implement programs and practices for teaching and leadership excellence To inspire faculty and students to pursue research and higher education.

To encourage students to participate in various activities, including sports, extracurricular and co-curricular.

The Collaboration policies, and quality education contribute to the holistic development of students and the realization of our vision and mission is made possible.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The College is administered by the Astha Shodh Evan Vikas Sanstha Bundi and is affiliated with the Kota University Kota. Participatory leadership has always existed within the institution.

The institute develops Two years perspective plan. These plans are implemented effectively and efficiently to ensure the continued growth and development of the institution. The needs and planning areas are identified through sources such as NAAC peer team visit, UGC Schemes, feedback from stakeholders, consultation with specialists, and faculty and staff discussions. From operational to upper-level management, the planning, needs, and requirements are discussed and approved.

In consultation with the faculty and administration, the principal prepares the annual budget. Under the direction of the Principal, the IQAC cell manages the IQAC mission. There are numerous committees to facilitate the teaching-learning process.

The prospective plan contemplates infrastructure expansion commensurate with anticipated increases in student enrollment and course offerings.

With this perspective plan serving as a road map for student achievement and college growth and development, the college endeavors to move forward.

There are Suggestion/Complaint Boxes in strategic locations throughout the college for students and personnel to submit their complaints/suggestions.

Procedure and Outcome of Implementation:

To meet the challenges of this era of rapid change with the aid of information technology and online resources, the college devised a well-defined strategy to offer digitization, from the admissions process to student's progress throughout their time at the institution. By involving staff and students in numerous activities, the institute consistently promotes a culture of participative management. The students and faculty are permitted to make suggestions to enhance the excellence of any aspect of the institution. The IQAC Prepares an overall comprehensive development plan for the college regarding academic, administrative, and infrastructural growth. This enables the college to enhance academic, co- curricular, and extra-curricular excellence. Specific committees oversee the administration of instructional programs and the practical implementation of the college's annual calendar. The administration encourages the use of ICT in the teaching and learning process, for the purpose of enhancing instruction, and organize appropriate training programs for the college's students and faculty. A Grievance Redressal Committee is established to investigate complaints from aggrieved parties. (Students, Faculty, and Staff Other than Faculty). Along with that a Student Council is formed every year.

Administrative setup:

The organizational structure consists of the Astha Shodh Evan Vikas Sanstha Bundi, parentbody, which consists of the President, Secretary and Treasurer, in order to conduct curricular, co-curricular, and extension activities.

File Description	Document
Upload Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

In addition to statutory measures such as the Provident Fund, Pension, Gratuity Scheme and Leave Travel Concession, the college practices a number of welfare programs for its staff and faculty.

Leave:

Casual Leave, Maternity Leave, and Study Leave are granted to teaching staff with the approval of the sanctioning authority and management. Medical Leave, Special leave (SPL), and Duty leave (DL) are granted for participation in orientation programs / refresher courses / workshops / seminars / conferences, etc.

Group Insurance:

Under group insurance plan, insurance coverage is made available to employees in the event of their death during the course of their employment, or a retirement benefit is provided.

General Provident Fund:

General Provident Fund (GPF) for eligible employees on the Investment of 10% of basic pay with returns as per government regulations. The General Provident Fund is in effect for both teaching and non-teaching personnel.

Financial support for conferences:

The college provides funding in the form of re-imbusement of registration fees and TA and/or DA to teaching staff for attending conferences, workshops, etc of considerable importance.

Appreciation of staff:

Distinct achievement of staff is appreciated in the form of felicitation in the annual general meeting of the parent trust. These includes achievement of staff like clearing SET/NET examinations, paper presentations at National, international conferences, publishing books, obtaining M. Phil or Ph. D degree and any receipt of award.

Other Welfare Measures:

Free library facility to the ex-employees is made available.

Gymnasium, Sports and Yoga facilities are available for teaching and non-teaching staffs.

Organizing programs for capacity building to inculcate professional skills and ethics.

Salary is timely credited in the account of employees.

All the non-doctoral teaching faculties are encouraged to get enrolled for Ph.D. program.

24x7 Wi-Fi facility is available for Staff in campus with speed 100mbps.

Performance Appraisal System:

For the advancement of teachers, the institution adheres to the Performance-Based Appraisal System devised by UGC and the affiliated university, University of Kota, Kota (Raj.)

Teaching-staff submits an annual Self-appraisal Form. The IQAC will inspect documents.

The institution has implemented a mechanism for collecting student feedback to ensure the quality of the staff's work. Students are required to provide subject-specific feedback online. This ensures that students can provide feedback without feeling compelled. Their feedback is evaluated, and any essential actions are advised.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 0.6

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

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

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document

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: 0

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	15	12	19	11

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

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:

The college also receives funding from tuition fees, library fees, Development fees, grants for workshops, and conferences from the Management Committee among others. which utilized according to regulations and for intended use.

The institution has an effective mechanism for fund mobilization. Management consistently allocates a significant portion of their budget to infrastructure development and maintenance.

The IQAC committee are constantly on the lookout for new sources of funding

developed a systematic method for maximizing their utilization.

The college designed its policies for efficient implementation and optimal resource utilization.

According to the CDC's priorities and recommendations, the funds are used for infrastructure development and beautification, ICT device and upgrade, student development, and skill-based course equipment. The received fund is spent through the appropriate channels.

All the financial transactions are subject to internal check and control. Every voucher is passed through Accountant, and Principal.

Financial audits:

The institution has both an internal and external audit system.

Internal Audit:

An internal audit is conducted regularly which checks the financial accounts, and suggests corrections, if

required, which are carried out by accounts department. The auditor notifies the principal of any remaining questions.

Statutory Audit:

An account clerk performs the internal audit, while a chartered accountant **Mr.Pankaj Dadheech** is appointed by the institution for each fiscal year to conduct the external audit.

The external auditor's audited report is presented to the management in the meeting for review and correction, if necessary. The auditor comments on errors for which corrective action is required to prevent their repetition in the future.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

As per the guidelines set by NAAC, the IQAC of the college was established in 2022. The institute's initiatives have been propelled by the college's IQAC. The quality measures have evolved into an ongoing process that is reflected in the systems and procedures adopted for service delivery to stakeholders.

The IQAC cell is led by the principal and coordinated by the team experienced faculty members and other members as suggested by the NAAC.

There are 11 members in the IQAC committee. The IQAC is responsible for determining the institution's quality assurance policy and planning, monitoring, and executing various academic and administrative activities.

The IQAC holds at least two meetings per year. The proceedings of the meeting are recorded in a distinct record book. Subsequently, the suggestions are kept up to the CDC for considerations. Approved suggestions were implemented.

To ensure sustainable development and quality efforts, the college has initiated, organized, and implemented a variety of activities and practices pertaining to teaching and learning, research and development, examination reforms, evaluation systems, infrastructure development, academic events,

extension activities, institutional proposals, and student services, among others.

The IQAC oversees Performance Based Appraisal System, stakeholders' feedback with action taken report, and introduction of new programs.

The IQAC promotes the formulation of a learner-centered environment by heeding student, parent, and other stakeholder feedback. On the basis of feedback, gaps are identified, and positive actions are made to the institution's practices.

Periodically, the IQAC member monitors the preparation of teaching-learning action plans.

During meetings, the suggestions made by IQAC members are thoroughly discussed and approved. Majority of suggestions made by IQAC are approved by the management.

In the past 1 year, following are some of the most significant suggestions by IQAC and subsequent actions taken in response to them.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

In accordance with the institute's vision in various academic administrative domains, the institution has taken the utmost care to ensure the safety and security of girl students' education by implementing the numerous initiatives and programs geared toward gender equity and sensitization. Our institution provides a safe and supportive learning environment for girl students and female employees. We consider the safety of women at top priority.

10 CCTV cameras have been deployed throughout the college campus.

Under the supervision of a female faculty member, the institute has a robust and effective "**Mahila Samiti**" that organizes a variety of activities to address issues related to women's health, hygiene, security, and gender equality.

To promote the safety and security of female students, the college organizes "**Swayam siddha**" training camps, which include "Karate Training Camps" led by certified instructors.

Act-compliant, the institution has a distinct provision for preventing sexual harassment of women at the workplace through dedicated committee. The Internal Complaints Committee handles complaints from female students.

The college provides girls from weaker backgrounds with equal opportunities to participate in athletics, cultural activities, student council, NSS, and other extracurricular activities.

Girls' Common Room: The College has separate common rooms for girl and boy students. The location has been designed so that the girls can socialize, converse, and interact informally. In addition, it functions as both a means of relaxation and recreation.

Counselling: The college's **Mahila Samiti** organizes all significant activities related to the counselling of girl students. In the college, formal and informal counselling is provided. Staff members encourage students to enhance their overall personality by participating in various college- sponsored activities.

Celebration/organization of commemorative days and events:

Our institution celebrates the birth and death anniversaries of all national heroes with a variety of commemorative events. The events are followed by seminars, rallies, or competitions such as Poster and

rangoli, among others.

In order to instill moral and ethical values in students' professional and social lives, the institution organizes activities to commemorate the lives and contributions of our national icons and leaders. As part of their curriculum, the institution annually commemorates Independence Day, Republic Day, and Rajasthan Day with patriotic fervor to teach students about India's political history, the Indian freedom struggle, and the Indian Constitution.

The institution organizes the birth and death anniversaries of great Indian personalities in order to impart the morals of their lives to the students. These include the birth and death anniversaries of Mahatma Phule, Dr. A. P. J. Abdul Kalam, Dr. B.R. Ambedkar, and Savitribai Phule; Mahatma Gandhi; Lal Bahadur Shastri; Sardar Bhagat Singh. Smt. Indira Gandhi By commemorating these events, students learn how the great sons of India fought for India's independence and sovereignty. These events are planned to instill respect for India's rich heritage and diversity in order to strengthen national pride and mutual respect.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The goal of our institution is to inculcate moral principles that will be useful in establishing positive relationships between the students, college and society.

Events like Constitution Day, Social Justice Day, Republic Day, World Non-Violence Day, Blood Donation Camps, Street Play Performances on Rights and Duties like National Integrity, Communal Harmony, Rallies for Anti-Addiction, to Save Girl Child, to Save Earth, Road Safety and for Flood-Affected People, Swachhata Abhiyan, and others have been organized by institutions to raise awareness of constitutional responsibilities. Sadbhavana Day, Voters Awareness Day, Divyang Day, Women's Day, No Plastic Day, Hindi Day, Constitution Day, Human Rights Day Tobacco Prohibition Oath, Constitution Oath, and Sadbhavana Oath etc.

To actualize the rights of women, the institution through **Mahila Samiti** organizes Swayam Siddha – A self-defence training program which is conducted by trained Lady Commando.

The college organizes events of the birth and death anniversaries of national heroes through essay contests, poster presentations, debates, recitations, Rangoli, and other activities to inculcate patriotic values.

Our institution's one of the primary objectives is to foster an inclusive environment. For the sake of healthy minds and bodies, our institution has planted many trees to create a green and healthy environment.

The increasing number of learners from diverse contexts admitted to our institution highlights the significance of making college more inclusive. In this context, the institution and teachers actively incorporate their understanding and perspective on diversity into the classroom processes.

Institution organizes camps to impart in students, a sense of social responsibility. The institution makes great endeavors to encourage harmony towards cultural, regional, linguistic, communal socioeconomic, and other differences by implementing the various initiatives, activities, and customs. In this regard, our institution organizes a variety of activities concerning National Integrity, Social Equality, Social Justice, Cultural-Regional, Communal, Socio-Economic, and Linguistic Harmony. In the current conditions, our institution focuses on socially urgent issues to raise student and societal awareness. The Institution strives to fulfil the need for a healthy, harmonious, and tranquil society through its diverse activities.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Due to word limitations here the best practices are available on our college website at following link

<https://asthacollegeitawa.in/best-practices/>

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Astha Mahavidhyalaya being run by Astha Shodh Evam Vikas Sanstha Bundi, efficiently works upon the quality guidelines of the meticulously planned strategies of the Management. The college is dedicated to provide ample opportunity to students to learn the theoretical concepts practically as well as overall skill development of the students. The institute follows the under given process:

1. Teaching Learning process:

The College has an effective conjunction among teaching, research and extension. The college provide academic as well as collaboration activities with reputed organizations. It is the priority for the college to assist the college strength to fulfil the vision of establishing itself as excellence by imparting futuristic learning environment. The college develops and applies knowledge to all the students by experiential learning and skill base education.

2. Extension Activities: Skill Awareness programme such as talks, seminars and workshops related to the Personality Development, Carrier Counselling, Aids Awareness Health Awareness, Cleanliness Awareness, Tobacco Irradiation, Prevention of Plastic, Covid Awareness Rally Etc. Under Extension Activities and Outreach Programmes are focused on the integral formation of the student. Training and Workshops on Transferable Skills help the students to serve the society better. Strive for truth and Service, we provide quality education to our students. Integrity and transparency are reflected in all the endeavors of the institution, from the Admission process up to the conformant of Degree and even beyond. The college stands for humanity, for tolerance, for reason, for the adventure of ideas and for the search for truth. For this we create an environment that fosters teamwork, cooperation and mutual support. The college believes in the policy of inclusion and promotes the Nation building qualities of equality, justice and fraternity.

3. General Knowledge Classes: General Knowledge Classes are conducted for all students. Soft skills also form part of these classes.

4. Research Contribution: The research work and related activities of faculty members monitor by the IQAC. It includes papers published in UGC/Peer-Reviewed/Impact Factor, Refereed journals/proceedings, books, edited books/journals etc. Due credits have been given to organizing conference/workshop/seminar etc., sanctioning M.Phil/Ph.D.

5. Our Department of Physical Education continuously best performers. Our Department of Physical Education is very efficient. Our sports student get remarkable achievement in University and State participation in different sport events. About 6 students are placed in different services in last five years through the continuous effort of sport department.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Our Astha Mahavidyalaya, Itawa is established in the year 2004 by Honorable Dr. Aneeta Dayma. The college is located in rural area. The College provides an excellent opportunities to the students of rural and tribal area. The students from rural and tribal area took benefits of the academic events. The students are motivated to participate in various curricular and co- curricular activities conduted throughout the year.

Our dream and commitment to develop Astha Shodh Evam Vikas Sanstha Bundi. It has seen many steps of development. We are starting and entering the steps of stability of achieving all round progress in Astha mahavidhyalaya itawa.

Education is the key to create a society which is dynamic and productive, offering opportunity and fairness to all. It is one of the most essential indications of human development, the treasure that lies within all of us. In the coming times, knowledge and skills will be the keys to success. Leadership, teamwork and sound management structures all go together to move such institutions forward at a time of rapid, frequent and seemingly never-ending changes.

Concluding Remarks :

It is clear from the interactions and feedback that there is a strong link between the instructors and the students at this college, which is one of the distinguishing characteristics of this institution. The graduates give gratitude to the Institution for instilling in them the virtues of perseverance, time management, professionalism, and ethical behavior in their teams. The institution was driven to improve as a result of the accrediting procedure as well as the observations provided by the NAAC Peer team. Through the coordination of a wide range of Seminars, Conferences, and Workshops, the IQAC has been in the forefront of efforts to institutionalize programs aimed at maintaining a high level of quality. The college is committed to fostering an educational atmosphere that is forward-thinking, as well as giving its students and faculty with the chances and experiences that will allow them to develop and thrive.

The college is located in rural and tribal area. The aim of the college is to give quality education to the students who came from lower middle class family. The college conducts various curricular and co-curricular activities to develop the all round personality of the students. The college strives to achieve milestones in the coming years. The college is always helpful to the students and gives quality education to the students by using various teaching methods. The college organizes conference every year to give an opportunity to the students and faculty to share their valuable knowledge to the society. The college also took many initiatives for the development of the society. Our college management always helps to the people who are needy. The college develops all round personality of the students by creating helpful situation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :19</p> <p>Remark : As per clarification received from HEI, and courses in value added/add on program could be conducted by HEI only should be considered not Social Etiquette , General Awareness, Sports for Life, Career Orientation etc, thus DVV input is recommended.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>785</td> <td>790</td> <td>775</td> <td>645</td> <td>465</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>400</td> <td>670</td> <td>460</td> <td>345</td> <td>180</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and changes done according to the above related metric id 1.2.1, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	785	790	775	645	465	2022-23	2021-22	2020-21	2019-20	2018-19	400	670	460	345	180
2022-23	2021-22	2020-21	2019-20	2018-19																	
785	790	775	645	465																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
400	670	460	345	180																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 1273</p> <p>Answer after DVV Verification: 184</p> <p>Remark : As per clarification received from HEI, and as per provided certificates, thus DVV input is recommended.</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to</p>																				

be considered)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1528	1551	1444	1150	870

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
537	517	539	557	427

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2680	2680	2680	2580	2320

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
860	860	860	860	860

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1437	1437	1415	1038	791

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
268	258	269	278	213

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1752	1752	1752	1680	1480

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
430	430	430	430	430

Remark : As HEI has not provided proper supporting documents for this metric so we have considering 50% data of the related above metric Id 2.1.1.1 for both metric, thus DVV input is recommended.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
31	31	32	24	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	32	32	23	21

Remark : As per clarification received from HEI, and as per SOP number of teacher those who have done NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D should be considered in this metric not M.ED,M.PHIL,MSC, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
358	417	274	171	81

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
358	416	274	171	81

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
452	438	284	180	138

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
452	437	284	180	138

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	0	0	0

Answer After DVV Verification :

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

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

3.4.3	<p><i>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.</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>10</td> <td>9</td> <td>12</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>7</td> <td>9</td> <td>9</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and excluding National festivals, Days celebrations, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	11	10	9	12	9	2022-23	2021-22	2020-21	2019-20	2018-19	10	10	7	9	9
2022-23	2021-22	2020-21	2019-20	2018-19																	
11	10	9	12	9																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
10	10	7	9	9																	
3.5.1	<p><i>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.</i></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :16</p> <p>Remark : As per clarification received from HEI, and as per SOP number of MoUs, collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research only to be considered not First aid, Health & Sports Awareness Program, Interlibrary Loan etc, thus DVV input is recommended.</p>																				
4.1.2	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1617 1046 1751"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1832 1046 1966"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1.20</td> <td>5.19</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As from the provided audited statements only laboratory expenses from given head has been considered so based that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	10	10	10	10	10	2022-23	2021-22	2020-21	2019-20	2018-19	1.20	5.19	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
10	10	10	10	10																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1.20	5.19	0	0	0																	

4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8.699</td> <td>8.471</td> <td>0.421</td> <td>5.804</td> <td>9.03</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.82</td> <td>1.49</td> <td>0.17</td> <td>0.15</td> <td>0.10</td> </tr> </tbody> </table> <p>Remark : As from the provided audited statements only Repair & Maint Exp. from given head has been considered so based that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	8.699	8.471	0.421	5.804	9.03	2022-23	2021-22	2020-21	2019-20	2018-19	0.82	1.49	0.17	0.15	0.10
2022-23	2021-22	2020-21	2019-20	2018-19																	
8.699	8.471	0.421	5.804	9.03																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.82	1.49	0.17	0.15	0.10																	
5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <ol style="list-style-type: none"> <i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>																				
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> <i>1. Implementation of guidelines of statutory/regulatory bodies</i> <i>2. Organisation wide awareness and undertakings on policies with zero tolerance</i> <i>3. Mechanisms for submission of online/offline students' grievances</i> <i>4. Timely redressal of the grievances through appropriate committees</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>																				
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p>																				

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:

2022-23	2021-22	2020-21	2019-20	2018-19
69	109	89	60	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
69	108	86	59	23

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
358	416	274	171	81

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
358	416	274	171	81

Remark : As per clarification received from HEI, and as per SOP Multiple offers to the same students to be counted once, thus DVV input is recommended.

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and excluding Participation certificate and beyond the assessment period certificate, thus DVV input is recommended.

5.3.2 Average number of sports and cultural programs in which students of the Institution

participated during last five years (organised by the institution/other institutions)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	7	5	3

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and as per SOP Multiple activities on the relatively closer dates to be considered as one only, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	4	2	8	4

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and less than Rs.2000/- of financial support per teacher per year should not be considered and Multiple financial supports provided to teacher in a year to be considered once only, thus 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:

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

0	0	0	0	0
---	---	---	---	---

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	15	12	19	11

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

6.5.2

Quality assurance initiatives of the institution include:

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

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

Answer After DVV Verification: B. Any 3 of the above

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

7.1.3

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : 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>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>273.74</td> <td>25.41</td> <td>48.75</td> <td>179.53</td> <td>32.02</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>97.78</td> <td>87.33</td> <td>59.14</td> <td>59.35</td> <td>46.96</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	273.74	25.41	48.75	179.53	32.02	2022-23	2021-22	2020-21	2019-20	2018-19	97.78	87.33	59.14	59.35	46.96
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