



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SANT GADGE BABA AMRAVATI UNIVERSITY

SANT GADGE BABA AMRAVATI UNIVERSITY TAPOVAN ROAD

444602

www.sgbau.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introductory Note

"The aim of education is gaining knowledge, not of facts, but values" –William S. Burroughs

Development of any nation solely depends on human resources quality, and good human resource is produced through quality education. Universities are essential sources of quality higher education that contribute to innovation and, finally, a nation's progress. By propagating progressive knowledge to the students, they generate new ideas and prepare knowledgeable, inventive, and motivated graduates who can carry those ideas into the public and private sectors. Our University follows in similar footsteps and strives to produce competent students in the form of learned and sensible citizens of our great nation.

Sant Gadge Baba Amravati University was established on auspicious Maharashtra day, *i.e.* **1st of May 1983**. In May 2005, the University was named after the great social reformer of the Vidarbha region, Sant Gadge Baba. The University follows Sant Gadge Baba's ten commandments, including Gadge Baba's dream of a clean and healthy village echoed in the clarion call for Swachha *Bharat Abhiyan* (Clean India Movement) given by our Prime Minister of India. This University obtained **2(f) and 12(B)** recognition of UGC and achieved distinction in academics, research and extension activities. NAAC has accorded the University grade '**A**' in the 3rd cycle. The University has successfully reached the remote tribal areas, carrying the torch of higher education to the socially backward and underprivileged community of the Vidarbha region. The University has a single integrated, lush green, picturesque, eco-friendly campus with rich bio-diversity in flora and fauna. It spreads over **451 acres area** with **29** Post Graduate Departments located on campus with a Model Degree College at Buldhana and **394** affiliated colleges in four faculties. It has more than **2000 student strength on the campus**, with 70:30 girls to boys ratio symbolising woman empowerment. The University has five districts under its jurisdiction, *viz.* Akola, Amravati, Buldhana, Washim, Yeotmal in the Western Vidarbha region of Maharashtra State, educating **more than 4 Lacs students** every year. Thus, University is dedicatedly carrying the flag of quality higher education to the vast expanse of the Vidarbha Region.

Vision

Vision Statement: "To emancipate the youth from the darkness of ignorance for the elevation of the society imparting knowledge and fostering wisdom at its plentiful."

As per Sant Gadge Baba's notion, by whose name this University is recognized, the University is committed to reaching out to the last student located in the remote areas of its jurisdiction willing to grow by seeking higher education. Producing competent graduates and making them able to face their life with the power of self-sufficiency and knowledge is the vision which stands to be the backbone of our education process. Through the **29 PG** Teaching departments and **394 affiliated colleges**, this vision is getting reflected in increased students'

competence level in this region. The sensibilities and awareness about social structures are percolated through the well-designed curricula of the University. It provides knowledge of the subject and the varied nuances of its utilization for growth and development. Our University has changed the definition of knowledge delivery by adopting skill orientation, entrepreneurship development approach and soft skill propagation, and the conventional mode of teaching-learning processes. Our students have started pursuing the avenues like start-ups and entrepreneurship making them competent to become economically independent with our University's robust teaching-learning process. As expected, our University has carried out high-quality research recognized in different ways like reputed journal publications, patents, technology transfer etc. This is an excellent contribution of our University to research in which students' participation is remarkable. The University is keen to follow a student-centric approach, so students' overall development is the prime target. Sports, extra-curricular activities, personality development programmes, soft skill training sessions, and extension activities are organized consistently, helping them adopt a dynamic and progressive personality. Many short-term courses are offered along with regular curricula to foster the interdisciplinary learning spirit among students. By following the dedicated education process, University is committed to following the vision stated, keeping in view our region's social upliftment.

Mission

Mission Statement: 'To contribute to the society through the pursuit of education, learning & research at the highest level of excellence.'

The availability of educational infrastructure is always considered an asset of any institution desirous of adopting excellent education, learning, and research processes. SGBAU possesses ample infrastructure to cater to almost every need of the Departments to run the different programmes. The physical infrastructure like Department buildings, auditoriums, Audio-Visual Theatres, Seminar Halls supported by high-level IT infrastructure is the University's commendable asset. There are well-equipped research laboratories where doctoral research programs are conducted in various fields catering to society's needs through innovations that are subsequently converted into start-ups. Teachers & research fellows have invented, patented and commercialised their ideas. In the last five years, University has produced **243 Ph.D.s, filed 26 patents and 14 faculty awards**. University has 106 collaborations, 66 Linkages, 09 MOUs at the National/International level for research and developments. University has conducted **GIAN** programs to tap the talent pool of Professors and Scientists internationally to benefit the faculties, researchers and students in academics & research. The University's teaching-learning process is widely sported by conventional and technology-enabled tools such as Google Class Rooms, Moodle, MOOCs by the SWAYAM platform. Academic support services such as Knowledge Resource Centre, Fab Lab, Central Instrumentation Cell (CIC), Student Access Centre with browsing facility of 100 high-end computers with **1Gbps** line of internet facility, 4 Virtual Classrooms are available. Besides these facilities, Training Centre for entry in services, Pre-examination coaching centre, Remedial Coaching Centre, UPSC/MPSC Pre-examination Training Centre, NET coaching centre, Student Counselling Cell, Enabling Unit for Differently Abled Persons, Guidance Bureau, etc. contribute to the progression of the students. The innovation and incubation centre has already functioning by providing start-ups to budding student entrepreneurs.

By this intense education process, University is striving hard to establish the spirit of excellence among the

students and convert them into skilled, knowledgeable, competent and sensible citizens who will indeed contribute to our nation's progressive development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- SGBAU has an Eco-friendly and Green Campus with rich biodiversity, producing one of the region's most affluent oxygenated areas.
- Ample Physical and IT infrastructure to cater for the needs of the students. Almost every aspect of infrastructure is available on a single campus.
- The dedicated and research-oriented educational environment fostered by the innovations.
- Dedicated Team striving hard to carry out the robust educational process.
- Single window "Entry to End System for Students."
- Concern and Facilities to Differently Abled Students
- Active NSS units
- ICT enabled Classrooms, seminar halls, Auditoriums facilitating modern teaching.
- Automation at every step and use of UMS (University Management System)
- Higher enrolment of Girls Students in Campus
- USR (University Social Responsibility) and CSR facility for weaker section of society.
- Express feeder for uninterrupted power supply
- Wi-Fi enabled campus
- Well-equipped Knowledge Resource Centre
- e-learning platform
- Academic Flexibility
- Excellent Sports Facility Centre
- Hostel Facilities for students and research scholars
- Bamboo Handicraft Arts Unit

Institutional Weakness

- The decreasing number of regular staff due to superannuation and restriction on recruitments by Govt.
- Comparatively low enrolment in Higher Education (PG courses) in our region
- Inaccessibility on account of Air and Rail connectivity for International students
- Inadequate significant industrial areas under the jurisdiction of our University.
- Moderate Placement Ratio
- Global Communication Barrier as students belong to the rural and tribal region.

Institutional Opportunity

- Scope for development of Interdisciplinary projects for the development of society
- Facilitation of more start-ups and entrepreneurship development programme through incubation centre.
- Introduction of Foreign language courses, particularly for Research Scholars to facilitate Research Collaborations with Foreign Universities.
- Promotion of Student-Teacher exchange Program for Research Collaboration, Technology updation and Cultural Exchange.
- Raising funds from various Non-Govt. Agencies to provide scholarships, studentships and fellowships to the students belonging to the weaker section of society.
- Expansion of University-Society Interaction for sustainable development.
- Development of sub-campus in different locations to reach out more students by propagation enrolment in Higher Education
- Development of a more robust system of collaboration and linkages targeting placements for the students.

Institutional Challenge

- To maintain quality and inclusiveness to face the competition of upcoming and Foreign Universities.
- To create global academic leadership.
- To increase the Employability and entrepreneurship for the students.
- To develop strong Academic Networking and multidisciplinary clusters of colleges and campus.
- High Student-Teacher ratio for more effective teaching Learning Process
- To strengthen the Institute-Industry Interaction
- To increase GER (Gross Enrolment Ratio) in the region.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sant Gadge Baba Amravati University (SGBAU) has a clear vision and mission to fulfil the needs of the area in higher education. The academic programs are developed, and the curriculum has been formulated to satisfy the rapidly changing academia's growing challenges.

The University aims at imparting higher education to the poor, socially and economically backward sections of the region. It has jurisdiction among the five districts as Amravati, Akola, Buldhana, Washim and Yavatmal of Western Vidarbha. Its commitment to promoting excellence in teaching with a focused and developmental curriculum. Its academic programs can face emerging Global challenges and open the doors for new opportunities. The University has played a significant role in students' overall development in terms of knowledge, skills, and values. The curriculum is designed and developed with a systematic process. Overall development, employability, innovation and research aspects are significant while designing the course. The University has a well-designed curriculum so that it leads to soft skills development, shaping the students' personality and characters. Our curriculum embeds a set of core values with the sanctity of truth, integrity, honesty, mutual respect and civility, social responsibility, stewardship of our environment and the importance of diversity in all its forms. The University moves towards internationalization marked by the GAIN programs organized to exchange innovative ideas and enhance the research network Worldwide.

The University tries to promote quality education and research, state-of-the-art learning, and the use of emerging knowledge to develop world-class human resources capable of fulfilling the needs of the new era of technology and management. Presently, the University impart education in four faculties, viz., Science & Technology, Commerce and Management, Humanities and Inter-disciplinary studies. In the last few years, new Centers, Chairs and Departments were established to start new courses of studies and research in major disciplines of knowledge and diversity and enrich the academic content. Post Graduate Diploma, Certificate and add-on courses are running / in progress as per the employers' requirements. Few employment-oriented vocational courses have also been introduced to offer enhanced employability to the students.

Teaching-learning and Evaluation

Our University follows a very dedicated and student-centric teaching-learning process that enables the students to explore their competencies and develop to the fullest extent. Students from different sectors are enrolled in SGBAU through a mandatory reservation policy laid by Maharashtra's Government. The policies are designed to address the learning needs of slow and advanced learners. The University has adopted learner-centric experience-based practical approaches to education, coupled with continuous evaluation. The methods like Assignments, Seminars, poster presentation, group discussion, paper preparation and presentation at conferences, quiz competition, participation in research competition (Avishkar), projects, educational tours/fieldwork, interaction with the community for learning and collaborative learning activities are being practiced to create participative learning ambience.

The University is committed to the effective teaching, learning and evaluation process. It ensures the functioning of the process by a well-designed academic calendar, teaching plan and evaluation schedule as per the UGC guidelines.

Teachers and students are very well acquainted with the ICT enabled teaching-learning tools. Our University constantly upgrades and establishes infrastructure to support and enhance curricular and co-curricular aspects of the stakeholders and guarantee the university campus's safety and comfort integrity. Virtual classrooms are set up in four departments to avail freedom to teach and learn from anywhere. The learning process is also facilitated through the use of Interactive Classroom Boards, recorded videos etc. The learning process is facilitated by providing a Wi-Fi facility in the teaching departments, library, hostels and administrative blocks. Library consortia have been developed and made available to the students. The University has developed the 'Student Access Centre', wherein e-resources have been made available to the teachers and students. Soft skill development workshops organized for the overall improvement in the students. University has implemented

Choice Based Credit System, with 20% internal and 80% external weightage, and continuous internal assessment is carried on through periodic tests. The teaching-learning process in our University is very successful because of dedicated teachers and responsive students.

Research, Innovations and Extension

Higher Education institutes play an essential role in the progress of any country. Research, Consultancy and Extension are significant aspects of the higher education process. In the present era of globalisation, research has gained impetus for outcome-based learning with innovation. SGBAU is well sensitised and aware of research and contributes to promoting and propagating research culture on the campus to cope with society's needs and gain recognition at national and international levels. It is a matter of pride that the University has received more than **Rs. 8 crores** for different research projects and has produced nearly **219 Ph.Ds.** within the assessment period.

The Research and patent cell caters for the needs of modern research and innovation by disseminating related information to researchers. In the last five years, the faculty members published **923 research papers and 26 patents**. There are **108 JRFs, Project Fellows and SRFs** in this period. Many students are the recipient of awards in research-oriented activities like Avishkar, Anveshan, Inspire. University provides seed money for Startups, and the incubation centre initiates these startups. "**Kalpna Chawla Young lady Researcher Award**" of Rs. 40000 is instituted by University. Some departments received grants through UGC- SAP and DST- FIST schemes. SGBAU has national and international collaborations, Linkages and MOUs for research development and other activities.

The Knowledge Resource Centre, with many high-end computers equipped with an internet facility (1Gbps), online journals, e-journals, e-books etc., cares for research activities and enhances research and development. The Central Instrumentation Cell (**CIC**) of the University provides analytical facility to researchers and renders services outside with a key role in fund generation. Many departments generate internal revenue (**IR**) by offering their expertise and services under consultancy services in various fields. It has added to more than Rs. 6.00 Lakhs to the university funds in this period.

Through social outreach programmes and extension activities, SGBAU organises social events to inculcate social responsibility values, national integrity, and universal brotherhood. These activities create a sense of self-reliance, scientific attitude, inquisitiveness and environmental awareness in the young minds for being good humans.

Infrastructure and Learning Resources

In this modern era, the effective teaching-learning process needs to be supported by good physical infrastructure and IT infrastructure. At both these levels, SGBAU fulfils the requirement to the fullest extent. A considerable amount of grants are received by the University from apex bodies like UGC, RUSA etc., which are utilised proactively to develop standard infrastructure.

The University has a single integrated campus of over 451 acres with rich green cover to have a serene environment with spacious academic and administrative buildings. Most of the buildings have ramps and special toilets for differently able students. These physical facilities are adequately maintained.

Besides this, there are other campus facilities such as Bus stand, canteen, health centre, boys and girls hostel, Xerox, bank ATM, gymnasium, girls common room in each department, and Enabling unit PWDs, post office, Wi-Fi facility, Computer centre etc. The students also have a recreational facility, an International standard swimming pool with a water filtration facility, 5 acres of land for other sports, athlete track, indoor courts for badminton and outdoor courts for tennis, volleyball, basketball, and cricket. There are two big halls on the campus, Audio Visual Theatre with a 200 person capacity and Dr K.G Deshmukh auditorium with 400.

The knowledge Resource Centre proves to be excellent support for the students, teachers and researchers. It has its website for remote access to e-resources. It is automated with Integrated Library Management software (ILMS) soul 2.0. It has MOU with INFLIBNET, Ahmedabad, to participate in the shodganga project. Other than traditional services, it extends portal services, remote access services, plagiarism detecting services, Web OPAC, book bank service to all stakeholders.

The IT infrastructure is well upgraded with the latest high-end computers, DLP Projectors, Virtual Classrooms, Virtual C4 Lab, etc., on the campus with a Wi-Fi facility of bandwidths 1GBps. The ample availability of physical and IT infrastructure highlights SGBAU's commitment towards providing a conducive and progressive environment for the Teaching learning process.

Student Support and Progression

Sant Gadge Baba Amravati University has provided holistic support services to the Student in a multidimensional structure to propagate students' excellence in their career. All Support Services and Facilities are widely publicised through website and media. Various activities also facilitate the progression of the students.

The students are supported in the following ways:

- **Students Services:** Student Facilitation Centre, Anti-Ragging Committee Vigilance Squad, Student Helpline, Single Window' Entry to End 'System for Students,
- **Student Counselling:** Student Counselling Cell
- **Financial Support:** Scholarship, Fellowship, Earn while Learn scheme, USR, CSR Scheme, Bus pass facility.
- **Career Guidance:** Career Guidance Cell, Competitive exam Guidance Centre, UPSC/MPSC Pre Examination Training Centre, Pre-Examination Coaching Centre, University Employment and Self-Employment Information Centre, University Career Guidance Bulletin, Training Centre for entry in Services, Alumni Network, Placement Assistance, Remedial Coaching Centre, NET/SET Coaching Centre.
- **Skill Development:** University Skill Development and Guidance Bureau, Skill Development Courses, Life Coping Skills and Soft Skill Development, Applied Skill Development

- **Personality Development:** Workshops, Training Programs on Team Building, Communication Skills, Interviewing Techniques, Skills at Workplace
- **Health Services:** Health Centre, Insurance Scheme, Purified water facility, Open Gym, Yoga and Meditation Camps
- **Sports Facilities:** Adventure Sport, Cricket Ground, volleyball Ground, Swimming pool, Athletic Track
- **Women Facilities:** Women Facilities Centre, Women Study Centre
- **Students Admission:** Central Admission Committee, ARC(Admission Reporting Centres), FC(Facilities Centres)(for professional courses admission)
- Student Participation in Sports and Cultural Activities
- **Student Council** for students, Representation of Students in Administrative Bodies/committees of the institution
- **Student Welfare Department:** Student Welfare Activities to Develop leadership and Creativity of the Student
- Participation of Student in National Service Scheme (NSS): Activities towards Nation Building
- Participation in Activities of National Importance like Cleanliness Campaign of GOI through Swacchta Pakhwada, Swachha Bharat Swastha Bharat Campaign
- Youth Festival at University Level Gives Exposure to our Students and Celebrates Cultural Diversity and Unique Representation of Unity
- A total of **18258** students are benefitted from different activities of student progression in the last five years.

Governance, Leadership and Management

University has a well-defined vision, mission, goals, and core values and students centric policies. The University endeavours its governance through decentralization, transparency, delegation, good communication and inclusiveness of all stakeholders to better academic and research culture. University is governed by the Maharashtra Public Universities Act, 2016, Statutes, Ordinances and the Guidelines issued by the authorities.

The Senate is the apex body, provides a sanction to the financial budget of the University. The members of the Senate cordially extend support in sanctioning required funds to carry out all necessary development. The management council plays a vital role in facilitating the administrative and financial sanctions to the various activities brought before for consideration. The parental part of the management council is noteworthy in SGBAU. The Academic council functions tirelessly to create and develop new and progressive curricula and academic schemes by offering many choices to the students and offering them opportunities to grow. The other authorities also function under the powers and duties assigned to them by MPU Act-2016.

Being the University's head and leader, the Vice-Chancellor provides a progressive and student-centric approach to the overall process. Being a member of Apex bodies like UGC, NAAC Vice-chancellor tries to bring new ideas and innovations in the process and provide maximum support to its academic and administrative development. Pro-Vive-Chancellor supports him, Registrar and Dean of faculties to carry out various system functionalities. The HODs of various departments, all the statutory officers, and staff members tirelessly serve the University's growth.

The complete Digitalization process geared up with online processes of Examination, Finance, Administration, Admission, Meeting conduction, Online Valuation, Revaluation etc. Web applications have been developed for

paperless office and e-governance.

Teachers, students, and other university stakeholders are involved in the decision-making process through authorities and Boards. The IQAC has been actively engaged in leading assisting the quality initiatives in the University. University follows government guidelines for collection and disbursement of funds, and strict financial discipline is ensured through regular internal and external audits. The University is committed to improving academic, research, extension and development activities.

Institutional Values and Best Practices

Sant Gadge Baba, a great visionary, devoted his entire life to gram swachhata (village Cleanliness), social awareness, and education is a perennial source of inspiration to this University. This is the distinctiveness of the University. Our University has adopted five villages from each district to support the "**Clean India Campaign**" of the Hon'ble Prime Minister.

.University is working as a regional coordinating institute (RCI) under **Unnat Bharat Abhiyan**(UBA), identified by National Coordinating Institute (NIC), IIT Delhi, to facilitate village cluster activities. **The Kumari Mata** (Virgin Mothers) issue in Yeotmal district testifies to the sexual exploitation of tribal girls is dealt with by SGBAU. The University is working determinedly to undertake rehabilitative measures for *Kumari Matas*.

Considering the importance of health, the Department of Physical Education of SGBAU organizes a Fitness Awareness Week every year to promote health and fitness among the students, administrative, teaching & non-teaching staff, and other people.

For the last 18 years, the Department of Applied Electronics has been conducting the extension activity titled "**Awareness of Energy conservation**" every year under TRDEA (Teaching Research Development and Extension Activities). This activity is channelized through "**LED lamp fabrication**" workshops.

SGB Amravati University Campus's uniqueness demonstrates respect for the environment and stewardship of natural resources while ensuring the quality of life and rich biodiversity in the eco-friendly campus. SGBAU holds a unique place in this region by producing **540 KWP solar energy** using almost all rooftops.

The University has invested enormous resources to ensure sustainable water management and use. It has created significant and minor reservoirs, spread over **12 Acres** by tapping a small stream passing through the campus. University has also invested in five deep bore wells to supply drinking water through a network of three water tanks with a capacity to store **3,00,000 litres** at a time. The master plan of the campus provides for three more check dams to ensure that the water resources in the campus are well controlled, managed and utilized.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SANT GADGE BABA AMRAVATI UNIVERSITY
Address	Sant Gadge Baba Amravati University Tapovan Road
City	Amravati
State	Maharashtra
Pin	444602
Website	www.sgbau.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Murlidhar G. Chandekar	0721-2668273	9822567712	0721-2668061	vc@sgbau.ac.in
IQAC / CIQA coordinator	Dr. S.f.r. Khadri	0721-2668073	8329054661	0721-2668049	diriqac@sgbau.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	01-05-1983
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	06-07-1983	View Document
12B of UGC	23-11-1990	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

NAAC

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Sant Gadge Baba Amravati University Tapovan Road	Urban	447.5	81113.71	Certificate, Diploma, P.G. Diploma, U.G., P.G., Ph.D.		
<i>Institutes</i>	<i>Model Degree College Of Arts, Commerce And Science, C/o. Kadoria Education College, Near Haji Malang Darga, Chikhali Road, Buldhana 443001</i>	<i>Semi-urban</i>	<i>1.5</i>	<i>1100</i>	<i>U.G.</i>	<i>11-05-2011</i>	<i>14-03-2013</i>

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Education/Teachers Training	8	62	70
Engineering/Technology/Architecture/Design	10	20	30
Commerce	1	3	4
General	88	83	171
Law	0	13	13
Journalism/Mass Communication/Media	0	1	1
Medicine & Surgery/Ayurveda/Unani/Homeopathy/Health & Allied Sciences/Paramedical/Sciences	3	18	21
Arts	0	62	62
Science	3	19	22

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	1
Affiliated Colleges	394
Colleges Under 2(f)	12
Colleges Under 2(f) and 12B	141
NAAC Accredited Colleges	121
Colleges with Potential for Excellence(UGC)	7
Autonomous Colleges	2
Colleges with Postgraduate Departments	127
Colleges with Research Departments	219
University Recognized Research Institutes/Centers	22

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes
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SRA program	Document
AICTE	102826_5670_1_1611317180.pdf
NCTE	102826_5670_4_1611053716.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	17				29				65			
Recruited	6	0	0	6	8	2	0	10	40	15	0	55
Yet to Recruit	11				19				10			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				486
Recruited	317	46	0	363
Yet to Recruit				123
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				86
Recruited	67	3	0	70
Yet to Recruit				16
On Contract	0	0	0	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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	17	5	0	13	1	0	12	10	0	58
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	1	0	13

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Sant Gadge Baba Adhyasan Kendra	Sant Gadge Baba Adhyasan Kendra	Dept of Higher and Technical Education Government of Maharashtra
2	Mahanubhav Adhyasan Kendra	Mahanubhav Adhyasan Kendra	Dept of Higher and Technical Education Government of Maharashtra

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	86	0	0	0	86
	Female	77	0	0	0	77
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	83	0	0	0	83
	Female	111	0	0	0	111
	Others	0	0	0	0	0
PG	Male	407	13	0	0	420
	Female	712	5	0	0	717
	Others	0	0	0	0	0
UG	Male	27	0	0	0	27
	Female	10	0	0	0	10
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-04-2009
Number of UGC Orientation Programmes	17
Number of UGC Refresher Course	32
Number of University's own Programmes	10
Total Number of Programmes Conducted (last five years)	90

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	71.8	Peer Team Report - Cycle 1 - 2002 compressed.pdf
Cycle 2	Accreditation	B	2.63	Peer Team Report - Cycle 2 - 2010 compressed.pdf
Cycle 3	Accreditation	A	3.07	Peer Team Report - Cycle 3 - 2016 compressed.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Applied Electronics	View Document
Biotechnology	View Document
Botany	View Document
Business Administration And Management	View Document
Chemical Technology	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Dr Babasaheb Ambedkar Thoughts	View Document
Economics	View Document
Education	View Document
English	View Document
Gender And Women Studies	View Document
Geology	View Document
Hindi	View Document

History	View Document
Home Science	View Document
Law	View Document
Library And Information Science	View Document
Lifelong Learning And Extension	View Document
Marathi	View Document
Mathematics	View Document
Microbiology	View Document
Physical Education	View Document
Physics	View Document
Political Science	View Document
Sociology	View Document
Statistics	View Document
Zoology	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
68	40	40	31	30
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 29

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2039	2047	1902	1630	1609
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
821	730	682	689	631
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the University examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1942	1820	1713	1522	1534
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during the last 5 years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	117	274	275	145

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1135	1112	1052	948	948
File Description		Document		
Institutional data in prescribed format		View Document		

3.2**Number of full time teachers year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
71	74	78	81	84
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
111	111	111	111	111
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2289	2169	2197	1430	1185
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
637	634	634	424	424
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 96****4.4****Total number of computers in the campus for academic purpose****Response: 670**

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
2975.84	2926.84	3118.13	3619.40	2712.36

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Sant Gadge Baba Amravati University has well-defined procedures to design new curricula and revise/amend the existing curricula. For this purpose, the apex body is the Academic Council, well supported by the academic bodies like the Faculty and the Boards of Studies of different subjects.

The University follows a systematic process for designing, developing and making changes in the curriculum. Changes in the curriculum are proposed by the individual Department after regular, thorough discussions with faculty members in the Department and sometimes with the students. Members of the teaching Department identify, assess and evaluate the local/national/regional/global needs to make the curricula of the programmes/courses relevant to such needs and share it with the Board of studies through the Head of the Department, who is a member of Board of Studies. The Board of Studies, which has members from Institutes/Industries and student representatives, draft the curriculum and recommend it to Academic Council through Faculty and Board of Deans. The Board of Deans considers and recommends new courses and programs to the Academic council.

The University has introduced the Elective System and Choice Based Credit System (CBCS), enabling greater academic flexibility and increased employability skills of the students in line with professional and personal aspirations. Courses relevant to Gender Sensitivity, Professional Ethics and Human Values are also integrated with relevant programmes for students' holistic development. University has also incorporated internship, projects, and fieldwork in the curriculum in all faculties to ensure that the students are exposed to the country's developmental requirements in general and local/regional requirements in particular. Various programs under the Faculty of Humanities, Faculty of Commerce and Management, Faculty of Science and Technology, and Faculty of Interdisciplinary Studies focus on local and regional requirements. The learning objectives of programmes such as Biotechnology, Chemical Technology, Applied Electronics, and Computer Sciences are aligned with various National missions of AICTE, CSIR, DBT, DST, and research and producing human resources needed for global as well as national development beside local requirements.

University has developed 65 programmes offered through 29 departments/Centres under four faculties. University has identified POs, PSOs, COs for all the programmes. The programme outcomes, detailed discussions among faculty members, and sometimes students helped frame the programme specific outcomes subsequently to programme outcomes. POs, PSOs and COs have been displayed on the university website to facilitate accessibility to the teachers and students.

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

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 27.5

1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 11

1.1.2.2 Number of all Programmes offered by the institution during the last five years.

Response: 40

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 66.84

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
778	708	682	662	638

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 16.48</p>	
<p>1.2.1.1 How many new courses were introduced within the last five years.</p> <p>Response: 187</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 1135</p>	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 67.5</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 27</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

Sant Gadge Baba, a great visionary, devoted his entire life to social awareness about his ten commandments. These commandments are food for the hungry, water for the thirsty, clothes for the naked, education for the poor, shelter for the homeless, medicines for the sick, employment for the jobless, protection for the animals, marriage opportunities for the poor girls and boys, courage for the unhappy and frustrated. As a sense of gratitude towards his outstanding contribution to social upliftment, our University is named after Sant Gadge Baba. He is a perennial source of inspiration to this University. Sant Gadge Baba's ten commandments serve as the source, and based on his inspiration and guidance, our University has been continuously working for community service, Gender equality, Environment and Sustainability, Human Values and Professional Ethics. This University's vision and mission are based on the Ten Commandments given by Sant Gadge Baba for the elevation of society. 'Promoting gender equality and sensitivity in society is one of Public University's objectives as per the Maharashtra Public Universities Act 2016. Sant Gadge Baba Amravati University is already fulfilling this objective by following Gadge Baba's commandments and striving hard to imbibe them in society through various activities and integrating cross-cutting issues like Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum. The Curriculum is enriched by integrating Environmental Studies, Professional Ethics and Human Values, gender equality.

The Master's programme of 'Gender and Women Studies' ensures students' comprehension about gender, caste, education, media, industry, language, family, medicine, research etc. This programme provides learning through analysis, working in the community, and research related to women issues. Students leave University with a toolset to make social change and will fight against inequalities in society. This course aims at developing a skilful learner who can serve in social work and the various government and private agencies related to the women and child development sectors.

Various courses in most of the University's programmes ascertain the integration of cross-cutting issues relevant to Gender equality, Environment and Sustainability, human values, and Professional Ethics. For ex. P.G. Diploma in WaterShed technology and management, B.Tech. In Chemical Technology, Masters programme in Geology, Biotechnology, Chemistry, Home Science, Library and Information Science, Business Administration, Law, Sociology, Political Science, Marathi etc., are the programmes wherein Curriculum ensures environmental studies, sustainability, professional ethics and human values. The P.G. departments sometimes focus their projects on these issues, and students are offered the opportunity to put forth analytical thinking to these issues.

Women's Studies Centre of the University has contributed to women's empowerment, social, economic, political issues, gender sensitization of various stakeholders, and other cross-sections of society.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 9

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 09

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 9.19

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
155	599	173	0	0

1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 32.76

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 668

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Link for additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: B. Any 3 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Institutional data in prescribed format	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Demand Ratio (Average of last five years)

Response: 1.32

2.1.1.1 Number of seats available year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1557	1630	1630	1090	1050

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	View Document
• Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years (Excluding Supernumerary Seats)

Response: 93.04

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
599	586	562	423	383

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Sant Gadge Baba Amravati University offers various Humanities, Science, Home Science, Technology, Library Science and Physical Education courses. Graduate students of various colleges in our and other regions prefer University Departments for PG courses; hence, most departments get top students in respective subjects and have total admissions as per seats available. University has prepared a template to screen fast and slow learners in the departments. Besides guiding students for NET and SET exams, language departments like Marathi encourage eloquence, research paper writing skills, debate skills, writing poems, and short stories skills to acquire different careers. Almost every department conducts a test to identify fast and slow learners. Remedial coaching classes are conducted in some departments for slow learners. Powerpoint presentations are used in most departments to facilitate slow learners. Primary study material in the form of books and soft copies is provided to the students to understand better. Group discussions, assignments, seminars, and viva- voce are routine methods to identify the students' learning levels and then guidance is offered accordingly. The Computer Sciences department encourages fast learners for software development and debugging. Dissertation is a part of curricula for Science departments which helps the keen monitoring of the students. Fast learners are given particular research-oriented topics as part of the M.Sc. dissertation. Such activity helps to create interest of the student in post PG programmes like Ph D. Students submit their project thesis, which trains them for scientific report writings.

The students are encouraged to participate in competitions like Anveshan, Avishkar and National Science Day, in which students of some of the departments have received awards at the National level. Educational tour is also a part of curricula for PG students. Understanding diverse flora and fauna in the form of field visit is helpful to both fast and slow learners, particularly of Botany, Zoology and Geology departments. Students also visit National Research Institutes during the study tour. Bright and diligent students are motivated and inspired to get university ranks. MBA department provides opportunities to organize technical/Management Events. Students are encouraged to take up competitive exams like NET/SET. University has also provided facilities and books for students who are preparing for UPSC and MPSC exams. Students are encouraged to take up micro-projects to inculcate research orientations.

University covers tribal area like the Melghat region. Students from rural and tribal area need special attention to English language communication skills. Faculties from all the department try to provide support to the students in this regard. The university's development section continuously provides information regarding fellowships to SC and ST students like Rajiv Gandhi Fellowship for pursuing PhD degree. Many students are also working as a project fellow in various departments. Advanced learners are informed about fellowships for Ph.D. Some students currently avail fellowship like DST women scientist. Thus, SGBAU provides excellent facilities to the students, and experienced Faculty adopts different methods to screen slow-fast learners and develop their learning abilities according to the students' needs.

File Description	Document
Paste link for additional information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 29:1

File Description	Document
Any additional information	View Document

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

Response:

Sant Gadge Baba Amravati University always focuses on the quality of learning. To maintain quality, the university motivates the teachers to acquire the skills to use updated technology and facilitates enriching the teaching-learning process. The departments adopt student-centric modalities, which are beneficial for fostering the learner-centric knowledge process. The teachers consider learners' diversity while deciding the different modalities of learning to make learning more constructive.

Experiential Learning: Various days like Youth Day, International Women's Day, National Science Day, etc., are celebrated. These activities make the students realize the responsibility and experience life skills in such events. Aavishkar is a Research-based competition that ignites students' minds and shapes their ideas and innovative approach. The new ideas are considered for experiments in the laboratory.

Students are encouraged to explain to their parents about instruments and experiments in the Biotechnology Department. This helps the students to understand and test their abilities to explain scientific concepts in a common language.

Academic activities like Conference, Symposia, Seminars connect the students with the current trends in the subject. The seminars, paper presentations, quizzes etc., are beneficial for students to judge the academic standing in the area of knowledge. The students are encouraged for creative writing, surveys and case studies.

The field visit/study tours are organized to widen the subject knowledge by the Department of Political Science, Department of History, Department of English, Department of Botany, Geology and Women Study Centre etc. Industrial interactions are also undertaken for the students of MBA, Commerce, Chemical Technology, Biotechnology, Applied Electronics, Computer Science etc. The exhibition of coins organized by the Department of History proved to be a great learning experience.

Participative Learning: Educational activities such as Workshops on Story Writing, Poem Writing, LED Lamps, Health Camp, Yoga Camp, Poem competition, Essay competition, Poster presentation, Quiz etc., are organized. These activities lead the knowledge process.

The students of the Department of Marathi performed in Sahitya-Abhivachan, the activity related to enhanced reading. Biotechnology students perform a street play on Independence Day every year to create scientific awareness. The Department of Political Science runs the activity of discussion forum and activity of awareness about the constitution of India. The bibliographies on various topics are prepared by the

students of Library and Information Science.

Problem Solving Learning: The methodology, which involves creating problem situations and allowing students to produce its solution, is frequently used by the teachers. The students are mentored to understand different problems arising from the learning process in a particular subject. They are trained to proceed with a systematic procedure to reach out with the solutions through group discussion and utilizing various resources. This methodology is used in Science subjects and is effectively used in the other subjects belonging to faculties like Humanities, Commerce & Management and Interdisciplinary Studies. This method is very effective, enhancing the students' spirit of inquiry and preparing them to follow the systematic thought process for self-development.

File Description	Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The university keeps changing its teaching-learning process with the changes that occurred with a revolution of ICT. The university has taken the initiative to provide recent technology resources to help teachers to offer quality e-content. For capacity building and strengthening the ICT skills of teachers, training workshops are arranged.

The classrooms are enabled with ICT tools. For impactful teaching-learning process, tools and resources like computers, laptops, LCD, DLP, Document Visualizer, MVP presenter, Smart Interactive Board, academic software, e-books, e-journals, digital libraries, and online databases are used. The e-Pathshala, MOODLE platform, academia.edu, ieeexplore.org, NCBI, HHMI, NPTEL etc., are helpful in student-centric teaching-learning.

Virtual Classrooms are set up to upgrade the teaching-learning resources at four departments- Botany, Zoology, MBA and Computer Science in the year 2020. Online platforms are introduced for teaching-learning like SWAYAM. Faculty members also create translated e-content for NPTEL courses. Live streaming of academic lectures, webinars of subject experts, and eminent persons from the academic world and different fields are frequently organised.

Department of Computer Science arranges training on Google Classroom for faculty members to strengthen the teaching-learning. Teachers now frequently use it giving benefit to the students, especially in the pandemic period.

The Short Term Courses titled Immunology and Immunotherapy, History of life and Mass Extinction Events, Evidence-Based Medicine (EBM): Principal and Practices are organised under the Global Initiative of Academic Networks (GIAN) of MHRD. The students are benefited from such academic activities.

The KRC (Knowledge Resource Centre) provided e-resources to the students and teachers. It also provides

e-books, e-journals, INFLIBNET etc. 11 databases. KRC uploads around 958 research theses and dissertations on the Shodhganga portal of INFLIBNET. The Wi-Fi enabled campus and strong broadband internet has immensely helped the teaching-learning process in e-format.

Covid-19 pandemic affected classroom teaching to the extent. Initially, the students, especially from a rural background, faced difficulties in teaching-learning. Soon, students prepared their mindset and exhibited their readiness to adopt technology for their learning process. The teaching-learning is carried out online during the covid-19 pandemic using Zoom App, Google MEET; YouTube recorded video lectures, lectures and content provided on Google Classroom and Virtual C4 platform. Faculty members in each department form the WhatsApp Groups of students to inform the announcements and academic updates. The study material, notes, PPTs, PDFs etc., are shared on Whatsapp groups. The Vice-chancellor of the university took the initiative for strategic planning regarding the teaching-learning during the covid-19 pandemic, and efforts are made to arrange a National level training programme for teachers to learn adoption of technology in the teaching-learning process. A huge number (more than 4000) across the nation participated in this 7 days programme. This programme proved very much beneficial to know all the avenues of the teaching-learning process using technology. Department of Computer Science organised the programme.

File Description	Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 29:1

2.3.3.1 Number of mentors

Response: 70

File Description	Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 69.91

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year-wise during the last five years

Response: 78.47

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
57	60	61	63	63

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 17.28

2.4.3.1 Total experience of full-time teachers

Response: 1227

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	View Document

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 1.29

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.5 Evaluation Process and Reforms**2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years****Response:** 50.79**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
25.71	43.7474	35.349	66	83.145

File Description	Document
List of Programmes and date of last semester and date of declaration of results	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 9.99**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	117	274	275	145

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

The Examination Department of the University is dedicated to its process and efforts to cater to students' needs from different walks of society.

All the processes in the Exam department must be convenient and transparent. The University Exam Department is thus changing the processes stepwise by including digitalization at various steps from student enrolment to the award of degree. Pre-examination procedures cover exam scheduling, attendance and fee management, Hall ticket generation etc. Post examination system covers result processing, moderation, digital authentication of certificates, post-exam report generation etc. Until now, procedures like Hall ticket generation, result declaration, mark sheet processing are entirely digitalized.

SGBAU has implemented the process of filling the online enrolment form of the students. Online verification of admission and eligibility documents has been made through the online enrolment module. Enrolment numbers have been generated through the module and made available for the colleges through the module.

Online exam forms were made available by the examination department from summer 2016. Online filling of Examination forms of the admitted students has been implemented through the examination module. Admission cards of the students have generated and issued to the college directly through the module,

University has adopted the procedure to make available the question papers of the examination directly from the printer to centres to avoid additional time and human resources.

A facility for filling online marks through an online portal has been given to the colleges to avoid work duplication and promote paperless work. Due to this decision and efforts, the university is declaring the results in a minimum stipulated time. After the results' declaration, students can get an online copy of the mark sheet through the examination module.

In the covid-19 pandemic situation where the examination in a conventional way was not possible, the Exam Department has taken the initiative to conduct the online examination of most of the students and declared their results within the given time frame. For this purpose, the Exam department and students conducted continuous and rigorous orientations, and students were addressed and promoted to use technology for examination.

The university has implemented an online module for filling online applications for the revaluation of

answer sheets. Online results of revaluation are made available for the students through a portal. Degree Certificates of the students from 2017 are uploaded on the National Academy Depository (NAD) portal. The tabulation register is getting digitized. The online submission of application for registration as a Ph. D. research student has been adopted. University is conducting an online M.Phil. / Ph. D. Viva-Voce examinations of the researchers.

Due to the Digitization of examination work, University has saved human resources, money, and time and minimized human interaction in the confidential work of examination, which help maintain sanctity in the examination.

File Description	Document
Any additional information	View Document

2.5.4 Status of automation of Examination division along with approved Examination Manual

Response: Only student registration, Hall ticket issue & Result Processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

Education is a form of teaching-learning-practising in which the knowledge, skills and information are transferred from teachers to students. But the traditional system of education fails to measure the capability of the students. It only assesses the students' learning by reproducing the textbook's text as an answer to questions. But the real need and demand of the twenty-first-century learning system is the transition from Output-Based Education to Outcome-Based Education. The outcome-Based Education (OBE) system can measure what the students are capable of doing. The Indian education system has introduced the Outcome

Based Education System through NAAC. This model gives much better knowledge to twenty-first-century Scientists, Engineers and Entrepreneur. It also emphasizes the development of effective domain attributes needed in the workplace like interpersonal skills, analytical skills, computer skills, organizational skills, leadership skills, self-confidence, creativity, strong work ethics, motivation, initiative, flexibility, adaptability and entrepreneurial skills.

To fulfil the university's Vision and Mission, all the university staff holders strive hard to achieve it. Authorities like the Board of Studies and the Head of the Departments and Faculties have designed the Programs and Courses to impart the knowledge and skills to the students that contribute to the development of Society, Industries, Business, and Research, ultimately help in nation-building. For designing the Programs and Courses, feedback from Industries, feedback from alumni, feedback from the outgoing batch of students taken into considerations. All the Programs and Courses bridge the gap between the demand of industries and the Learning Outcomes.

Methods used to measure the learning outcomes in analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts. It is always used in designing educational, training, and learning strategies.

Critical thinking skill is imparted through research programme in the Departments of the University. Critical thinking fosters planning, academic writing and reading and inculcates creative and innovative skills. It involves a set of skills and an attitude of mind that you will need to cultivate and practice. University Programs ultimately develops good human being with the professional ethics, moral and values. The programme's learning outcomes and courses are displayed on the university website for teachers, students, and all stakeholders. The departments' teaching-learning process keeps adherence to the specified Programme Outcomes, Programme Specific Outcomes and Course Outcomes.

Learning outcomes are communicated with the stakeholders and widely publicized by using the following methods.

1. Learning outcomes of all the programmes are available in the concerned department for the teachers and students.
2. They are also placed on the university website for the stakeholders
3. Displayed in concern department notice board
4. Published in university syllabi.
5. Discuss in the departmental meeting to communicate to teachers.
6. Discuss in the classroom to communicate to students.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Paste link for Additional Information	View Document

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

OBE describes the career and professional accomplishments of the students from the programs through the acquired skills. Attainment of **PO, PSO, CO** contributes to enhancing the students' performance to fulfil the skilled human resources need for management, industries, and society. Sant Gadge Baba Amravati University offered Under Graduate, Post Graduate and Research programs in 28 Teaching Departments under the Faculty of Humanities, Commerce & Management, Science and Technology, Interdisciplinary Studies. To evaluate the attainment of PO, PSO, and CO departments, the university has successfully implemented the following assessment method.

Internal and External assessment method

The performance of the students is evaluated by internal assessment and external assessment. Departments have conducted various mid-semester tests, semester-end examinations, internal tests/ sessional examinations under internal assessment to evaluate the course outcome's attainment. In practical examination, internal assessment depends on experiments, laboratory record, practical knowledge and attendance. Under external assessment, the university has conducted the theory and practical examination to evaluate the course outcome's attainment at the end of the semester.

Through these methods, attainment of the course outcomes is measured and identified the academically weak students. Remedial Coaching classes, Short-term programs, add-on courses, student's seminars, Assignments, Homework, and Quizzes are the departments' regular practices to enhance the weak students' performance. It helps to improve the attainment level of the students.

The departments also conduct guest lectures, workshops, major projects, dissertations, minor projects, seminars, fieldwork, and research activities to incubate innovative ideas and enhance students' learning ability and performance.

Attainment of the COs evaluated under internal and external assessment directly contributes to evaluating the POs and PSOs' attainment. Feedback from the Alumni, industries, students/parents, and society helps evaluate POs and PSOs' attainment. It helps in the continuous development of the program's outcome, programme specific outcomes, improving the teaching-learning process, syllabus design/ upgrading in the syllabus content, and understanding the expectations and requirements of industry & employers.

The attainment of the POs and PSOs of various Programmes is reflected in the students' placement in industries and various departments. Many qualified students in various competitive examinations like NET, SET, PET, and GATE reflect POs and PSOs' excellent attainment. It is also measured by students' willingness to opt for entrepreneurship in the different areas of businesses and production. Many of the students have opted for such careers and shown their interest in start-ups. The attainment is reflected through the students' large number of placements in various public and Private sectors. Many students have opted the way of competitive examination and remained successful in getting jobs.

File Description	Document
Paste link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 79.9

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 656

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 821

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Link fo any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.6

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Research has gained immense importance in Higher Education in general and on University Campus as specific. The university departments are expected to conduct need-based, socially-oriented research to contribute to the development of society. Sant Gadge Baba Amravati University also follows the same principle of identifying the socially oriented and need-based research areas and promoting the research activity by giving the highest priority. In this process, University has widened the ambit by promoting research by the students and the teachers.

As per Maharashtra Public Universities Act 2016, the University has constituted the Board of Research to cultivate, promote, and strengthen research activities and plan, coordinate, supervise, and raise finances for university departments' research activities. University provides the basic and advanced facility to the Faculty for the execution of various research activities. It encourages them to undertake Major/Minor research projects in allied and interdisciplinary areas by supporting the members of the Faculty in the following ways:

1. University generously provides the funds for procurement of equipment, consumables, furniture, computer accessories to all the teaching departments.
2. University provides financial support to faculty members for paper presentations in National and International conferences.
3. University provides funds for National and International Scientific meetings, conferences, seminars, and workshops at its campus departments and affiliated colleges.
4. University has established the Avishkar Cell to promote research and innovation amongst students and teachers, which provides an opportunity to express research talent among students and teachers.
5. University has a policy for sharing consultancy fees accumulated by the faculty members.
6. University has the policy to share 50% of the overhead charges with the Principal Investigator of the Major research project to enhance or develop the research facility.
7. University provides Financial Assistance for Publication Of (a) Doctoral Thesis, (b) High-Quality research papers, (c) Lectures delivered such as National Lectures of U.G.C. or Lectures instituted in the name of leading personalities, (d) Scholarly Contributions of the Faculty.
8. University gives appreciation letter to faculty members for getting National and International research grants, Fellowships and Technology transfer to industries.
9. University encourages faculty members for the MoU to be done by the Research, Technical and Business Institute to promote research facility and training to staff and students.
10. University has established a Patent cell with the collaboration and support of Rajiv Gandhi Science and Technology Commission, Mumbai, and Maharashtra to promote research output.
11. Recently, University has prepared the guidelines and rules for providing grants to University and affiliated College Teachers for Minor Research Project to promote and encourage Research culture among teachers to equip them to take up challenging research activities in future careers.

12. University has proposed the inclusion of research modules in UG and PG programmes under the CBCS system and opens the avenue of research persuasion to the interested students.
13. Recently the University has instituted the “**Promotion of Excellence in Teaching and Research in University Department (PETRUD)**” scheme for the University Departments. Under this scheme, the University will provide seed money for young faculty members of the University department.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 1.45

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
3.23	3	1	0	0

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 0.77

3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
01	01	00	01	00

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the award letters of the teachers	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 108

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
24	21	22	20	21

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Upload any additional information	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 17.24

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.

Response: 05

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 5.96

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
3.05	2.91	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).**Response:** 371.43**3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2019-20	2018-19	2017-18	2016-17	2015-16
75.06	186.66	36.13	34.93	38.65

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by government	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years**Response:** 1.69**3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years.**

Response: 24

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 71

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste Link for the funding agency website	View Document

3.3 Innovation Ecosystem**3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.**

Response:

The government of Maharashtra has sanctioned an incubation centre to the University with a fund of Rs.5 Crore, and Sant Gadge Baba Amravati University Development of Innovation, Incubation and Entrepreneurship (AUDiE) was established. The type of Incubator will focus on industries related to Biotechnology, Chemical-Textile Technology and the Internet of Things (IoT). The incubation centre is committed to creating a congenial atmosphere where start-ups can be successfully planned, launched and grow their businesses from conception. University plans to enable them to simultaneously extend into the marketplace and establish brand name by following dedicated marketing strategies. The following activities were organised under the roof of this centre.

1. Two-day's workshop in collaboration with Sandip Foundation's Incubator Association, Nasik, has been organised on 12 & 13.10.2018 at A.V. Theatre, Sant Gadge Baba Amravati University. About 200 students had participated. The topics of discussion were entrepreneurship, Startup, Incubation.

2. Annual National Project Competition "Student Innovation, Start-ups and Ecosystem` was organised on 25 & 26.3.2019 at Sant Gadge Baba Amravati University. This competition had hosted programs like a round table, master-class seminars, doctoral colloquium, policy boot camps, hands-on workshop and case study presentations related to participants' projects models. This endeavour's core idea was to provide a platform to academic researchers, practicing professional and various states engaged in start-up India efforts to share their efforts and experiences in pre-incubation/student innovation/ incubation and start-up support efforts. 350 students had participated in the event.

3. The symposium on Bio-Fuel was organised by Innovation, Incubation & Linkages of SGBAU in collaboration with Green Crude & Bio-Fuel Foundation (Purti Group) Nagpur & Agro-Vision Nagpur on 22.5.2019. The participants in this symposium had discussed significant takeaways, tips, and recommended actions to maximise the investment for ethanol & other agricultural products.

4. Startup India Maharashtra Yatra had organised an event to promote grassroots-level entrepreneurs in India's smaller towns. This Yatra had provided a platform for budding entrepreneurs to realise their Start-up dream by incubating at excellent facilities and taking their idea to the next level. Startup Yatra had travelled to 23 stops across districts. Interested participants had registered themselves for the Bootcamp on 23.10.2018 at Govt. Polytechnic Amravati.

5. The Govt. of Maharashtra had sought students recommendation for Ph.D. from the University of New South Wales (UNSW) is an Australian public research university located in Sydney. Seven students were selected from all over Maharashtra. Among them, four students of Sant Gadge Baba Amravati University were selected.

6. Ministry of Human Resource Development (MHRD), Govt. of India has established 'MHRD's Institutions Innovation Council (IIC)' to systematically foster the culture of Innovation amongst all Higher Education Institutions. The primary mandate of IIC is to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes. Sant Gadge Baba Amravati University is placed in the Institutions Innovation Council (IIC) list with TWO-STAR Ratings for the Calendar Year 2018-19.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 37

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
11	12	07	03	04

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 31

3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
08	06	09	06	02

File Description	Document
Institutional data in prescribed format	View Document
e- copies of award letters	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
e- copies of the letters of awards	View Document

3.4.3 Number of Patents published / awarded during the last five years.

Response: 17

3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
02	06	04	02	03

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.4 Number of Ph.D's awarded per teacher during the last five years.

Response: 15.64

3.4.4.1 How many Ph.D's are awarded within last five years.

Response: 219

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 14

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 5.4

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
75	120	65	70	89

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.6 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: 2.56

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

2019-20	2018-19	2017-18	2016-17	2015-16
50	41	52	30	26

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Response: B. Any 4 of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links or upload document of e-content developed	View Document
Any additional information	View Document

3.4.8 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 6.2

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.9 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 28.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

Consultancy is an important channel through which knowledge and expertise could flow from University to businesses and other external agencies. It can contribute to the growth, development and productive relationships with these components of society. Consultancy activity in Sant Gadge Baba Amravati University is well defined and associated with industries, government, non-government organization by charging the fee. SGBAU's Consultancy Policy aims to promote academic, industry and research interaction and encourage and facilitate faculty to provide knowledge inputs sought by industry, government agencies, or other educational / research organizations. Consultancy is well recognized as an effective way for our University to disseminate knowledge and make an early and direct impact on society. This Policy provides consultancy provisions to ensure consistency with the University's strategic and operational objectives and sustainable costs.

The purpose of this Policy is intended to provide a clear framework for those university staff engaged in, or who wish to engage in, consultancy, either through a university consultancy: "University Consultancy" or in a personal capacity: "Personal Consultancy". The University encourages its faculty to engage in consultancy in accordance with the University's rules and procedures. All consultancy proposals are addressed to the respective Head of Department / Institution. The proposal should include details of

1. the organization/individual seeking the consultancy service
2. the nature of consultancy work
3. the institutional resources that would be utilized/required for the consultancy service
4. the quantum of work involved in man-hours per week
5. Financial details.

The Head of Department/ Institution decides to accept or decline the proposal. All consultancy proposals are submitted to the Vice-Chancellor through the proper channel for prior approval. Thus appropriate consulting activities constitute enrichment and continuing educational activities that enhance the professional development and reputation of the University and its faculty. The Policy also upgrades the employee's output quality as he/she can translate the consulting experience to real-time teaching.

The University's consultancy policy applies to the teaching faculty. They are promoted to undertake consultancy as an integral and necessary part of their regular work and duties assigned by the University. Many Departments and faculty members of the University had undertaken consultancy as per the university policy guidelines and supported revenue generation. In some of the departments, generation of revenue is not the target for the consultancy services. Sometimes, the faculties' expertise in different subjects undertakes some other institutes or organization assignments free of cost. It is a kind of social contribution where the consultancy activity is being conducted as a social commitment. In such specific cases, the part of revenue generation is not taken into consideration.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 11.95

3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
4.91	4.29	0.68	0.68	1.39

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

Response:

Sant Gadge Baba Amravati University's contribution, Amravati in different social attributes and curricular and co-curricular activities is remarkable. Extension activities are a bridge between the Institute and the society. Most of the social activities done with the collaboration of Government and Non-Government Agencies benefit the common man. Stakeholders of the University, along with Teaching Staff members, are involved in solving social issues through:

1. Street Plays on Organ donation, Nasha Mukti etc.
2. Sanskar Camps for children of Kumari Mata at Zari Jamani, Dist.: Yeotmal.
3. Swachha Bharat Abhiyan in Adopted Villages.

4. Plastic collection drive.
5. Rain Water Harvesting.
6. Celebration of Marathi Bhasha Gourav Din & Granth Dindi.
7. Adiwasi Lok Shikshan Abhiyan in Melghat Region.
8. Health and Fitness Check-up Camps.
9. Disaster Management Training.
10. Prakashyan and Development of Solar energy in Melghat.
11. Tree Plantation Programme.
12. Youth Camps for stakeholders.

The university's stakeholders and members always follow all Commandments of a great reformer Sant Gadge Baba through their involvement in different society-oriented programmes. Some of the prominent activities are the Organisation of Sanskar Camps for Children of Kumari Mata (The oppressed child mothers) at Zari Jamani, Adiwasi (Tribals) Lok Shikshan Abhiyan in Melghat Region, Different campaigns for people in adopted villages, Prakashyan and Development of Solar energy, Soil and Water Testing, Jal Shakti Abhiyan of Govt. of India, awareness of AIDS Prevention.

SGBAU has a leading role in Unnat Bharat Abhiyan. UBA is the pioneer Programme of the University in the Vidarbha region through which awareness and training programmes are arranged for students. Avhan is the programme in which Disaster Management Camps were organized to tackle the NSS students' warrant situations. Tree Plantation Drive is successively run by having Vruksh Dindi and creating awareness through it. Voter Awareness Drive by Govt. of India & Govt. of Maharashtra at University Campus and Villages are undertaken by SGBAU, Amravati.

Blood Donation Camps at all 5 District Places under the regime of SGBAU, Sheep Grazing Study Program helped for conservation of the flora of Buldhana district. The rainwater harvesting Programme is setting benchmarks for societal use.

Every year, SGBAU celebrates International Yoga Day on 21st June to maintain students and all staff members' health. Awareness for Energy Consumption and LED Light Making Workshop for the last three years is a landmark activity. Simultaneously 'Prakahyan', a Key programme for the development of energy Conservation, was organized in the tribal area of Melghat in collaboration with Japanese delegates. Workshops on 'Gender Equality and 'Gender Discrimination' were organized for girls students of SGBAU campus and affiliated colleges by Women's Studies Centre in association with Women Commission Maharashtra Government. Employment Fair for all Students of SGBAU Campus and Affiliated Colleges provides opportunities to absorb in different companies. Voter Awareness Drive, Digital Awareness for Women, Cleanliness drive are the remarkable activities of these extension activities. SGBAU offers ample opportunities for the students to participate in varied extension activities.

File Description	Document
Paste link for additional information	View Document

3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 11**3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
02	06	00	01	02

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs).**Response: 146****3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc. (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs) year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
15	30	31	50	20

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response: 100**

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
2039	2047	1902	1630	1609

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.7 Collaboration**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 2.2**3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
03	02	03	01	02

File Description	Document
Institutional data in prescribed format	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs 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:** 13**3.7.2.1 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
01	02	04	02	04

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document
Any additional information	View Document

MAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Sant Gadge Baba Amravati University, with a lush green campus of 451 acres, has excellent physical infrastructure such as teaching departmental buildings, administrative department buildings which includes classrooms, laboratories, seminar halls, conference rooms, auditoriums, common rooms for boys and girls, well-equipped authority meeting halls, well furnished administrative offices. Apart from this University had an adequate playground with athletic tracks, bank, post office, guest house, printing facilities, health centre, open gym, indoor gym for girls & boys, ramps for differently-abled persons, which are enough to serve the purpose to be a glorious institution. All the buildings are well connected with tar roads & illuminated with sufficient light. The classrooms are equipped with LCD projectors, whiteboard, and smartboards; sufficient digital/ smart classrooms are available on the campus that helps read the learning environment. The laboratories have sufficient equipments & machinery as per the norms. The university had also established a Central Instrumentation Cell and Fab Lab where sophisticated equipments are available for the numbers of teachers, researchers, students & the were from affiliated colleges. In the worldwide situation of the Covid-19 pandemic, the university recently established a Covid-19 testing laboratory in collaboration with District Hospital on campus, fulfilling its social responsibility. Sufficient numbers of computing facilities are available on campus to maintain a student to computer ratio 3:1. The desktop/ laptop are provided to all the faculty members. The University had its own virtual C-4 centre where online guest lectures, interviews with prominent personalities are arranged frequently. Every effort is made to use the infrastructure optimally. To maintain the physical infrastructure & augmentation in infrastructure, the Building & Works Committee is empowered by Maharashtra Public University Act 2016, which developed the self-sustainable system to maintain the infrastructure such as annual maintenance contract, A.C., Water coolers & Water purifiers, Computer peripherals through breakdown service mechanism. The fire extinguisher has established in all the buildings throughout the campus. The master plan of the university is in accordance with the norms laid down by the State Government & Local Municipal Authorities & the zone wise distribution is adopted such as Administrative zone, Academic zone, Residential zone, Sports sector. The university fulfils the basic needs required, such as water, electricity, waste management, etc. The University has constructed two large water bodies (reservoirs) and several field ponds on campus to recharge the groundwater level. All were 18 buildings on the campus have rainwater harvesting facilities. The university commissioned a rooftop Solar Power Plant of 576 on campus, resulting in an uninterrupted 24x7 power supply. The waste management is achieved by establishing two composting units on campus for biodegradable waste & the generated waste is used for gardening. Other waste, such as hazardous waste, is disposed of through the centralised Municipal Corporation facility.

In all, the infrastructure development is according to the norms laid down by the apex authorities such as UGC, AICTE, and NCTE, making the campus student-friendly.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

Response:

The Board of Sports and Physical Education, a statutory body, constitutes as per the provisions of the University Act, striving hard to promote the sports and sportspersons by organizing many of the zonal and Inter-University sports events.

Standard Size athletic Track: - University have a standard size 8 lane Clay Track at its sports complex. In this track, spaces kept reserved to conduct activities like Shot Put, Javelin, High Jump, Long Jump, Triple Jump, Hurdles. Every day, students residing in the vicinity are taking benefit of the athletic track.

Standard Swimming Pool:- University have constructed 8 lanes of the standard size swimming pool of uniform depth. The swimming pool has a water filtration facility. Around 50-100 users every day seeking the benefit of the swimming pool besides elite swimmers.

Cemented Basket Ball Courts: - University have 2 standard sizes cemented Basket Ball Courts, which will very shortly be converted into synthetic Basket Ball Courts. University has also conducted West Zone Inter-University Basket Ball Women Championship on the same courts. Players of University are taking the benefit of these courts.

Cricket Ground with Pavilion:- University have 65 yards long cricket ground. It was established in the year 1992. The cricket ground is surrounded by small hills and has a pavilion of around 250 capacity—University every year organizing intercollegiate and Inter-University tournaments.

Free Zone for other sports Activities: To organize and practice other sports skills, the University has kept reserve 5 acres of land separately for the other small ground sports. To learn and practice different sporting skills, students are seeking the benefit of it.

Yoga Day and indoor Hall: On the Central Government's guidelines, the University year organizing a Yoga Day on 21st June every year. University has also planned to construct a separate Yoga Hall shortly as incorporated in the university's perspective plan.

Gym for Students: Considering health plays a prominent role in student university development, it has also established a separate health centre (Gym) for the girl students residing in the hostel.

Recently from the financial assistance from RUSA, University has purchased health centre(Gym) equipment for the male students residing in the hostel.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Availability of general campus facilities and overall ambience

Response:

University has a sprawling campus of 451 acres surrounded by hills. Considering the dimensions of education and stakeholders to be benefitted the University has extension counter of the bank, post office, canteen, guest house, photocopy centre, all the building have tar road approach, facilities for the physically challenged students like a ramp, specially designed toilets, library, brail software are available. For continuous and uninterrupted power supply University has an express feeder. To save Electricity's consumption, University had commissioned a 574 KWP Rooftop Solar Power Plant. Central instrumentation cell, Fab lab, computer centre, separate spacious and well-equipped hostels for girls and boys, hostels for teachers, a hostel for research scholars for UG and PG students captivated the students. The decision to plant 1000 trees per year is a unique feature of the University. University since its establishment given more emphasis to develop the lush green campus even if having the water scarcity. On the same lines, University has created two large water reservoirs, seven field ponds for water conservation, thereby recharging the existing groundwater level. The University has resourcefully managed the waste. Biodegradables by composting pit, hazardous waste like lab chemicals, waste from Biotech & Botany department by Amravati Municipal Corporation disposal system. The produced manure is utilised for the growth and development of the plants on the campus. The university has well-equipped teaching department buildings and laboratory, classrooms, seminar halls, utility area, common rooms for girls and boys, and a separate administrative area. Air conditioners have been provided to the laboratories where needed. All the teaching departments are well equipped with high-speed wi-fi facilities and 10 GBPS speed, DLP projectors, and the latest technical teaching-learning aids. For the fastest communication and widespread message University have established a virtual C4 centre on its campus. The meditation centre for stress release is an additional feature. Teachers' quarters, staff quarters, Health centre for the emergency medical aid, the gymnasium at the hostels for boys and girls are also available on campus. Payment gateway facility, online payment system, single-window receipt system are provided. For the integrated technology approach, the facility of customized WIUMS software has been made available by the University. University has reserved huge area for the sports sector where functional grounds like kabaddi, volleyball, kho-kho athletic track are available. Standard size swimming pool 8 lane clay athletic tracks are also available in the University. Five auditoriums along with a visual theatre are made available as a common facility for all the departments. All the roads have proper illumination at night to avoid any emergency. Ambulances are available 24X7 on the campus on call. For safety, security guards are deployed at various points for the vigilance of the valuable property. Potable water is provided to all the teaching, administrative departments and residential units along with the water purifying facility and cleaning it regularly by undergoing an annual maintenance contract.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 35.48

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
1182.26	1206.04	461.68	1412.22	1156.33

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

The Knowledge Resource Centre (KRC) has automated its housekeeping operations such as circulation, cataloguing, acquisition using SOUL 2.0. 100 percent bibliographic data of overall holding are made available through OPAC and Web-OPAC.

KRC has recognised printed books are to be supplemented with additional e-resources comprehensive of e-books and scholarly databases representing scholarly journals in a multitude of subject categories. So the centre has perpetual access to many e-book publishers. It has a subscription to many scholarly databases, i.e. ABI/INFORM Complete, LISA, IEEE Explore, Academic Search Ultimate, Indiastat, ACM Digital Library, Emerald and NOTNUL. These databases have provided access to more than 15000+ journals and additional facilities to submit their own manuscripts and reference management. Further, KRC subscribes to e-journal packages of SAGE, Indian Journals and Oxford University Press. Further access to the Web of Science (WoS) has enabled everyone to track their own research and have an overview of the research across the world. It is a boon to faculty members, researchers, and students that KRC is a part of the E-Shodh-Sindhu Consortium. This membership has gained access to many scholarly e-resources of a reputed publisher such as American Physical Society, American Chemical Society, Project Muse and Clarivate

Analytics.

All the e-resources mentioned above have been made available on a separate KRC portal having a URL like www.sgbaukrc.ac.in. It provides a single search access window to the bibliographic databases, online databases and e-journals. All the information resources have been made on IP based access. Even a remote access facility is provided for off-campus access through EZ-Proxy. Further, access to open-source like National Digital Library brought about 10 million digital items, including e-books and scholarly articles in multiple subject domains like technology, science, humanities and agriculture. KRC is also promoting the usage of NDJ by asking the students of the University departments and affiliated colleges to register for it. Furthermore, the portal serves as an access point to Vidhy Mitra, Shodhganga, e-PG pathshala, Vidwan-Expert database, Sakshat and NCERT e-books.

KRC has digitized the theses submitted to the university. These theses have been made available on Shodhganga, and institutional repository (IR) developed on D-space by the KRC. The IR of the KRC provides digital access to annual reports, rare books and other important documents.

KRC provides plagiarism facility to all the students and researcher across the university and the member of affiliated colleges. To date, the centre has checked around 5000+ documents.

KRC has also designed SGBAU KRC Consortia for the affiliated colleges. The member affiliated colleges are getting access to all the scholarly resource subscribed by the centre under it. Moreover, KRC is working on designing a union catalogue of the affiliated college libraries. The project is in its infancy.

Innovative projects of KRC

1. SGBAU KRC Consortia for UG and PG Colleges
2. The Development of Study Centres in Collaboration with Affiliated Colleges of the University
3. The Scheme of the Development of affiliated College Libraries to the Sant Gadge Baba Amravati University Amravati

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**Response:** 118.58**4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
160.59	115.51	104.52	114.39	97.88

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year**Response:** 59.76**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 1261

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	View Document

4.3 IT Infrastructure**4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)****Response:** 84.38**4.3.1.1 Number of classrooms and seminar halls with ICT facilities**

Response: 81

File Description	Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

Internet Facility: University has an internet facility with a bandwidth of 1024Mbps (1 GBPS). For security reasons firewall is installed in the campus network.

Website : University has a dynamic website www.sgbau.ac.in . This website is dynamic and updated frequently as and when required. The computer centre carries out the updation, and departments can update their department's website information. The website keeps information regarding all the activities within the university campus. All the University Directions /Notifications/ news / Results are placed on the website.

Network and WIFI facility: The University has a campus network which is placed with the whole university, which the Computer centre maintains. This will not only cover the teaching, but all the administrative departments are networked. All the department has the cabled Internet facility. All the department have WIFI facility available.

Internet Access: All the staff members and students have been providing an Internet user ID and password to maintain the log of Internet usage within the university region.

University has created a students access centre in Knowledge Resource Centre where student can access the internet.

Mail Facility: All the university staff members have given an official email ID with the domain of sgbau.ac.in in which they can use for their official communication purpose.

File Description	Document
Paste link for additional information	View Document

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

Response: 3:1

File Description	Document
Student – computer ratio	View Document

4.3.4 Available bandwidth of internet connection in the Institution (Leased line)

Response: A. ?1 GBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

Other Upload Files

1	View Document
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4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: B. 3 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Links of photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 49.61

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)

2019-20	2018-19	2017-18	2016-17	2015-16
1689.37982	1473.13479	1573.49355	1584.43759	1267.21227

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

Various Departments of the University enters in agreement with vendors for various kind of maintenance work. There are established procedures for going in Annual Maintenance Contracts (AMCs). The procedure includes e-tendering, placing e-tenders before various committees like e-tender committee (for technical evaluation followed by a financial evaluation), purchase committee, rate recommendation committee etc.

Store Department has AMCs for photocopier machine, risograph machine and franking machines. The vendor who offers the lowest price is asked to complete the agreement formalities with the university. There is also the same procedure for waste paper and the purchase of consumables and stationery materials. Store section also has established procedure for write off items. A list of write-off items is placed before the management council; after the management council's approval, all the due process of e-tendering is followed for write off items.

Knowledge Resource Centre (KRC) has developed the acquisition policy for the printed and non-printed documents. KRC invites quotations from the reputed vendors or book distributors from India to decide the discount rates for the purchasing of books. For maintaining the collection, the KRC has developed the policy for weeding out old, torn-out, damaged, out of syllabus and unreadable conditioned books.

University also has annual contracts for Security, Canteen facility in Campus, Drivers, Cleanliness, Guest House Mess and Hostel Mess. The procedure includes e-tendering, placing e-tenders before various committees like e-tender committee (for technical evaluation followed by a financial evaluation) purchase committee, rate recommendation committee, Management Council etc.

University has hostels for girls and boys on the campus. University has annual contracts for both girls and boys hostels. The contract procedure includes an e-tendering process which is placed before the various committees. The contract is worked out so as to maintain higher the quality of food for students throughout the year. The contract also includes the list of food items that can be provided to the students for breakfast, lunch and dinner, along with the rates for additional food items, which can be provided on request.

To maintain the athletic track, basketball courts, Cricket ground, and other free zone area kept

reserved for sports activities throughout the year, the University, on the Board of Sports and Physical Education commendations, made adequate financial provision. With the help of the Garden Department and Engineering Department, maintenance and renovation work is carried out. To maintain the swimming pool University has appointed the contractor for the whole year.

Engineering Section also has the policy in place for carrying out various maintenance works through contracts for ...

- 1) Building Maintenance, water supply repairs,
- 2) Electrical maintenance/repairs work,
- 3) maintenance of Air-Conditioners, Water coolers, Aqua purifiers and its components by adopting “Break Down Service Mechanism” (Service, repair, replacement of the parts of the Air-conditioners, water coolers and water purifiers;
- 4) Design, manufacture, supply, erection, testing, commissioning, including warranty, operation & maintenance of 576KWp grid-connected Roof-Top Solar Photovoltaic Power Plants in Risco Model,
- 5) Erection of 50, 45 W LED streetlights fitting on the BOT (Build-Operate-Transfer) basis,
- 6) Annual Contract for the execution of Electrical maintenance /repairs/miscellaneous & minor works as per the PWD SSR at percentage rate basis (Each work costs up to Rs. 3.00 lakh only
- 7) Annual contract for the execution of Civil maintenance /repairs/miscellaneous & minor works as per the PWD SSR at percentage rate basis (Each work costs up to Rs. 3.00 lakh only.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 12.54

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) year wise during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

2019-20	2018-19	2017-18	2016-17	2015-16
395	339	130	173	150

File Description	Document
Upload self attested letter with the list of students sanctioned scholarship	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.

Response: 10.31

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

2019-20	2018-19	2017-18	2016-17	2015-16
223	262	90	111	262

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

5.1.3 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. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document
Link for additional information	View Document

5.1.4 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Link for additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 18.39

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

2019-20	2018-19	2017-18	2016-17	2015-16
48	60	42	41	36

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
263	266	231	225	244

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

5.2.2 Average percentage of placement of outgoing students during the last five years

Response: 5.89

5.2.2.1 Number of outgoing students placed year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
39	76	38	23	34

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.2.3 Percentage of student progression to higher education (previous graduating batch).

Response: 12.3

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 101	
File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.

Response: 136

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
40	26	29	21	20

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Link for additional information	View Document

5.3.2 Presence of Student Council and its activities for institutional development and student welfare.

Response:

The University has active Students' Council, and its members represent academic and administrative bodies/committees. The University always ensures the students' participation on such committees to inculcate leadership and responsibility qualities. Regular meetings of the student's Council are conducted for ensuring the efficiency and effectiveness of the system. Earlier, the Students' Council was constituted as per the Maharashtra Public University Act 1994 and prescribed by the statute, and it was formed with the following members.

1. President and Secretary elected by the members of University Students' Council from amongst

themselves

2. One seat each is reserved for students belonging to (i) SC (ii) ST or DT (VJ) or NT (iii) OBC and (iv) One seat for a woman. The remaining 11 seats being distributed district wise in the University Jurisdiction.

The students' Council organizes the various events for university departments and affiliated colleges, including cultural gathering, women welfare programs, and educational and employment-related programs. It also organizes and promotes the participation of students in extracurricular events in addition to their leadership skills. These events improve the communication skills, leadership skills, management skills of the students. There is a special provision for these organizations in the University budget under the expenditure head as Students' Council Activities fund.

In the academic session, 2017-18, the University Students Council organized a one-day awareness program on Women empowerment titled "Strong Women Strong World" and "One-Day Awareness Program on Employment and Self Employment".

As per the new Maharashtra Public University Act 2016, Section 99, The University students' Council must be constituted. Council consists of the following members, namely.

1. President, Secretary, One Lady Representative and One Cast representative belonging to the elected by the members of University Students' Association from amongst themselves
2. One student each from (a) NSS, (b) NCC (c) Sports and (d) Cultural activities nominated by the President of the University Student's Council.
3. Director, Board of Student Development, Director Sports and Physical Education, Board of Lifelong Learning and Extension will remain permanent invitees.

As per the MPU Act 2016, the students' Council's President is the Management Council member. The President and Secretary are given representation in the authorities like Senate, the Board of Students' Development, the Board of Sports and Physical Education and IQAC of the University. These members participate and actively put forward the issues related to the students. The Director of the Students' Development monitors the functioning of the Students' Council. The Students' Council plays a vital role in assessing the teaching-learning and evaluation process and provide necessary input. These inputs are considered by the authorities from time to time while deciding the Teaching-Learning Process policy. The Student's Council representative's participation in the authority facilitates the members to seek student's opinion, especially about students' decisions. These opinions help the University to proceed with a student-centric approach.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per

year

Response: 42.4

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
43	42	42	42	43

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The involvement of alumni in supporting and contributing voluntarily to the University is vital for maintaining and expanding a University development.

Alumni is an effective model and can be readily accepted by students. Experience shared by the alumni with the present students in career management, time management, and self-discipline is beneficial. Thus, alumni can help inculcate the right culture in the way that University needs to convey to its students.

Sant Gadge Baba Amravati University has always encouraged the alumni to get associated and remain in touch with the teaching faculty and students of various departments. The University has a separate budget head and financial support for departments to carry out alumni meet and the programs. Though the university alumni association is recently registered, Prominent alumni always associated with their respective departments. In the last five to six years, due to the increased opportunities in IT communication and social media, prominent alumni play a crucial role in supporting students by mentoring them on their career opportunities in various industries and institutions.

Sant Gadge Baba Amravati University has incorporated the University-Industry interaction program as an integral part of its perspective plan. It has been overwhelmingly supported by prominent alumni who are holding top positions in various Industries. They act as a reference or a model for the faculty concerned in the meeting and students in obtaining placement in selected fields. They also act as a career mentor for several passionate students.

Alumni also contribute as guest resource persons to guide and teach specialised topics by visiting campus and online. Thus successful transform of knowledge further improves the capacities and the reputation of the University. They share the recent development in the technology sector, which provides a roadmap for the students to plan their career.

Under the covid-19 pandemic, AMBAA (Amravati University Biotechnology Alumni Association) has played crucial roles in students' placement in prominent vaccine industries such as Serum Institute of India, Bharat Vaccine and Serum Pvt Ltd., Biological E as well as in various covid-19 testing Laboratories and associated industries.

The alumni of Sant Gadge Baba Amravati University have served successfully in various sectors have authenticated the quality and effectiveness of the teaching, research, and community programs in higher recognition of University by society. Thus, very influential positions are secured by the alumni in their jobs. Almost every department, leaving the exception of newly established departments, has been producing great alumni holding prominent positions in public and private sectors. Thus, Sant Gadge Baba Amravati University's alumni are an asset, and their contributions and active involvement significantly increase the University's reputation.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Response: E. <5 Lakhs

File Description	Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

To fulfil the vision 'To emancipate the youth from the darkness of ignorance for the elevation of the society by imparting knowledge and fostering wisdom at its' plentiful'; the aims and objectives of the University have been reflected through its mission statement 'To contribute to the society through the pursuit of education, learning and research at the highest level of excellence. Our University well addresses the basic spirit of incorporation of universities and objects thereof. The curricula are so designed that it caters to the regional needs in tune with rapidly changing world. It aims at disseminating, creating and preserving knowledge and understanding by teaching, research, extension and services and by effective demonstration and influence of its corporate life on society. It also sticks up to the basic spirit of encouraging individuality and diversity within a climate of tolerance and mutual understanding and promoting equitable distribution of higher learning and research facilities. Besides, the development of work culture and promotion of the dignity of labour through applied components in the curricula has been the salient feature of the University. As such, promoting a sense of self-respect and dignity amongst the weaker section of the society towards the promotion of national integration and perseverance of cultural heritage has been the prime functions of the University that adhered to its mission.

University has adopted a systematic approach for all its work functions. It also promotes healthy and proactive work culture. Administrative Training and Development provides various programmes for the overall development of the workforce. The administrative heads ensure the meticulous implementation of management systems towards sustainable improvement. Maharashtra Universities Act 2016 provides powers & duties to various administrative and academic bodies to inculcate Leadership Spirit among the different stakeholders viz. Academic fraternity, Student Fraternity & Supporting Administrative Staff. Frequent meetings to have deliberations and discussions have been organized by the University administration for advisable revision and restructuring of the academic and administrative functioning. With the available meagre workforce's help, the University maintains all quality standards in its academic and administrative functions, resulting in a cognizable increase in enrollment and research activities. The teaching-learning system has been so revised that it could survive amidst the global competition. Research and Patent Cell have been established to facilitate the teachers and the researchers to work in emerging and innovative research areas. The sportspersons have been facilitated to come out with flying colours at national and international sports and co-curricular activities. Consistent motivation has been given to the students for cultural activities to inculcate the pious and pure values of the age-old culture and Indian tradition towards nation-building. The Schedule of various committees is declared in advance and followed judiciously. Urgent/Emergent meetings of statutory bodies are called if required for the smooth functioning of the University. Vacant positions on various authorities, boards and bodies of the University are filled in by the authorities and officers in due time.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Maharashtra Public Universities Act 2016 has clearly stated the different powers and duties of various authorities. The Vice-Chancellor is the head of the institution, has provided a vision of the University's development. Eventually, the tenure of our Vice-chancellor is the entire assessment period of our fourth cycle assessment. The road map of the University's development proposed by him in 2015 is successfully followed and resulted in a new height of success and achievements on our University. The Pro-Vice-Chancellor also carried out the important responsibilities assigned by the Act like monitoring the Research development, perspective plans, Academic Audit etc. The Registrar monitors the university administration very effectively to bring the optimum output from the employees. Academic development like the introduction of CBCS, the functioning of Research and Recognition committees are the task carried out with Deans of Faculties' help.

In tune with the provisions made under the MPUA 2016, Statutory Bodies are formed, and the decentralization of the work is done successfully. In these statutory bodies, representatives from students, administrative staff, support staff, teaching staff from the university departments and affiliated colleges are elected/ nominated/ co-opted. The participation from all these stakeholders makes the functioning of the University transparent and student-centric. The University strictly adheres to the prescribed procedure for meetings and other functioning of such bodies and authorities for participative management and fruitful outcome. The Board of Deans shares the responsibility of the development of all the affiliated colleges and University department. Management Council and Senate are administrative bodies. Academic Council, Faculties, BOE and Board of Studies are basic pillars of academic Leadership. University ensures Academic Excellence by providing necessary guidance and support through various legislations such as ordinances, statutes, directions etc. and timely policy decisions. Members of various authorities can use the authorities, bodies, and committees to showcase their expertise and contribute to the system's qualitative outcome. Academic Leadership is developed by providing decision making powers to HODs about the mode of implementation of the curriculum in their departments. Their opinion regarding purchases in the department is prominently considered. The Administrative Leadership is created and empowered by MUA 2016, including Library Committee, Finance Committee, Building & Works Committee, Purchase committee & Student Council. The University has established the Board of Physical Education and Board of Student development to cater for the needs of games and sports and recreational and cultural activities. The University has evolved an effective knowledge management strategy for the academic and administrative system's effective and qualitative functioning. It has also established Research and Patent Cell to facilitate the research fraternity.

Through interactive meetings with the alumni, academia, industry and other stakeholders, University tries to update curricula with the help of its BOS in various subjects and other competent authorities to meet the requirements of industries, research and global academics.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

The strategic plan of the University has imparted different topics added to the syllabus. This will help students to broaden their area of knowledge and enhance their skills. The major focus was given on the practical applicability of the concepts and topics. Technical courses provided are updated to facilitate the students and benefit them from the Placement point of view. University has introduced Credit Based Grade Point Scaling.

The perspective plan reflects aspirations of society, feedback from stakeholders, inputs from University authorities and state expert committee. The University is committed to encouraging individuals for inclusive growth. The current Gross Enrolment Ratio (GER) in the region is in range of 8.76 to 50.44 and target to increase from 10.79 to 53.2 will be achieved by creating new colleges including 10 Ladies colleges, 05 Skill and Entrepreneurship colleges on PPP model, 04-night colleges, 05 engineering college with vocational courses, 02 Architecture college, 01 New Model college at being the district of lowest GER, 03 colleges of Animation, 11 new departments and 12 new courses in existing university departments are proposed, the addition of 44 new courses in affiliated colleges, 03 satellite centres and 01 sub-campus.

The University stands committed to intervening strongly in the local region by implementing socio-economic development programmes by way of increasing the current engagements. University has adopted 05 villages are under *Swatchha Bharat and Swastha Bharat Abhiyaan*. At present, 03 centres for technology dissemination and incubation and innovation are working in the university campus; it is envisaged to increase to 07.

To preserve nurture culture and history of the region, University proposed to establish 01 University department of performing arts, 03 Tribal culture Research Centre, 01 Centre for Archaeology in Western Vidarbha, 01 Western Vidarbha Culture and Heritage Research Centre, 01 Berar Region History Research Centre and 01 Centre for Traditional and Tribal Sports Culture in the plan period. It is also proposed to increase courses on life skills from 36 to 70, centres for training in the competitive examination from 56 to 111 and earn and learn schemes. The university has identified the 08 key research areas for the plan period.

University has increased the use of ICT in the teaching-learning process by keeping in mind the current scenario of the whole world. The availability of Virtual C4 has benefited a lot. Teaching can be done via synchronous and asynchronous way with the help of Virtual C4. **Virtual learning** is a learning experience enhanced by utilizing computers and the internet both outside and inside an educational organisation's facilities. The teaching activities are carried out online whereby the teacher and learners are physically separated. The courses taught online to provide students with the flexibility to learn on their own schedule instead of mandatory class time. Online courses, including those taught at cost less than traditional on-campus courses making them more affordable. Virtual courses give students more selection in their

courses.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

GOVERNING BODY

The Sant Gadge Baba Amravati University, Amravati is the state university of the Government of Maharashtra. The university functions based on two dimensions; (i) Maharashtra Public University Act-2016 and (ii) The Vision and Mission of the University.

The university's governing body (MPUA-2016 U/A30(4)) is the Management Council, its principal executive and policy-making authority. It is responsible for administering the university's affairs and carrying out such duties, which are not specifically assigned to any other authority. These include the vice-chancellor and 14 regular members (eminent persons from the field of education, industry, agriculture, commerce, banking and finance, social, cultural and other allied fields), 2 permanent invitees and 1 member from the students' council.

ADMINISTRATIVE SET UP-

The university has its jurisdiction within five districts of Vidarbha viz. Amravati, Akola, Yavatmal, Buldhana and Washim. The university's administrative setup is designed very carefully to cater to all types of needs of different university stakeholders. The Vice-Chancellor of the university made a large amount of contribution in designing the university's flexible, accommodative, and inclusive administrative structure. Please refer to the organogram attached herewith for the details.

FUNCTIONS OF VARIOUS BODIES

Functions of these authorities are described in sections from 26 to 70 in the Maharashtra Public Universities Act, 2016.

SERVICE RULES-

In Maharashtra, all public universities are governed by the Maharashtra Public Universities Act, 2016. The Service rules of teaching and non-teaching staff regarding recruitment (As per section point no 102, Chapter IX MPUA-2016), promotions(As per the norms and guidelines of UGC, AICTE and other guidelines issued by the state government from time to time.

GRIEVANCES AND REDRESSAL:

The Chapter-VII of Maharashtra University Act-2016 describes the mechanism for grievances Redressal at the university level. The university has set up the grievances Redressal mechanism, and it is functioning as per the mandate of the Maharashtra University Act-2016.

Students Grievances Redressal Cell: As per section 56(2)(b) read with section 87 of MPU Act,2016, there is a provision of Students Grievances Redressal Cell, and the mechanism is as prescribed by the Statute (5 Of 2019).

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document
Link for Additional Information	View Document

6.2.3 Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

Sant Gadge Baba Amravati University has implemented an effective Performance appraisal system, faculty empowerment strategies and welfare measures for teaching and non-teaching staff.

Performance Appraisal System for teaching and non-teaching staff

(GR No.CRF1210/Pralcra 47/2013/Tera, dt.1.11.2011 and CFR-1211/Pra.Kra.257/ Tera, dt.7/2/ 2018)

Regular performance appraisal of teaching and non-teaching staff is done annually. Annual Confidential Report of teaching and non-teaching employees and self-appraisal forms from teaching faculty are submitted to concern Head of Department/Section for evaluation and further submitted to Reporting officer. These reports are maintained in the custody of the Registrar for future references.

The teachers and non-teaching staff are motivated to work more acutely for the development of the University. The dedicated work of the employees is acknowledged by giving Best Service Awards.

- **Seva Gaurav Puraskar** (Rule No.9/2012 & amended Rule No.2/2014)

To promote the university and affiliated colleges' employees and enhance & evaluate their work spirit, the University felicitates the Principals/Directors/Teachers/Non-teaching employees of University & affiliated with a **Certificate of Excellence and a Silver Medal of 100 gm.**

Many welfare schemes are available for the University staff members through a well-crafted procedure.

1. Vehicle Advance Scheme (The Rule no 1/1996 and Rule No.11/2016)

The Loan facility is available for a two-wheeler is Rs.45 000/- and for a four-wheeler is Rs.1, lakh 25 thousand for five years.

1. Grain Advance and Festival Advance

As per the Management Council's decision, Grain Advance of Rs.20,000/- and Festival Advance of Rs.10,000/- at zero percent interest is given to this University's Non-teaching employees. There is a total of 4360 beneficiaries of this scheme from 2014-2015 to 2018-19.

1. Non-teaching Employees Welfare Fund (Rule No. 4/2012 and amended Rule 7/2013.)

Non-teaching employees' welfare fund is created by deducting specific amounts from the employees' salary and supported by the University.

As per demand, the loan is provided in the event of an accident or serious illness up to Rs.25 000/- (6% interest rate). In the event of death of the non-teaching employees before retirement, a Grant of Rs.10 000/- is paid to his/her spouse or the deceased's legal heirs.

1. Computer/Laptop Advance (Rule No.9/2012 and amended Rule 2/2014)

Advance facility to purchase of Computer/Laptop up to 30,000/- for the period of 40 months.

1. Medical Reimbursement Scheme

2.

An advance amount up to 60% is granted to the employee as medical help until Govt receives the amount.

1. Besides this, other facilities are also provided to the employees who are listed below

- Health Centre
- Free Medical-Aid Facility in case of emergency
- Free Health Check-up camps for all employees
- Sports facilities like Swimming Pool, Running Track, Gymnasium, Badminton Court, etc.
- Women Facility Centre
- Canteen facilities on subsidized rates
- Equal Opportunity Cell
- Diet Counseling Centre at a subsidized rate

File Description	Document
Link for Additional Information	View Document

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

Response: 28.64

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

2019-20	2018-19	2017-18	2016-17	2015-16
12	20	34	21	25

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	View Document
Link for Additional Information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 18

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
28	19	17	13	13

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View Document
Link for Additional Information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 15.3

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
17	05	09	21	07

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	View Document
Link for Additional Information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Sant Gadge Baba Amravati University mobilizes funds mainly from the Central and state government and University Grants Commission (UGC). Funds received from the state government in the form of salary grants are used to pay the University's teaching and non-teaching staff's salaries. Funds received from Central Government and University Grants Commission (UGC) are used per the funding bodies' guidelines and conditions. Funds generated from these sources are mainly used to meet university development and maintenance requirements. Resource mobilization is done by the following means:

- Student fees
- General fund
- Interest on deposits
- Endowments from different institutions and individuals for the gold medal, prizes etc.
- Donations from society and Non – government institutions
- Grants from the central government
- Development Grants from UGC
- Salary Grants from the state government
- Depreciation fund interest – University
- Rent from leasing of premises to bank, post office, canteen, etc.
- Other receipts – swimming pool, sale of scrap etc.

OPTIMAL UTILIZATION OF RESOURCES

Budgetary control is used to facilitate optimal Utilization of university resources. The Finance and Accounts Officer of the University prepares and submits the budget for the ensuing financial year and revised budget for the current financial year to Finance & Accounts Committee annually. Finance & Accounts Committee recommends the budget to the Management Council to recommend the same to the Senate for its final approval. All Heads of Departments/ Sections provide the Finance and Accounts officer with their financial budget for purchases and contingencies to be incorporated in the annual budget. Budget Committee helps the finance and accounts officer prepare the draft budget, estimates on the basis of the details furnished by the officers of the University and Heads of Academic Departments and Auxiliary Services. The Finance & Accounts Committee allows flexibility in the budget provisions and provides a scope to increase the budget as per requirement. Such increased budget provisions are to be placed before Senate for approval with proper justification.

Optimal use of funds is guaranteed through budget sanctions from time to time. Adequate funds are allocated for effective teaching-learning practices that include Orientation programs, workshops, interdisciplinary activities, training programs, refresher courses that ensure quality education. The budget covers daily administrative and operational expenses, Maintenance of the infrastructure, infrastructure

development, and different projects and social service activities. All funds received from the state government and UGC is allocated as per the funding authority's norms. The main motto of resource mobilization and optimal use of resources is to put the University on a benchmark in tune with quality teaching and student growth. In the last five years, University remained successful in mobilizing a considerable amount of grants and funds from different resources. This mobilization has made the University develop ample physical infrastructure and purchase equipments for all the departments making the teaching-learning process more comfortable and dynamic.

File Description	Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 3248.15

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

2019-20	2018-19	2017-18	2016-17	2015-16
1278.16	634.60	566.64	312.84	455.91

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 41.8

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
16.65	2.60	7.55	7.50	7.50

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.4.4 Institution conducts internal and external financial audits regularly

Response:

Our Institution has an effective mechanism for conducting internal and external financial audits. Accounts of the institution are audited by a Chartered Accountant regularly as per the Government's rules. In the audit process, if there are additional expenses above the budget proposals, the Vice-Chancellor has the right to re-appropriate the budget provisions on the Finance and Accounts Officer's recommendations. All re-appropriation cases are presented to the Senate through Finance and Accounts Committee and Management Council to the Senate for its final approval in the form of revised budget provisions. The university accounts are regularly audited by different firms approved by authorities during the last five years. The procedures are followed so meticulously by the University that there are no audit objections raised during the previous five years. Balance sheet and Income and Expenditure Statements for 2015-2016, 2016-2017, 2017-18, 2018-19 and 2019-20 (Assessment Period) are given.

Internal audit: As a part of self-assessment, the internal audit is carried out to review its operational activities. It is carried out as per the decision taken by the Management Council of our University. So University conducts a full-fledged internal audit process by reviewing audit all transactions thoroughly. For this purpose, a special section is established in our University. There is a regular practice to monitor all invoices before payments. The internal audit section has the right to unrestricted access to all vouchers, documents, account books and computer data and any other information that is considered relevant for the audit. This includes the right to verify assets also.

Statutory Audit: Management council appoint the University's statutory auditors. They undertake a regular audit of the University and report to the Vice-Chancellor, discussing the statements and giving an accurate and fair view of the University's financial affairs. These auditors have unrestricted access to all vouchers, documents, books of accounts, computer data and other information. This includes the right to verify assets and the right of direct access to any employee or person responsible for the administration or management of university funds with whom it is felt necessary to raise and discuss such matters. The statutory auditors can visit any budgetary unit. The statutory auditors submit their primary observations in the form of a 'half-margin memo' to the unit's head at the time of audit. The section head replies on the 'half-margin memo' and return it within three days of its receipt. The auditors finalize their observations after considering the replies given to the 'half-margin memos'. The audit report so finalized is submitted to Finance and accounts

committee. The committee reviews the compliance submitted by the concerned section. The annual accounts and audit report and the committee's compliance and recommendations are then submitted to the management council.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

1) Virtual C4: A new gallery of knowledge

The Virtual Center for Campus to College and Community (Virtual C4) was set up in 2018 under the guidance of the Hon'ble Vice-Chancellor with a view to plan and execute various academic & socio-cultural activities by the University.

In accordance with the "Dashasutry" or the Ten Commandments given by Sant Gadge Baba, the apostle of social welfare & upliftment in the Vidarbha region, the Virtual C4 envisages the vision and central objective of social awareness and transformation with the help of live sessions or recorded videos uploaded on the University portal. During the last three years, apart from academic lectures, interviews programmes like Convocation Ceremony of the University, Events of Marathi Language Day, National Science Day, Workshops, Seminars, etc., broadcasted through Virtual C4. The important topics covered are Organized Farming, Water Management and Sustainable Water Scheme, Clean India, Clean Energy: Use of Solar Energy, Protection of Children from Sexual Offences Act 2012, Contribution of Marathi VidyanParishad for Dissemination of Science, Unnat Bharat Abhiyan, New Changes in Education and Available Opportunities, Selection of Trees for Tree Plantation, COVID-19 Pandemic Web Lecture Series etc. by eminent scholars & academicians from various fields. Some of the notable lectures, interviews are by Vasant Abaji Dahake- Padma Bhushan Awardee Dr. Vijay Bhatkar. Padmashri Dr. Vijay Phatak, Vice President of UGC Dr. Bhushan Patwardhan, Rajya Sabha Member Mr. Vijay Sahastrabudhe etc.

Thus, the Virtual C4 is playing a pivotal role in creating awareness and social transformation.

2) Initiatives under NRC

Teachers are at the core of any education system. Empowering them with access to the latest developments, familiarizing them with the new & emerging trends, encouraging pedagogical improvements and methodologies is both a significant and critical need. The Ministry of Education (Formerly MHRD) has launched the Annual Refresher Programme In Teaching (ARPIT), a major and unique initiative of online professional development of higher education faculty using the MOOCs

platform SWAYAM.

For implementing ARPIT, 75 discipline-specific NRCs were identified in the first phase to prepare online training material, focusing on the latest developments in the discipline, new & emerging trends, pedagogical improvements, and methodologies for transacting revised curriculum. UGC-HRDC, SGB Amravati University is recognized as an NRC for the last three years and is one of the two state universities in Maharashtra having this status.

This NRC has shouldered the responsibility to develop courses on “Skill Development” aimed at:

- Empowering teachers by augmenting their traditional teaching skills with modern educational skills through innovative and best practices.
- Transforming the learners by trained and equipped teachers to ensure a sustainable quality outcome.

These interdisciplinary courses are offered to all in-service teachers irrespective of their subjects. This NRC has provided training to 1700, 1950 and 2512 learners, including higher education faculties across India.

Faculty can benefit from this initiative as it is highly flexible and can be done at one’s own pace and time. The NRCs will revolutionize faculty's professional development by catering to massive numbers by leveraging the ICT and online technology platform of SWAYAM.

File Description	Document
Link for Additional Information	View Document

6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution (Data Template)	View Document
Paste web link of Annual reports of University	View Document
Link for Additional Information	View Document

6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

- The University has established a COVID19 testing laboratory on the campus supported by the Department of Biotechnology, Botany and Microbiology.
- The construction process of Microbiology (Phase II), Geology (Phase IV and V) and Chemical Technology (Phase III) are in good progress from the fund received from RUSA.
- Regarding the non-conventional energy sources, Solar Power Plant generated 808386 units and achieved a saving of Rs.48,11,252/-. 976 fans 2001 tube lights are replaced in three major buildings on the campus.
- University also initiated water conservation works like the excavation of Nallah bed on campus, excavation for a water body in reservoir no1, construction of field ponds on campus etc.
- University has initiated to commission wastewater treatment plant to reuse wastewater for gardening purpose on the campus.
- Cultural Program was organized on Maharashtra Bhasha Gaurav Din's occasion on 27th February 2020 at Sant Dnyaneshwar Sanskrutik Bhavan, Amravati, wherein students were selected for the central zone, national etc. in Youth Festival 2019-2020. Students performed Maharashtra's festivals (Ganpati Utsav), Powade (Chatrapati Shivaji Maharaj life), jogawa, gondhal (Lakkha Prakash Padala Divatya Mashalicha), Kolinutrya, Skit, Batavani Nivedan, Mi Marathi nrutya.
- Due to the outbreak COVID-19, during the nationwide lockdown, MC, in its meeting held on 25.04.2020, has decided to help the needy through a which provides distribution of essential food grains, groceries or prepared meal boxes to the needy students by inviting applications through the Colleges.
- Online soft skill development workshops and training programmes were organized by Student Development Department to provide an opportunity to the students to learn life skills while studying at home during this period of COVID-19. In this scheme, University has prepared ten video sessions of ten Trainers based on curriculum, skill development scheme and made them available to the students through a separate website. The scheme was launched on 27/04/2020 and made available for students on the university's website, which benefited 21,000 students.
- MoU signed between Students' Development, SGBAU and Unique Academy, Pune Branch, Akola and successfully conducted Kulguru MPSC/UPSC Margadarshan Karyashala Competitive Examination Guidance free of cost. Conducted workshops in which 22 colleges participated with a student strength of 3500. The purpose was to increase the GER from rural areas in Vidarbha, provide information on various competitive examinations while studying for their degree, and prepare for competitive examinations to increase employment opportunities.
- Proposal submitted for construction of Hostel for tribal students to RUSA and constructing Indoor multipurpose hall through State Government to Ministry of Sports, Govt of India.

- Designed various techniques to assess the students' learning levels soon after admissionBroadened the scope of the Remedial Teaching scheme to include more slow learners.
- Introduced the departmental academic planning for delivery of curriculum in a systematic and timely manner.
- Encourage & Implemented Research Policy for the Promotion of research by creating a conducive environment on the campus
- Introduce attainment of PO, PSO and CO for evaluation

File Description	Document
Link for Additional Information	View Document

MAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The promotion of gender equality is mainly propagated by the Women's Studies Centre in SGBAU. It has been established in the year 2010 with the objectives to support women from all strata of society to understand their inner potentials and create a more gender-just society. Various programme, workshops and seminars were organized for the promotion of gender equity. The participation of both male and female employees and students helps to achieve gender equality in the university. The awareness programme organized by this centre highlights the efforts to develop awareness among all sects of society in legislation, policies and programmes where the egalitarian approaches are reflected and need to be adopted in daily affairs. The programmes on gender equality were also organized to develop ways to ensure the active participation of boys. The centre organized debates, programmes related to gender issues, women issues, and virgin mothers' problems. A self-defence camp was organized on the university campus for girl students to improve their confidence. Discussions, debates were arranged for both male and female students to understand their views regarding love, affection and violence. Digital Literacy Training for Women was organized to literate women regarding various applications, including "Aaple sarkar, BHIM, Digilocker in detail, etc.

■

The establishment of the Gender Championship aims to make young boys and girls gender sensitive and create a positive social environment that values the girls and their rights. The university's activities in the form of group discussions, debates, poster competitions etc., reflect the gender sensitization process prominently. Safety and security, Counselling by the teachers and girls common room are the additional facilities provided to the girl students.

As per guidelines of UGC HRDC, the university also conducts short term courses on Gender sensitization for the teachers. It is essential to develop Gender Sensitivity Programs to bring about that changes starting with teachers and then move to the institutional level and finally reach society as a whole. Emphasizing a teacher's role, if the teachers are gender sensitized, they can influence their students with this concept. The experts in these courses discuss various issues such as the Concepts of Gender Sensitization, Feminist Perspectives in Social Sciences, Gender violence, Sexual Harassment, Gender and technology, gender identities, socialization, trafficking of women and violence against women and so on. These courses proved to be very effective to imbibe the notion of gender sensitization among the teachers. In the newly introduced CBCS, a special subject as 'Gender sensitization' is introduced by the university, which shall be available for first-year students of all faculties as a generic elective subject.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Bio-Medical Waste Management:

The university adopts the policies/guidelines issued by the government for Biomedical waste management. COVID -19 Molecular diagnostic Laboratory has been developed adjacent to Central Instrument Cell in Sant Gadge Baba Amravati University. The disposal of PPE's and liquid waste common treatment facilities has been provided. PPE's used and other contaminated waste generated from patients, waste handlers have been stored in yellow bags at separate BMW storage point and pre-treated with Autoclaving/microwaving before transfer to the temporary storage area and then handover to a common treatment facility in yellow coloured bags with specific marking as COVID-19 waste".

Dedicated trolleys and collection bins with the label of COVID-19 Waste, sanitisation of trolleys and bins used for collection and maintaining a record of waste generation in the Laboratory.

E-waste Management

For E-waste management, the University adopt the guidelines and policies issued by state and central government from time to time.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Disabled-friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The University has conducted several programs for providing an inclusive environment. It has taken various initiatives for promoting tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities. The university's various departments conduct seminars, workshops, and outreach programs to promote communal harmony and tolerance. The university takes initiatives and efforts by organising activities, the celebration of days, National festivals, celebration days of Eminent personalities and other such activities to provide for an inclusive environment by bringing students and teachers with diverse background on a single platform for creating an inclusive environment, These functions help in developing tolerance harmony towards culture, region and linguistics and also communal social economics and other diversities.

The university has a Grievance Redressal Cell for Sexual Harassment committee to maintain harmony in the campus. Women's Studies Centre has been established as per UGC guidelines and started two years course, M.A. in Gender and Women's studies to promote the study on Gender sensitization and Gender Equity. Women's Studies centre organises awareness programme in collaboration with the university departments, affiliated colleges and NGO etc. Various workshop on Self defence, Pre-marriage counselling, Exhibition of Postures focused on "Save girl", workshop on female foetus awareness in the community, debates were organised among boys and girls to discuss "Love, rejection and violence".

Environment Day Celebration raises awareness about environmental issues like global warming, marine pollution, human over-population, protection of wildlife, sustainable consumption, participation in the water conservation programme, etc.

Celebration of Marathi Bhasha din every year on 27th February: The State Government regulates this day. The Marathi Bhasha Din is a day marked to celebrate the heritage of Marathi, also marked in honour of Kusumagraj or VV Shirwadkar, a noted Marathi playwright. Marathi, as a language, also helped the people of Maharashtra unite behind Chhatrapati Shivaji Maharaj when he rose to fight the atrocities of the Mughal rule. The organisation of Book exhibition, granth dindi, students' cultural programme, i.e. Youth festival, etc.

Hindi Pakhwada is organised in the Hindi department in collaboration with other departments to create awareness about the rashtrabhasha "Hindi". Hindi Diwas is celebrated across the country to celebrate the popularity of Hindi as an official language of India. In 1918, Mahatma Gandhi, widely regarded as the Father of the Nation, had attended a conference on Hindi literature and asked Hindi to be made the national language of India. It is celebrated on 14 September every year in India to promote and propagate the official language. Hindi is one of the two official languages of the Union Government, written in Devanagri script.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The National Service Scheme (NSS) is an Indian government-sponsored flagship for public service program conducted by the Ministry of Youth Affairs and Sports of the Government of India. The university aims at inculcating social responsibility in its students by involving them in various activities that revolve around a social cause. NSS unit has been established in the university and organises various activities and programmes in the villages. The programme aims to instil social welfare in students and provide service to society without bias. NSS volunteers work to ensure that everyone who is needy gets help to enhance their living standard and lead a life of dignity. In doing so, volunteers learn from people in villages how to lead a good life despite scarce resources. It also helps natural and man-made disasters by providing food, clothing and first aid to the disaster's victims. They visit senior citizens, understand their village problems, issues concerning the environment, participate in community work. Residential camps in the villages enable moral values, understand the rights and duties of the citizens. The students also learn the value of service and develop enduring friendships with one another and become more conscious of individual and social responsibilities towards family, community and country.

The University imbibes the value inculcates among the youth by way of some popular Study Centres & Chairs like Swami Vivekanand Study Centre, Sant Gadge Baba Adhyasan Kendra, Dr. Babasaheb Ambedkar Study Centre, Buddhist study centre, Dr. Paunjabrao Deshmukh study centre, Dr. Shrikant Jichkar memorial research centre for India history and culture etc. with huge infrastructure and highly qualified, motivated and dedicated teaching and non-teaching staff, the university is marching ahead in producing a skilled workforce.

Dr. Babasaheb Ambedkar Thoughts department established in the year 2017. It introduced a post-graduate program intending to make aware of the social reformer, educationalist Dr. Babasaheb Ambedkar, and explore his political, economic, social, tourism, educational, agricultural, and religious issues. It aims to impart a post-graduation program to the students based on equality, liberty and fraternity and make the youth fearless and confident for developing new India.

The students participated in various programme and activities such as Voter campaign Rally, Awareness programme on National Aids Control Programme, and Workshop organised for Tribal area "Rehabilitation of the virgin mothers, Women empowerment programme, Women entrepreneurship programme, Blood donation camps, participation in National level parade, disaster management etc.

International Yoga day is also celebrated in the university, in which all the university authorities and employees participate on this day. Constitution day is also celebrated every year. The programme

initiates with a Preamble reading of the constitution followed by the lectures on the sensitization of students on responsibility towards the constitutional values, rights, duties and responsibilities of citizens. Students and employees are encouraged to participate in the programme on “Thoughts of Dr. B. R. Ambedkar.”.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: D. 1 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Sant Gadge Baba Amravati University, in its role as a public university, celebrates all days commemorating persons and events of National and International importance. These days are celebrated in various ways, such as a gathering, event or talk, organised by the university. Independence day (15th August), Republic Day (26th January) and Maharashtra Day (1st May) are marked by a flag hoisting ceremony, recitation of the national anthem and an address by the Honourable Vice-Chancellor with the participation of the students and employees in front of the main administrative building of the university. Tea and snacks are arranged for all at these events.

Other days commemorating important India personalities birth/death anniversaries of the great Indian personalities as per direction of Government of Maharashtra such as Jijau Maa Saheb Jayanti, Chhatrapati Shivaji Maharaj Jayanti, Savitribai Phule Jayanti, Swami Vivekanand Jayanti, Netaji Subhashchandra Bose Jayanti, Sant Sevalal Maharaj Jayanti, Sant Ravidas Maharaj Jayanti, Sant Gadge Baba Maharaj Jayanti, Yashwantrao Chavhan Jayanti, Shahid Din, Mahatma Jyotiba Phule Jayanti, Dr. Babasaheb Ambedkar Jayanti, Rashtrasant Tukdoji Maharaj Jayanti, Mahatma Basveshwar Jayanti, Dahshadvad and Hinsachar Virodhi Diwas, Swatantravir Sawarkar Jayanti, Ahilyadevi Holkar Jayanti, Maharana Pratapsingh Jayanti, Rajarshi Shahu Maharaj Jayanti, Vasanttrao Naik Jayanti, Lokmanya Bal Gangadhar Tilak Jayanti, Sahityaratna Annabhau Sathe Jayanti, Krantisingh Nana Patil Jayanti,

Sadbhavana Diwas, Raje Umaji Naik Jayanti, Pandit Dindayal Upadhyay Jayanti – Antyoday Diwas, Mahatma Gandhi Jayanti, Lal Bahaddur Shastri Jayanti, Maharshi Valmiki Jayanti, Dr.A.P.J. Abdul Kalam Jayanti, Indira Gandhi Punyatithi and Rashtriya Sankalpa Diwas, Vallabhbbhai Patel Jayanti and Rashtriya Ekta Diwas, Pandit Nehru Jayanti, Birsa Munda Jayanti, Indira Gandhi Jayanti and Rashtriya Ekamata Din, Sanvidhan Diwas, Sant Jagnade Maharaj Jayanti, etc. On this occasion Hon'ble Vice Chancellor, Pro-Vice Chancellor and Registrar garlands to the portrait of these Great Indian Personalities and pay tribute to them. All festivals and days of importance of various religions and communities are marked with a holiday by the university.

Besides, various Chair and Centres of the university also organises events to commemorate days and persons of importance for students and society. For example, National Science Day is celebrated by organising according to the theme events like participation of schools, colleges in Science exhibition, Poster presentation, Essay competition, innovative quotes competition, working models competition, Seminar competition, Theatre program, Quiz competition, popular talks etc. Dr. Babasaheb Ambedkar chair and Studies centre, organises Constitution Day's celebrations and important social and political thinkers every year. The Women's Studies Centre organises talks and events for International Women's Day, organises Marathi Bhasha Din, Hindi Pakhavada, Environment day and the Department of Mathematics organises National Mathematics day every year.

In accordance with the objectives given by authorities and of its own initiative, the university strives to create awareness and a sense of pride and responsibility in its stakeholders through the celebration of days commemorating persons and events of local, national and international importance.

File Description	Document
Geotagged photographs of some of the events	View Document

7.2 Best Practices

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

Response:

BEST PRACTICES

1) Free Medical Health and Fitness Check-up for campus & community

Department of Physical Education

TITLE OF THE PRACTICE: Free Medical Health and Fitness Check-up for campus & community

1. Objectives of the Practice:

- To create awareness regarding potential health hazards & problems among the campus &

community people.

- To arrange guidance & counselling by experts in the field of health fitness & medicine.
- To provide free medical check-up and advice to campus & community people
- To enhance the fitness & health consciousness among the people of campus & community

2. The Context:

Being healthy and fit in simple terms implies taking care of the body. It is a well-known fact that a healthy mind resides in a healthy body. Wellness of body and the mind helps you to maintain the energy level to achieve success. We all need to strive to accomplish health. Safeguarding your body from the consumption of substances, doing regular exercises, taking a balanced diet etc., are some of the important ways for attaining & maintaining good health & fitness. Obtaining a healthy lifestyle empowers us to perform our jobs without being or lethargic. Being happy is associated with fostering health and performing one's best. So happiness could be termed as the consequence of a healthy and wholesome lifestyle. Every individual needs to regularly take decent care of health, such as generating efforts to preserve physical and psychological fitness and ensure timely and routine medical checks and fitness tests. Notwithstanding the importance of medical check-ups & fitness tests, it is undeniable that such check-ups are often a bit too costly and sometimes even pose a financial burden to people with limited financial resources.

3. The Practice:

Considering the importance of fitness & health and the economic strain it contains, as mentioned above, the Post Graduate University Department of Physical Education of SantGadge Baba Amravati University, Amravati, organizes a Fitness Week every year to promote health and fitness awareness among the people. In this programme, the Department arranges free medical and fitness tests for the students, administrative, teaching & non-teaching staff, and the general public. It is emphasized that the Physical, Physiological variables that are checked would cost 800 to 1000 rupees in medical hospitals & laboratories outside are provided free of cost here. All citizens are extended an open invitation to seek benefit from this fitness campaign. Following variables are checked in the fitness camp:

1. Strength
2. Stability
3. Blood Pressure
4. Reaction time
5. Agility
6. Peak Flow (Lung Capacity)
7. Flexibility
8. VO2MAX
9. Finger Dexterity
10. Haemoglobin
11. Eye-Hand Coordination
12. Memory Recall Ability
13. Body Fat Analyser

All the participants have to get registered at the registration table. Various booths are established where testing of the above-stated variables done by the experts and health personnel. Participants enter each booth

and undergo the testing or examination one by one. All the notings of the performances are recorded to prepare a final health & fitness report. Based on the findings of the overall report, the participants are given expert medical advice and counselling. The Health & Fitness report gives the participants a clear idea about the area of concerns regarding the health issue and their strengths. This enables the participant to take appropriate and timely measures to correct the faults and boost their sense of fitness and well being. It makes them aware of the factors that are harmful or helpful in maintaining their health & fitness. The participants are given a copy of the report, and their feedback is taken for further improvements.

4. Evidence of success:

The initiative taken by the Physical Education Department in this enterprise is met with an overwhelming response from the students, University teachers & Administrative officers, Non-teaching staff, including class 3 & class 4 employees. Also, people from outside the campus have registered huge positive response with enthusiastic participation. Formal and oral requests are received from the participants for carrying on this practice consistently. The growing number of participants every year indicate the huge success of the programme. The Department aims to encourage and cover more and more community people to benefit the camp through various modes of publicity. It is a service to the community that the University takes pride in as it ensures a concrete relationship between the University and society. With the Central government taking concrete positive measures in promoting health & fitness awareness among the people of the country, this small initiative taken by the University goes a long way in achieving the target of improving the Nation's general well being and fitness, ensuring improved performances in various domains of life. This can ensure the overall growth in the country's progress & prosperity index.

5. Problems Encountered and Resources Required:

In general, the Health & Fitness Campaign has met with huge popularity and success among various people. However, with an increasing number of participants, there is a demand that such camps be organised consistently throughout the year. Due to various other activities, it is not possible to conduct free fitness check-up throughout the year. The staff crunch is also the problems, as is the paucity of funds. To bring in more categories of testings and cover more and more participants, naturally more tests and testings equipments and more funding are needed.

Notes:

The activity yields the best result with good planning and ready access to a pool of professional experts in medicine, physiotherapy, psychology, and sports. Good financial support ensures the effectiveness and success of the programme.

2) Awareness about Energy Conservation

Department of Applied Electronics

1. Title of the Practice: Awareness about Energy Conservation.

2. Objectives of the Practice

It is essential to conserve energy. Also, there are many villages in the Amravati district's hilly Melghat region, where the major problem is the lack of electricity. The use of LED lamp is one of the solutions to alleviate the energy problem.

Objectives-

- To create awareness of energy conservation amongst citizens and society
- To teach an individual how to save the energy
- To teach different techniques to common people about the clever and optimal use of energy.
- To teach the proper operation of energy-consuming appliances to people could increase such alliances to save energy.
- To promote the use of LED lights as an energy intervention for improving energy demand and supply.
- To train the youth to motivate, train and empower to find a local solution to the problem of energy conservation and insufficiency.
- To transfer the technology of lamp making the youth.

Expected outcome

Awareness and knowledge about energy and lighting system. Empower the youth and may become an entrepreneur. By making this technology available, we are making available the employment generation opportunities available to the youths by manufacturing and marketing these products.

3. The Context

In India, the energy problem is severe. The difficult goals of conservation of energy can be achieved only through the combined efforts of many people. Business leaders, government officials, scientists, individual citizens and society at large must all work together to conserve energy. Everybody must realize the importance of energy conservation.

Individuals can conserve electrical energy as well as petroleum/diesel in many ways. A complete LED lamp unit's cost becomes expensive as the lamp casing in retail is very costly. It becomes difficult to purchase it in bulk with a substantial quantity.

4. The Practice

Various activities have been carried out through the different modes that follow:

1. Arranging exhibitions on conservation of energy
2. Poster presentation on conservation energy
3. Invited talks of the eminent energy conservationists
4. Group discussions on energy conservation
5. Seminars and workshops on conservation of energy

For the last 18 years, the Department of Applied Electronics has been conducting the extension activity titled “Awareness of Energy conservation” every year under TRDEA (Teaching Research Development and Extension Activities). During the initial years, the Department had organized workshops on the Conservation of Energy. These workshops were comprised of expert lectures, poster exhibitions, quiz competition, demonstrations, etc. From 2009, the Department of Applied Electronics started organizing “LED lamp fabrication” workshops for school, college teachers, university and college students, girl students of affiliated colleges and other university departments, and tribal students from the Melghat region.

One major problem Melghat area facing is the availability of electricity. The terrain is so rugged & hilly that the conventional grid-based electricity cannot reach many parts of the Melghat. Wherever in Melghat, it is available is grossly inadequate. Another problem is inadequate employment opportunities for the local youth. It is necessary to provide various interventions to this area to address these issues. One such intervention could be to train local youth to manufacture an LED-based lighting system powered by solar energy or utilise a storage battery to store a scanty electricity supply. This will help in elevating the socioeconomic status of this tribal area.

The use of low power consuming LED lamps is a promising solution to energy conservation. Numerous students from UG, PG courses have participated in the hands-on training workshops. The following table shows the various programs organized under the best practice.

S.N	Year	Programme organized	Benefits/Targets achieved
1	2009-2010	Poster Exhibition on “Conservation of Energy” demonstrates and trains LED lamp-making at Z.P. School, Chandur Rly.	Students got acquainted with making for LED lamps and conservation
2	2010-2011	<ul style="list-style-type: none"> • Poster, Model Exhibition on “Conservation of Energy” and LED Lamp making and displaying various lamps in “Tiger Mela” for school children organized by the Nature Conservation Society of Amravati. • Organised LED Fabrication workshop at Harisal, Melghat for the tribal students. 	School students got acquainted with renewable energy, conservation of conventional energy
3	2011-2012	LED Lamp making workshop for Bapusaheb Kubetkar Vidyalaya students organized at the department of Applied electronics, SGB Amravati Univ.	Students got acquainted with making for LED lamps and conservation
4	2012-13 (19/10/2012)	LED Lamp-making workshop for UG students of university-affiliated colleges & PG students of SGB Amravati University departments at Applied Electronics department.	Students got hands-on training for LED lamp fabrication and the importance of energy conservation
5	2013-14 (20/02/2014)	LED Lamp making workshop for Students of 11th standard from GVISH and Vidyabharti College, Amravati	Students got hands-on training for LED lamp fabrication and the importance of energy conservation

6	2014-15 (20/2/2015)	LED Lamp Fabrication workshop for Students of 11th standard from Vidyabharti College, Amravati	Students got hands-on training lamp fabrication and the imp energy conservation
7	2015-16 (26/02/2016)	LED Lamp Fabrication workshop for Students of 11th standard from Vidyabharti college & GVISH Amravati	Students got hands-on training lamp fabrication and the imp energy conservation
8	2016-17 (14/02/2017)	LED Lamp Fabrication workshop for Students of B.Sc. from Mahatma Fule college, Bhatkuli & GVISH Amravati	Students got hands-on training lamp fabrication and the imp energy conservation
9	2016-17 (9/3/2017)	LED Lamp Fabrication workshop for B.Sc. Students of Arts, Science & Commerce College, Chikhaldara at Chikhaldara	Students got hands-on training lamp fabrication and the imp energy conservation
10	2017-18 (10-11 Oct 2018)	Organised a workshop on “Fabrication of LED Lamps” for Sipna society’s Arts Science & Commerce College, Chikhaldara students in SGBAU	Students got hands-on training lamp fabrication and the imp Energy Conservation
11	2018-19 (10/10/2018)	Organized LED lamp fabrication workshop for UG girl students of affiliated science colleges sponsored by Maharashtra State Commission for Women and TRDEA	Students got hands-on training lamp fabrication and the imp energy conservation
12	2019-20 (17/02/2020)	Organized low- cost LED lamp fabrication hands-on Workshop for students of affiliated Science Colleges on 17/02/2020	Students got hands-on training lamp fabrication and the imp energy conservation.

5. Evidence of Success

The above-mentioned activities are conducted every year at some affiliated colleges of Sant Gadge Baba Amravati University and some schools in and around Amravati. A large number of students have participated in these activities with great enthusiasm. Furthermore, participants took an oath to propagate the lessons and message to their family members, friends and relatives. As a result of this, people have realized the importance of energy conservation. They started replacing their tube lights with LED lights. They have understood the importance of five-star energy compliance for consumer appliances because of meagre power, electric consumption, and environmental- friendliness.

We have organized the LED Lamp Fabrication workshops. Every time, there is an overwhelming response. Participants learn with enthusiasm. Almost all the participants can fabricate the LED lamp. We have given training to the tribal students thereafter; they started making LED lamps. One of our students has started his own company regarding LED lamps and illumination systems. The feedback of the participants is satisfactory. Such workshops are helpful to them.

6. Problems Encountered and Resources Required

The quality of an LED lamp depends on the quality of the material. The material cost is high. To reduce the fabricated LED lamp's cost, the material such as LEDs and PCBs should purchase Lamp Casings in bulk / Wholesale. It is difficult to purchase the material in bulk because of budgetary constraints and substantial funds.

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:

Loksant Shri Gadge Baba, the great visionary, devoted his entire life to village cleanliness, social awareness and education. As a sense of gratitude towards his great contribution to social upliftment, our university is named after Sant Gadge Baba. He is a perennial source of inspiration to this university. Ten commandments of Sant Gadge Baba is the base on which Sant Gadge Baba Amravati University has been continuously working for the community. This university's vision and mission are based on ten Commandments given by Sant Gadge Baba for the elevation of society. This is the distinctiveness of the university.

University is continuously working on "Jalshakti Abhiyan" in 198 adopted villages of the university since 2019 through the Student's Welfare Department of the university. Students of the National Service Scheme are involved in this Abhiyan and created awareness and demonstrated villagers about "Shet tale", "Soak pits", and "Bandhare". Water resource management, an essential and serious aspect today, is also handled by the university through workshops on water harvesting and conservation. In this workshop, 12482 NSS volunteers involved, and the beneficiaries are 900 villagers.

District wise special camps are organized in the adopted villages on women empowerment, financial literacy, soak pit preparation, solid waste management, and health awareness. In these camps, 230 NSS volunteers have participated, and 5780 beneficiaries get benefitted.

University is working as a regional coordinating institute (RCI) under Unnat Bharat Abhiyan (UBA). National Coordinating Institute (NIC), IIT Delhi, has identified our university as RCI for region wise coordination and mentoring for promoting, growing and facilitating the UBA network to carry out their own village cluster activities. Under the mentorship and continuous guidance of RCI, Sant Gadge Baba Amravati University, the 121 higher educational institutes belongs to the Vidarbha region, including Nanded district working as Participating Institutes (PI), has adopted 647 villages; the Participating Institutes developed various technologies to modernise the agriculture practices for better socio-economic growth, rural entrepreneurship, resources for renewable energy and inclusive education to cope-up in the present scenario. The RCI has established a strong network of higher educational institutes and universities in the Vidarbha region, having potential expertise to tackle local needs for upliftment.

Venture Excellence of RCI:

In collaboration with the Government of Maharashtra State Innovation Council and Gondwana University, Gadchiroli, the RCI, Sant Gadge Baba Amravati University organised Chandrapur Innovation Marathon Business Plan Competition with the vision of transforming Maharashtra by catalyzing the growth of an innovation-driven entrepreneurial ecosystem to achieve wholesome and inclusive socio-economic development; University organised this activity to motivate the young talent for their active participation in the mission of Unnat Bharat Abhiyan. Moreover, University organised the various activities, for effective implementation of the UBA mission, on themes like organic farming, socio-economic development, water management, plastic-free campus, renewable energy, jalshakti Abhiyan, health and education. By identifying the strengths and weaknesses through completion of 36,787 houses hold surveys' and 235 villages' surveys in 647 adopted villages, the participating institutes have submitted 24 Gram Panchayat Village Development Plan and more than 78 different technological proposals based on local needs and strengths, amongst this twenty-eight different technology-based proposals, has been sanctioned by the National Coordinating Institute (NCI) IIT, Delhi for implementation in adopted villages. Under the mentorship of RCI, the four Participating Institutes were selected for perennial assistance worth Rs.1.75 lakh for enhancing their UBA activities in adopted villages. In the Covid-19 pandemic crises hours, the participating institutes were actively involved and provided their assistance for migrants and labours; they have distributed sanitizers, mask & food, some of the participating Institutes have provided their institute's as a residential complex for the quarantine/isolation centre. As inspired by the vision of 'Atmanirbhar Bharat' announced by the Hon'ble Prime Minister of India, the RCI, Sant Gadge Baba Amravati University, has taken a prime initiative for the development of Model Villages by the active involvement of national institutes & universities, NGOs, local government bodies and villagers of the respective village in Vidarbha region for boosting the concept of self-relevance.

The issue of "Kumari Mata" virgin girl in Yavatmal district testifies to the sexual exploitation of tribal women by nontribal men and subsequent stigmatization and exclusion within village society and tribal community. The university is working seriously in the Yavatmal district to adopt preventive and rehabilitative measures for "kumara Matas. University has been continuously engaged in organizing programmes for tribal girls in the Yavatmal district. These programmes are organised through the National Service Scheme of the University by various affiliated colleges in the region in Joint venture. 1080 tribal girls were aware of preventive measures to be taken against sexual exploitation.

Women Study Centre of University completed one Project titled "Problems of Kumari Matas in Yavatmal district "sponsored by State Women Commission, Mumbai. The objective of the project was to identify various factors behind the problems of kumara Matas (Virgin Mothers) and to suggest preventive measures for solving their problems. In this project, 52 kumari matas cases were studied to draw inferences and conclusions to uplift and betterment Kumari Matas.

Our University has adopted five villages from each district to support the "Clean India Campaign". University is working hard to face the challenges before us, converting villages into Adarsha Gram. University stands committed to intervening strongly in the local region, i.e. adopted villages by implementing various social and economic development programmes.

Activities undertaken in the adopted villages taking forward the vision of the university in these adopted villages are health awareness camps, awareness programmes on solid waste management, women entrepreneurship programmes, tree plantation programme, demonstration on soak pit preparation and kitchen gardening training programme. Hon'ble Vice-Chancellor, Pro-Vice-Chancellor, Registrar, Various departments of the university, Affiliated colleges of the university, Officers of State Governments and Office bearers local authorities and major contributors in this venture. Districtwise camps are organized in

the adopted villages to support the “Clean India Campaign”. 397 NSS volunteers participated in the programme, and 3918 are the beneficiaries of these programmes.

NAAC

5. CONCLUSION

Additional Information :

Additional Information

Sant Gadge baba Amravati University possesses a unique culture of working as a team. The dedicated staff is led by the **Vice-Chancellor**, whose visionary approach has brought significant changes in the overall education process. He is a member of many apex bodies working in Higher education as UGC, NAAC, HRD etc. The innovative and progressive perspective he demonstrates with his immense experience has given SGBAU a new student-centric approach. The University has a techno-friendly ambience conducive to advanced teaching, learning & research facility.

SGBAU is very much keen to offer new programmes to the students. In this assessment period, six new departments were started on the campus. From the session 2020-21, five new departments are proposed to start. '**Virtual C4 (Centre for Campus to College & Community)**' is a unique project of SGBAU which addresses almost all socio-economic-educational issues from a virtual platform. Many eminent luminaries have addressed this platform to reach out to society. '**Train the Trainers**' is also an exceptional activity carried out by UGC-HRDC to train the teachers about soft skills. After training, they are declared official trainers by the University by whom the soft skill training reaches thousands of students.

SGBAU is an exceptional university having the social orientation incorporated in its overall functioning. That's why University always takes the lead in offering help, expertise, and human resource for social upliftment. In case of social need, it provides a helping hand to society, keeping the integrity with its mission. In the pandemic period, from last year, University has shown the indomitable spirit of social contribution in establishing the **Covid-19 testing lab** on the campus by offering students and teachers of department services tirelessly. This proved as a boon for the patients in or region. The NSS department also organised many activities like providing help to migrating labourers, giving **counselling to senior citizens** through the University recognised counsellors, etc. Thus, University has crossed the boundaries of its campus and shown its participation in the field by helping society as a whole.

Concluding Remarks :

Conclusion

Sant Gadge Baba Amravati University is a state public university, and it establishes its nature of being a 'public university' by its social approach. Despite the constraints of decreasing the number of staff in the last few years due to many regular employees' superannuation, all university departments are smoothly functioning. Though there are restrictions on recruitments, University has given many unemployed youths a chance to work on a contract basis. That's why the massive expanse of five districts comprising 394 affiliated colleges, 22 PG departments on campus with a total number of more than almost half a million students is functioning powerfully by exhibiting progress and growth.

The principal aspect responsible for this tangent growth of the University is its flexible attitude showing

readiness to change. Adopting changes as per global and local needs is the notion with which University functions. It is prominently evident in the recent pandemic period. Due to the adoption of technology as a routine process, it became very easy for the University to accept this unprecedented situation and immediately shifted online. The vision with which the IT infrastructure was developed on the campus in the last five years made this shift easily possible. The teachers completed almost the whole curriculum of last year with online mode reaching the students located at farthest tribal regions like Melghat. The automation process made the administration comfortable, and almost all the authorities' meetings were conducted online with the best discussions and decisions. This positive attitude to accept change has given the university self-confidence and boosted each person's morale to face any situation and turn it into a unique and iconic opportunity. So, despite challenges like the non-availability of big industrial areas or a decreasing number of regular staff, SGBAU holds the capacity to turn these challenges into new avenues to reach new horizons. Our University proudly considers its march towards the quality as a journey, not as a destination believing **Robert Frost's** words as:

The woods are lovely, dark and deep,

But I have promises to keep,

And miles to go before I sleep....

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years. Answer before DVV Verification : 19 Answer after DVV Verification: 09</p>																				
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>641</td> <td>599</td> <td>173</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>155</td> <td>599</td> <td>173</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	641	599	173	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	155	599	173	0	0
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2019-20	2018-19	2017-18	2016-17	2015-16																	
155	599	173	0	0																	
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years</p> <p>(Excluding Supernumerary Seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>947</td> <td>920</td> <td>908</td> <td>663</td> <td>671</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>599</td> <td>586</td> <td>562</td> <td>423</td> <td>383</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes by looking at seats earmarked against the admitted reserved students of SC, ST and OBC.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	947	920	908	663	671	2019-20	2018-19	2017-18	2016-17	2015-16	599	586	562	423	383
2019-20	2018-19	2017-18	2016-17	2015-16																	
947	920	908	663	671																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
599	586	562	423	383																	
2.4.4	<p>Average percentage of full time teachers who received awards, recognition, fellowships at State,</p>																				

National, International level from Government/Govt. recognised bodies during the last five years**2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
22	14	4	6	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	1

Remark : DVV has not considered nomination letter, award received for research activities and Fellowship.

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.

Answer before DVV Verification : 860

Answer after DVV Verification: 656

2.6.3.2. **Total number of final year students who appeared for the examination conducted by the Institution.**

Answer before DVV Verification : 913

Answer after DVV Verification: 821

Remark : DVV has made the changes as per shared report of final year admitted and passed students signed by board of examination.

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

3.1.6.1. **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Answer before DVV Verification : 09

Answer after DVV Verification: 05

Remark : DVV has made the changes as per supporting documents of 5 departments - (Biotech, Chemical, Physics, Marathi and Computer Science) funded by agencies as per metric.

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

3.2.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3.07	2.73	00	00	00

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3.05	2.91	00	00	00

Remark : DVV has made the changes as per shared e-copies of grant letters by HEI.

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	13	10	04	04

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11	12	07	03	04

3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

3.3.3.1. Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	14	11	11	03

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
08	06	09	06	02

3.4.2	<p>The institution provides incentives to teachers who receive state, national and international recognitions/awards</p> <p>1. Commendation and monetary incentive at a University function</p> <p>2. Commendation and medal at a University function</p> <p>3. Certificate of honor</p> <p>4. Announcement in the Newsletter / website</p> <p>Answer before DVV Verification : B.. 3 of the above Answer After DVV Verification: D. 1 of the above Remark : DVV has select D. 1 of the above as per shared newsletter by HEI.</p>																				
3.4.3	<p>Number of Patents published / awarded during the last five years.</p> <p>3.4.3.1. Total number of Patents published / awarded year-wise during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="304 909 1046 1043"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>06</td> <td>07</td> <td>05</td> <td>03</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1122 1046 1256"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>06</td> <td>04</td> <td>02</td> <td>03</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	05	06	07	05	03	2019-20	2018-19	2017-18	2016-17	2015-16	02	06	04	02	03
2019-20	2018-19	2017-18	2016-17	2015-16																	
05	06	07	05	03																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
02	06	04	02	03																	
3.4.5	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="304 1536 1046 1671"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>140</td> <td>225</td> <td>134</td> <td>268</td> <td>156</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1749 1046 1883"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>120</td> <td>65</td> <td>70</td> <td>89</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	140	225	134	268	156	2019-20	2018-19	2017-18	2016-17	2015-16	75	120	65	70	89
2019-20	2018-19	2017-18	2016-17	2015-16																	
140	225	134	268	156																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
75	120	65	70	89																	
3.4.6	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.4.6.1. Total number of books and chapters in edited volumes/books published and papers</p>																				

in national/ international conference proceedings year-wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
53	45	54	32	28

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
50	41	52	30	26

3.6.2 **Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years**

3.6.2.1. **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
03	10	00	03	03

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
02	06	00	01	02

3.6.3 **Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs).**

3.6.3.1. **Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc. (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs) year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
26	38	37	61	26

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
15	30	31	50	20

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
356	745	630	437	155

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2039	2047	1902	1630	1609

Remark : As per shared report in 3.6.3, number of students participating in activities is much more than actual strength of students. So , DVV has made the changes as per count of total students shared in 2.1

3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.7.1.1. Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
09	06	07	04	07

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
03	02	03	01	02

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

5.1.1 Average percentage of students benefited by scholarships and freships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

5.1.1.1. Number of students benefited by scholarships and freships provided by the institution, Government and non-government agencies (NGOs) year wise during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
429	359	159	191	164

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
395	339	130	173	150

Remark : Sanctioned letter for earn and learn scheme are in regional language which which have excluded in each years and given the input.

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
339	481	274	497	694

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
223	262	90	111	262

Remark : DVV has made the changes as per shared list of students benefited by Net Coaching Class by HEI.

5.2.2 Average percentage of placement of outgoing students during the last five years

5.2.2.1. Number of outgoing students placed year - wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
47	91	70	69	47

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
39	76	38	23	34

Remark : DVV has made the changes as per pro-rata basis of provided offer letter of students by HEI.

5.3.1	<p>Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 607"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>49</td> <td>31</td> <td>30</td> <td>24</td> <td>20</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 819"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>40</td> <td>26</td> <td>29</td> <td>21</td> <td>20</td> </tr> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	49	31	30	24	20	2019-20	2018-19	2017-18	2016-17	2015-16	40	26	29	21	20
2019-20	2018-19	2017-18	2016-17	2015-16																	
49	31	30	24	20																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
40	26	29	21	20																	
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : Any 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has select B. 3 of the above as per photo of Pedestrian Friendly pathways , photos of Landscaping trees and plants and letter for electrical Bicycles shared by HEI.</p>																				
7.1.6	<p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has select C. 2 of the above as per shared certificate and report of SL. No. 4 and 5 by HEI.</p>																				
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p>																				

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

Remark : DVV has select D. 1 of the above as per shared code of conduct by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>40</td> <td>40</td> <td>31</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>68</td> <td>40</td> <td>40</td> <td>31</td> <td>30</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	40	40	40	31	30	2019-20	2018-19	2017-18	2016-17	2015-16	68	40	40	31	30
2019-20	2018-19	2017-18	2016-17	2015-16																	
40	40	40	31	30																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
68	40	40	31	30																	
2.2	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>840</td> <td>607</td> <td>542</td> <td>482</td> <td>508</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>821</td> <td>730</td> <td>682</td> <td>689</td> <td>631</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	840	607	542	482	508	2019-20	2018-19	2017-18	2016-17	2015-16	821	730	682	689	631
2019-20	2018-19	2017-18	2016-17	2015-16																	
840	607	542	482	508																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
821	730	682	689	631																	
2.3	<p>Number of students appeared in the University examination year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2367</td> <td>2301</td> <td>2159</td> <td>1862</td> <td>1838</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1942</td> <td>1820</td> <td>1713</td> <td>1522</td> <td>1534</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	2367	2301	2159	1862	1838	2019-20	2018-19	2017-18	2016-17	2015-16	1942	1820	1713	1522	1534
2019-20	2018-19	2017-18	2016-17	2015-16																	
2367	2301	2159	1862	1838																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1942	1820	1713	1522	1534																	

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
817	813	813	543	543

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
637	634	634	424	424