



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VIDYA BHAVAN COLLEGE OF MANAGEMENT AND RESEARCH

DHAMANGAON ROAD, YAVATMAL.445001

445001

www.vbcmr.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vidya Bhavan College stands as a beacon of excellence in the realm of higher education, renowned for its commitment to holistic development and academic rigor. Nestled in the serene surroundings of a lush campus, this esteemed institution has been a cornerstone of educational empowerment since its inception.

Established with a vision to nurture young minds and imbue them with knowledge, values, and skills necessary for success in the dynamic global landscape, Vidya Bhavan College has consistently upheld its mission of fostering intellectual growth and personal enrichment.

At the heart of Vidya Bhavan College's ethos is its unwavering dedication to academic excellence. With a diverse array of undergraduate programs spanning various disciplines including science, commerce, and management, the college offers students a comprehensive platform to explore their interests and pursue their passions. The curriculum is meticulously crafted to blend theoretical knowledge with practical application, ensuring that graduates are well-equipped to navigate the complexities of the professional world.

Beyond academics, Vidya Bhavan College places a strong emphasis on holistic development. The college boasts state-of-the-art facilities and infrastructure, providing students with a conducive environment for learning and exploration. From well-equipped laboratories and libraries, every aspect of campus life is designed to enrich the student experience and promote overall development.

Moreover, Vidya Bhavan College prides itself on its distinguished faculty who are dedicated to nurturing talent and fostering a culture of innovation and excellence. Through their guidance and mentorship, students are encouraged to think critically, question convention, and push the boundaries of knowledge.

In addition to academic pursuits, Vidya Bhavan College places a strong emphasis on community engagement and social responsibility. Through various outreach programs, initiatives, and partnerships, the college seeks to instill in its students a sense of civic duty and empathy towards society.

In conclusion, Vidya Bhavan College stands as a testament to the transformative power of education. With its unwavering commitment to academic excellence, holistic development, and social responsibility, the college continues to inspire generations of students to excel and make meaningful contributions to the world.

Vision

The vision of Vidya Bhavan College is to be a premier institution dedicated to academic excellence, innovation, and social responsibility. By fostering a dynamic learning environment, nurturing creativity and leadership, and promoting inclusivity and diversity, the college aims to empower students to thrive in a rapidly evolving world and become catalysts for positive change in society.

Mission

The mission of Vidya Bhavan College is to provide high-quality education, foster holistic development, promote research and innovation, cultivate leadership and entrepreneurship, and instill a sense of inclusivity and social responsibility among students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Committed Management with far-sighted vision for excellence.
2. Emphasis on holistic development, social commitment and environmental consciousness in activities.
3. Highly qualified, competent and committed faculty
4. Modern Teaching aids like LCD projectors, LCD TV, Laptops.
5. Barrier free campus for differently-abled persons.
6. Secure & safe environment for girl students.
7. Regular Curricular and Extracurricular Activities for the Skills Development of Students
8. Academic Excellence.
9. campus is under CCTV Surveillance.

Institutional Weakness

1. Lack of language skills because of the influence of vernacular medium, students from vernacular language, lacks efficient communication skills in English.
2. Lack of local industries to support employability.
3. Lack of Institutional Transport system.
4. Insufficient fund due to permanently Non-Grant Institute.
5. Limited job oriented (Government aided) programmes to benefit poor students.
6. Lack of research oriented activities

Institutional Opportunity

1. **Expansion of Academic Programs:** The college could explore opportunities to introduce new academic programs or specializations in emerging fields to cater to evolving student interests and industry demands.
2. **Research Collaborations:** Vidya Bhavan College could seek collaborations with industry partners, research institutions, and other universities to enhance research opportunities for faculty and students and foster innovation.
3. **International Partnerships:** Exploring partnerships with international universities or institutions could provide opportunities for exchange programs, joint research projects, and cross-cultural learning experiences for students and faculty.
4. **Technological Integration:** Embracing emerging technologies in teaching and learning, such as online

learning platforms, virtual reality, and artificial intelligence, could enhance the college's educational delivery and student engagement.

5. **Professional Development:** Providing opportunities for faculty and staff to engage in professional development activities, such as workshops, conferences, and training programs, could enhance their teaching effectiveness and contribute to institutional growth.
6. **Community Outreach:** Strengthening community engagement initiatives, such as outreach programs, social impact projects, and partnerships with local organizations, could further integrate the college with the surrounding community and address societal needs.

These opportunities could position Vidya Bhavan College for continued growth, innovation, and excellence in the educational landscape.

Institutional Challenge

1. Limited financial resources may hinder the implementation of new programs, infrastructure upgrades, and faculty development initiatives.
2. Recruiting and retaining qualified faculty members in competitive academic fields may be challenging, particularly if salaries and benefits are not competitive.
3. Providing comprehensive student support services, including counseling, career guidance, and academic advising, may require additional staffing and infrastructure.
4. Balancing the need for infrastructure development with limited resources and space constraints may pose challenges in expanding facilities to accommodate growing student enrollment and program offerings.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curricular aspects of Vidya Bhavan College are designed to provide students with a comprehensive and enriching educational experience. With a diverse array of undergraduate programs spanning various disciplines including science, commerce and management, the college offers a platform for students to explore their interests and pursue their passions. The curriculum blends theoretical knowledge with practical application, ensuring that graduates are well-equipped for the professional world. Additionally, the college emphasizes interdisciplinary learning, critical thinking, and problem-solving skills to prepare students for the challenges of the modern world. Through innovative teaching methods, experiential learning opportunities, and industry collaborations, Vidya Bhavan College aims to foster intellectual growth, personal development, and lifelong learning among its students.

Teaching-learning and Evaluation

The teaching-learning and evaluation framework at Vidya Bhavan College is designed to foster effective education and holistic development among its students. Emphasizing interactive and engaging teaching

methods, the college encourages active participation and critical thinking among students. Faculty members, comprising esteemed scholars and industry experts, employ innovative pedagogical techniques to deliver high-quality education across various disciplines.

The college prioritizes a learner-centric approach, tailoring instruction to meet the diverse needs and learning styles of students. Through small group discussions, collaborative projects, and hands-on experiences, students are encouraged to explore and apply theoretical concepts in real-world contexts.

Furthermore, Vidya Bhavan College places a strong emphasis on continuous assessment and feedback mechanisms to monitor student progress and enhance learning outcomes. Various evaluation methods, including quizzes, assignments, presentations, and examinations, are utilized to gauge students' understanding and mastery of course material.

In addition to academic assessments, the college values holistic development and encourages the cultivation of soft skills, communication abilities, and ethical values among students. Extracurricular activities, leadership opportunities, and community engagement initiatives complement the academic curriculum, providing students with a well-rounded educational experience.

Overall, Vidya Bhavan College is committed to nurturing a culture of lifelong learning, intellectual curiosity, and personal growth. By fostering an enriching teaching-learning environment and implementing robust evaluation practices, the college aims to empower students with the knowledge, skills, and values necessary for success in their academic and professional pursuits.

Research, Innovations and Extension

In Vidya Bhavan College, research, innovation, and extension activities play a pivotal role in enriching the educational experience and contributing to societal progress. Faculty and students engage in diverse research endeavors across disciplines, aiming to advance knowledge and address contemporary challenges. The college fosters a culture of innovation, encouraging creative thinking and entrepreneurial spirit among its community members. Additionally, Vidya Bhavan College actively participates in extension activities, collaborating with local communities and organizations to address societal needs and promote social welfare. Through these initiatives, the college endeavors to make meaningful contributions to research, innovation, and community development, enriching both academic scholarship and societal impact.

Infrastructure and Learning Resources

Vidya Bhavan College boasts modern infrastructure and abundant learning resources to support student development. Well-equipped laboratories, libraries, and technology-enabled classrooms, facilitate immersive learning experiences. The campus offers a conducive environment for academic exploration and collaboration, students at Vidya Bhavan College are empowered to excel academically and engage in enriching educational experiences.

Student Support and Progression

Vidya Bhavan College is committed to providing comprehensive student support and fostering academic

progression. Through a range of services and initiatives, the college ensures that students receive personalized assistance and guidance throughout their academic journey. Dedicated support programs, including counseling services, academic advising, and mentorship opportunities, empower students to overcome challenges and maximize their potential. Additionally, Vidya Bhavan College emphasizes holistic development, offering extracurricular activities, leadership opportunities, and career development programs to enhance students' skills and prospects. With a focus on student success and progression, the college strives to cultivate a supportive learning environment where every student can thrive and achieve their academic and personal goals.

Governance, Leadership and Management

In Vidya Bhavan College, effective governance, leadership, and management are central to its success and growth. The institution is governed by a dedicated board and led by visionary leaders who set strategic directions and ensure adherence to institutional values. Through transparent and accountable decision-making processes, the college maintains high standards of integrity and professionalism.

Leadership at Vidya Bhavan College is characterized by innovation, collaboration, and inclusivity. Administrators work closely with faculty, staff, and students to create a vibrant academic community that fosters creativity, excellence, and continuous improvement. Management practices prioritize resource allocation, infrastructure development, and operational efficiency to support the college's mission and objectives.

Moreover, Vidya Bhavan College places a strong emphasis on stakeholder engagement and feedback mechanisms to promote transparency and responsiveness. Regular communication channels facilitate effective dialogue among all stakeholders, fostering a culture of trust, mutual respect, and shared governance.

Overall, the governance, leadership, and management framework at Vidya Bhavan College is designed to promote institutional effectiveness, academic excellence, and student success. Through collaborative efforts and visionary leadership, the college continues to uphold its commitment to educational innovation, inclusivity, and societal impact.

Institutional Values and Best Practices

Vidya Bhavan College is guided by a set of institutional values and best practices that underpin its commitment to excellence, integrity, and inclusivity. These values serve as the foundation for the college's academic programs, administrative processes, and community engagement initiatives.

At the core of Vidya Bhavan College's institutional values is a dedication to academic excellence. The college prioritizes the delivery of high-quality education through innovative teaching methods, rigorous academic standards, and continuous improvement processes. Faculty and staff are encouraged to pursue excellence in their respective roles, fostering a culture of continuous learning and professional development.

Integrity and ethical conduct are fundamental principles upheld by Vidya Bhavan College. The institution maintains the highest standards of honesty, transparency, and accountability in all its activities, promoting a culture of trust and respect among students, faculty, staff, and stakeholders. Upholding ethical values is paramount in decision-making processes, ensuring that the college operates with integrity and earns the trust of its community.

Inclusivity and diversity are central tenets of Vidya Bhavan College's institutional values. The college is committed to creating an inclusive learning environment that respects and celebrates the diversity of its student body and faculty. By fostering a culture of inclusivity, the college ensures that all individuals have equal opportunities to learn, grow, and succeed regardless of their background or identity.

Furthermore, Vidya Bhavan College embraces best practices in higher education administration and governance. The institution is committed to implementing efficient and effective management practices that optimize resources, enhance operational efficiency, and support the achievement of institutional goals. By adhering to best practices, the college strives to maintain institutional sustainability and resilience in the face of challenges and opportunities.

In summary, Vidya Bhavan College's institutional values and best practices reflect its commitment to academic excellence, integrity, inclusivity, and innovation. These guiding principles shape every aspect of the college's operations and underscore its dedication to providing a transformative educational experience for its students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYA BHAVAN COLLEGE OF MANAGEMENT AND RESEARCH
Address	Dhamangaon Road, Yavatmal.445001
City	Yavatmal
State	Maharashtra
Pin	445001
Website	www.vbcmr.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Pranay B. Kore	07232-295093	9423618472	-	vbcmr491@gmail.com
IQAC / CIQA coordinator	Chandrakant N. Yetre	-	9730709956	-	chandu.yetre135@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Sant Gadge Baba Amravati University	View Document

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

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Dhamangaon Road, Yavatmal.445001	Urban	1.1	1276.7

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Bba,	36	HSSC PASSED ANY STREAM	English	120	37
UG	BCA,Bca,	36	HSSC PASSED WITH MATH	English	120	103

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				11			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				11			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				11			
Recruited	0	0	0	0	0	0	0	0	5	4	0	9
Yet to Recruit	0				0				2			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	3	3	0	6
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	173	0	0	0	173
	Female	107	0	0	0	107
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	36	44	40	34
	Female	21	25	21	24
	Others	0	0	0	0
ST	Male	15	20	18	19
	Female	7	10	7	9
	Others	0	0	0	0
OBC	Male	66	68	78	54
	Female	41	31	36	24
	Others	0	0	0	0
General	Male	20	9	19	13
	Female	20	13	13	4
	Others	0	0	0	0
Others	Male	36	28	33	20
	Female	18	17	19	25
	Others	0	0	0	0
Total		280	265	284	226

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The National Education Policy (NEP) in many countries, including India, emphasizes multidisciplinary and interdisciplinary approaches to education. Here are some key aspects of institutional preparedness for implementing such approaches:</p> <p>Curriculum Design: Institutions need to revamp their curriculum to incorporate multidisciplinary and interdisciplinary perspectives. This involves breaking down traditional subject silos and integrating concepts from various disciplines into a cohesive framework.</p> <p>Faculty Development: Training and development programs should be organized to equip faculty members with the skills and knowledge required to teach multidisciplinary and</p>
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interdisciplinary courses. This may involve cross-training, collaborative research projects, and exposure to diverse teaching methodologies.

Resource Allocation: Institutions must allocate resources to support multidisciplinary research centers, labs, and facilities. This includes funding for interdisciplinary projects, hiring faculty with diverse expertise, and providing access to interdisciplinary literature and databases.

Infrastructure: Physical infrastructure needs to be adapted to facilitate collaboration across disciplines. This may involve creating shared spaces for meetings and discussions, as well as investing in technology to support virtual collaborations.

Pedagogical Approaches: Institutions should encourage innovative pedagogical approaches that promote critical thinking, problem-solving, and creativity. This could include project-based learning, case studies, and experiential learning opportunities that span multiple disciplines.

Evaluation and Assessment: Traditional methods of evaluation may not adequately capture the learning outcomes of multidisciplinary and interdisciplinary education. Institutions need to develop new assessment tools and criteria that reflect the complexity and depth of learning across disciplines.

Partnerships and Collaboration: Collaboration with other institutions, industry partners, and community organizations can enrich multidisciplinary education by providing real-world context and diverse perspectives. Institutions should actively seek out opportunities for collaboration both within and outside academia.

Student Support Services: Institutions should offer support services tailored to the needs of students pursuing multidisciplinary or interdisciplinary programs. This may include academic advising, mentorship programs, and career counseling to help students navigate diverse career paths.

Overall, institutional preparedness for implementing multidisciplinary and interdisciplinary approaches to education requires a holistic approach that involves curriculum reform, faculty development, resource allocation, infrastructure enhancement, pedagogical innovation, evaluation reform, collaboration, and student support services.

2. Academic bank of credits (ABC):

The National Education Policy (NEP) 2020 introduced several transformative changes to the Indian education system, and one of the significant

reforms is the establishment of the Academic Bank of Credits (ABC). The ABC is envisioned as a digital platform where students can store academic credits earned from various recognized Higher Education Institutions (HEIs) and use them to pursue different courses or programs across disciplines and institutions. For institutions to prepare for the implementation of the Academic Bank of Credits, several steps can be taken: Awareness and Training: Institutions need to educate their faculty, staff, and students about the concept, purpose, and functioning of the Academic Bank of Credits. This might involve conducting workshops, seminars, or training sessions. Curriculum Alignment: HEIs should align their curricula with the credit-based system prescribed by the NEP. This involves restructuring courses to ensure they are credit-compatible and provide clear learning outcomes. Credit Transfer Mechanisms: Institutions should establish robust mechanisms for the transfer of credits earned by students. This might involve setting up administrative processes and digital platforms to facilitate the seamless transfer of credits between institutions. Technology Infrastructure: Developing or upgrading digital infrastructure is crucial for the successful implementation of the Academic Bank of Credits. This includes creating a secure online platform for storing and accessing credits, as well as ensuring compatibility with existing university systems. Quality Assurance: Institutions need to ensure the quality and validity of credits earned by students. This might involve establishing standards for evaluating learning outcomes and accrediting courses and institutions. Policy Alignment: HEIs should review and align their policies and regulations with the provisions of the NEP related to the Academic Bank of Credits. This might involve revising admission policies, credit transfer guidelines, and academic regulations. Collaboration: Institutions can collaborate with other HEIs, industry partners, and government agencies to share best practices, resources, and experiences related to the implementation of the Academic Bank of Credits. Feedback Mechanism: Establishing a feedback mechanism where students, faculty, and other stakeholders can provide input on the functioning of the Academic Bank of Credits can help identify areas for improvement and refinement. By undertaking

	<p>these steps, institutions can better prepare for the implementation of the Academic Bank of Credits and ensure a smooth transition to the credit-based system envisioned by the NEP 2020.</p>
<p>3. Skill development:</p>	<p>Here are some ways institutions can prepare for the implementation of skill development initiatives under the NEP: Curriculum Design and Revision: Institutions need to review and revise their curricula to incorporate skill development components. This might involve identifying key skills relevant to various disciplines and integrating them into existing courses or offering standalone skill development modules. Infrastructure Development: Institutions should invest in infrastructure and resources necessary for skill development activities. This might include setting up labs, workshops, simulation facilities, and other practical learning spaces. Faculty Training and Development: Faculty members need to be trained in pedagogical approaches and techniques that promote skill development. Institutions should provide professional development opportunities for faculty to enhance their teaching methods and incorporate experiential learning approaches. Industry Collaboration: Collaborating with industry partners is essential to ensure that skill development initiatives are aligned with industry needs and standards. Institutions can establish partnerships with companies for internships, apprenticeships, guest lectures, and industry projects to provide students with real-world exposure and experience. Entrepreneurship and Innovation Support: Institutions should promote entrepreneurship and innovation among students by providing support services such as incubation centers, startup accelerators, mentorship programs, and funding opportunities for student startups. Assessment and Certification: Developing robust assessment mechanisms to evaluate students' skills is crucial. Institutions should design assessments that measure both academic knowledge and practical skills effectively. Additionally, they should explore options for offering certification or credentials for skill development achievements. Career Counseling and Guidance: Institutions should provide career counseling and guidance services to help students identify their interests, strengths, and career pathways. This might include conducting career</p>

workshops, organizing job fairs, and facilitating interactions with alumni and industry professionals. Monitoring and Evaluation: Establishing mechanisms for monitoring and evaluating the effectiveness of skill development initiatives is essential. Institutions should collect data on student outcomes, satisfaction, and employment rates to assess the impact of skill development programs and identify areas for improvement. By focusing on these areas, institutions can enhance their preparedness for implementing skill development initiatives under the NEP and better equip students for success in the workforce and society.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The National Education Policy (NEP) 2020 emphasizes the appropriate integration of the Indian knowledge system into the education system, including teaching in Indian languages, promoting Indian culture, and leveraging online courses. Here's how institutions can prepare for this integration:

Curriculum Development: Institutions should develop curriculum frameworks that incorporate Indian knowledge systems, values, and cultural heritage across disciplines. This might involve revising existing curricula to include modules on Indian philosophy, literature, art, science, and technology.

Multilingual Education: Institutions should promote multilingual education by offering courses and instructional materials in regional languages alongside English. This can help improve access to education for students from diverse linguistic backgrounds and foster a deeper understanding of subject matter.

Faculty Development: Faculty members need training and support to teach in Indian languages effectively. Institutions should provide language proficiency programs, pedagogical training, and resources to help faculty develop their teaching skills in regional languages.

Cultural Immersion Programs: Institutions can organize cultural immersion programs, festivals, workshops, and seminars to expose students to Indian art, music, dance, drama, literature, and folklore. These activities can help students appreciate and celebrate India's rich cultural heritage.

Community Engagement: Engaging with local communities and cultural institutions can enrich the learning experience and provide opportunities for hands-on learning. Institutions can organize field trips,

community service projects, and cultural exchange programs to connect students with local traditions and practices. By focusing on these strategies, institutions can enhance their preparedness for integrating Indian knowledge systems into the education system as envisioned by the NEP 2020. This holistic approach can help nurture students' appreciation for their cultural heritage, promote linguistic diversity, and foster a sense of national pride and identity.

5. Focus on Outcome based education (OBE):

Understanding OBE Principles: Institutions need to familiarize themselves with the principles and philosophy of Outcome-Based Education. This includes understanding the concept of defining clear learning outcomes, designing aligned assessments, and emphasizing student-centered learning approaches.

Curriculum Development and Alignment: Institutions should review and revise their curricula to align with OBE principles. This involves clearly defining learning outcomes for each program or course, mapping curriculum components to these outcomes, and designing learning experiences that facilitate the achievement of desired outcomes.

Student Engagement and Support: Institutions should actively involve students in the learning process and provide support services to help them achieve desired outcomes. This might include implementing active learning strategies, providing academic advising and mentoring, and offering support for remediation and academic enrichment as needed.

Continuous Quality Improvement: Institutions should establish mechanisms for continuous monitoring and evaluation to ensure the effectiveness of OBE implementation. This might involve collecting and analyzing data on student learning outcomes, soliciting feedback from stakeholders, and making iterative improvements to curriculum, instruction, and assessment practices.

Stakeholder Engagement: Engaging stakeholders, including employers, industry representatives, alumni, and community members, is essential for the successful implementation of OBE. Institutions should collaborate with stakeholders to ensure that learning outcomes are relevant, meaningful, and aligned with the needs of the workforce and society. By focusing on these areas, institutions can enhance their preparedness for implementing Outcome-Based

	<p>Education as outlined in the NEP 2020. This approach can help improve the quality, relevance, and effectiveness of education by focusing on clearly defined learning outcomes and fostering student success and employability.</p>
<p>6. Distance education/online education:</p>	<p>Institutions preparing for the implementation of Distance Education and Online Education under the National Education Policy (NEP) 2020 should focus on several key areas to ensure effective adoption and integration. Here's how they can prepare:</p> <p>Infrastructure and Technology: Institutions need to invest in robust infrastructure and technology to support distance education and online learning. This includes developing or upgrading digital platforms, learning management systems (LMS), video conferencing tools, and other online learning resources.</p> <p>Faculty Training and Development: Faculty members play a crucial role in delivering high-quality distance education and online courses. Institutions should provide training and professional development opportunities for faculty to develop skills in online teaching, instructional design, multimedia production, and technology integration.</p> <p>Course Design and Development: Institutions should design and develop online courses that are engaging, interactive, and aligned with learning outcomes. This might involve incorporating multimedia elements, interactive activities, and assessments that promote active learning and student engagement in the online environment.</p> <p>Student Support Services: Institutions should provide comprehensive support services to help online learners succeed. This might include academic advising, tutoring, counseling, technical support, library services, and access to online resources and materials.</p> <p>Quality Assurance: Institutions need to establish mechanisms for ensuring the quality and integrity of online education programs. This might involve developing standards for online course design, assessment, and student support services, as well as implementing processes for course review and evaluation.</p> <p>Accessibility and Inclusivity: Institutions should ensure that online education programs are accessible to all students, including those with disabilities or special needs. This might involve providing alternative formats for course materials, captioning videos, ensuring compatibility with assistive technologies, and</p>

implementing inclusive instructional practices.

Digital Literacy: Institutions should promote digital literacy among students to ensure they have the skills and confidence to succeed in online learning environments. This might involve offering digital literacy workshops, tutorials, and resources to help students navigate online platforms, communicate effectively, and use digital tools for learning.

Collaboration and Partnerships: Institutions can collaborate with other educational institutions, industry partners, and online learning platforms to expand access to online education, share resources and expertise, and offer joint programs or courses.

Policy and Regulatory Compliance: Institutions should ensure that their distance education and online education programs comply with relevant policies, regulations, and accreditation standards. This might involve reviewing and updating institutional policies related to online learning, copyright, privacy, data security, and academic integrity. By focusing on these areas, institutions can enhance their preparedness for implementing Distance Education and Online Education as outlined in the NEP 2020. This approach can help expand access to quality education, promote lifelong learning, and meet the diverse needs of learners in the digital age.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Yes, An Electoral Literacy Club (ELC) is a platform or initiative aimed at promoting electoral literacy and fostering democratic participation among citizens, especially youth. These clubs are often established in educational institutions such as schools, colleges, and universities, as well as in communities, with the objective of educating citizens about the electoral process, voter rights, and responsibilities, as well as the importance of participating in elections. Here are some key features and objectives of Electoral Literacy Clubs:

Promoting Awareness: ELCs aim to raise awareness about the electoral process, electoral laws, and the role of citizens in democracy. They provide information on voter registration, electoral rolls, polling procedures, and voting rights.

Educating Citizens: ELCs conduct various activities and

	<p>programs to educate citizens, particularly youth, about the significance of democratic principles, including equality, participation, accountability, and transparency. They may organize workshops, seminars, debates, quizzes, and educational campaigns on electoral topics. Empowering Voters: ELCs empower citizens to make informed decisions by providing them with unbiased information about political parties, candidates, and election issues. They encourage critical thinking, analysis, and discussion on political and social issues. Encouraging Voter Registration: ELCs play a crucial role in promoting voter registration drives and ensuring that eligible citizens are registered to vote. They assist individuals in understanding the voter registration process and help address any barriers they may encounter. Facilitating Electoral Participation: ELCs encourage citizens, especially first-time voters and marginalized groups, to actively participate in elections by exercising their right to vote. They emphasize the importance of voter turnout in strengthening democracy and promoting inclusive governance. Overall, Electoral Literacy Clubs play a vital role in building a culture of electoral literacy, civic engagement, and active citizenship, thereby strengthening democracy and promoting good governance. These clubs serve as important platforms for empowering citizens, especially youth, to become informed, responsible, and engaged participants in the democratic process.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The college is pleased to nominate Prof.AS. Shirbhate is appointed as the Nodal Officer who will guide the nominated campus ambassador & run ELC.The college is pleased to nominate Ms.Reyal Kakkad (B.B.B.IIIrd yr) and Ms.Himanshu Dhepe (B.C.A.III) as 'Campus Ambassador of Electoral Literacy Club.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior</p>	<p>Mock Elections: ELCs organize mock elections in schools, colleges, and communities to simulate the electoral process and provide practical experience to participants. These mock elections often include the nomination of candidates, campaigning, voter registration, polling, and counting of votes, allowing participants to understand the electoral process firsthand. Voter Education Workshops: ELCs organize voter education workshops and seminars to educate citizens about their voting rights,</p>

<p>citizens, etc.</p>	<p>responsibilities, and the electoral process. These workshops cover topics such as voter registration, polling procedures, voting rights for marginalized groups, and the importance of electoral participation.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Institute organizes oath taking program every year on January 25th to celebrate National Voter's day. Principal and Director read out the oath and address the students. On this occasion, Institute conducts several competitions like painting, debate, essay writing etc.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The awareness is given on process of having voter ID and link the same to AADHAAR through VHA app or offline for first year students, as they are entering to the 18 years of age. The ELC members from the each department are also trained for using of VHA app and linking Voter ID to AADHAAR.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
140	99	81	93	50

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

2 Teachers

2.1

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

Response: 10

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

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.38	13.28	0	0	0

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Vidya Bhavan College of Management & Research ,Yavatmal was established in the year 2009 under AdharBahu-UddeshiyaSantha, Yavatmal . VidyaBhavan College, an affiliated college of Sant Gadge baba Amaravati University follows the curriculum designed by

the university. VBCMRY offers BCA (UG), and BBA (UG) programs. Institutional-level curricular planning is done in consonance with University Academic Calendar.

Curriculum Planning:

1. The institution has dedicated vision, mission and objectives that are efficiently interfaced within the stakeholders.
2. Being the affiliated institute, the institute implements the curriculum prescribed by Sant Gadge Baba Amravati University.
3. IQAC ensures effective Curriculum planning and Delivery through well-documented processes that includes the University Academic Calendar, **The College Academic Calendar**.
4. The institute's academic calendar is designed as per the guidelines of the

SGBAU academic calendar.

1. Lesson plans, teaching plans, number of teaching periods are prepared course wise.
2. IQAC monitors the academic activities on regular basis to ensure the execution of timetable. It also monitors execution of academic calendar and teaching learning process and finds the gap, if any. Institutional committees are formed to monitor various activities of the institution.

Curriculum implementation:

1. The Principal of the college conducts meetings with the both department heads to develop strategies for effective implementation of the curriculum.
2. Institute academic committee reviews the curriculum and identifies the activities that will bridge the curriculum gaps. Based on the inputs all the activities are well planned and monitored by academic committee / program committee which constitutes of principal, academic coordinator, academic in – charge, head of both departments and respective class in – charges.
3. Teaching plan : At the start of the academic year, the subject allocation to the faculty is done at the department level. Course schedules are displayed for the students and circulated amongst the staff.

4. Faculties are encouraged to impart the curriculum through innovative teaching methods such as presentations, assignments, discussions, seminars .
5. The academic performance of students is continuously monitored by conducting unit tests, Prelims examinations during the semester.

Curriculum Delivery Procedure

- Students are familiarized with the **POs, PSOs and COs** through the college prospectus, website at the beginning of each semester
- PSOs and COs designed by the institution, **Student Centered Teaching-learning** strategies and **continuous internal assessment**.

Continuous Internal Assessment Strategies

- The **Internal Exam Calendar** is prepared well in advance. **Two Internal** Exams are conducted every semester. **Assignments and seminars** are other tools of assessment. Publication of internal exam results is time bound and announced through academic management system

Monitoring and Evaluation of Curriculum Delivery

- Monitoring and Review of Curriculum delivery is done through evaluation of **Feedback** Analysis reports, **staff meetings, academic Council meetings**.
- Departmental **result analysis** for review and remedial action

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

1.2 Academic Flexibility

1.2.1

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

Response: 00

File Description	Document
Institutional data in the prescribed format	View Document

1.2.2

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Professional Ethics

Curricular

- BCA & BBA courses explore ethical issues specific to business environments, such as corporate social responsibility, ethical decision-making in business contexts, and ethical leadership.
- Subjects focusing on the legal and regulatory environment of business or IT may cover topics related to , intellectual property rights, data protection laws.
- Students learn about legal and ethical responsibilities in business relationships and transactions.

CO-Curricular

- Guest lectures and value added education workshops and workshops on ethics

1. Gender

- Students may learn about strategies for promoting gender diversity, addressing unconscious bias, and creating inclusive work environments.
- This subject covers legal and ethical aspects of business operations, including laws prohibiting

gender discrimination and promoting gender equality in the workplace

CO-curricular

- **Women empowerment activities** to strengthen the social, legal, mental and economical aspect of the women.
- **Gender Equality plan** is created for a healthy, conducive working environment that enables the students to carry out their work without any fear of gender bias, prejudice, and sexual harassment. The institute is also committed to foster an environment of mutual respect and dignity.
- During the Women's Day celebrations, where a webinar on menstrual health and hygiene was organized, students emphasized the importance of gender equality, highlighting its significance in creating a more equitable society.
- Top of Form

1. *Human Values*

Curricular

- Courses on the social and ethical implications of computing may explore how technology intersects with human rights issues.
- This includes topics such as digital rights, internet governance, online censorship, and the ethical use of artificial intelligence.

CO -Curricular

- Inculcation of human values is in line with the mission and vision of the institution.
- Co-curricular activities inculcate human values in students
- Blood donation Drives are organized in the campus
- **International yoga day** is celebrated to strengthen the inner core of the students and faculties
- "**Teachers Day** Celebration underscores the significance of human values in shaping individuals and society."

1. *Environment and Sustainability*

Curricular

1. **Environmental sciences** subject includes field projects/visits to study of of the environment. Students may learn about green computing initiatives, energy-efficient algorithms, and environmentally friendly data center design.

CO –Curricular

- College Celebrated **World Environment Day** on 5th June

- Celebrating the Swachh Bharat Abhiyan on Gadge Baba Jayanti, students emphasized the importance of cleanliness, thereby honoring the esteemed social reformer's legacy.

Sr. No.	Course	Name of Subject	Subject Code	Professional Ethics	Gender Equality	Human Values	Environment & sustainability
1	BBA	Human Resources Mang.	4231	Yes		Yes	
2	BBA	Managerial skill	4241		Yes	Yes	
3	BBA	Business Environment	4211	Yes		Yes	Yes
4	BBA	Health Care & Hospitality	4253	Yes	Yes	Yes	
5	BBA	Business Law	4224	Yes	Yes	Yes	
6	BBA	Marketing Management	4242	Yes			
7	BCA	Environments				Yes	Yes
8	BCA	Communication Skill	1026	Yes	Yes	Yes	
8	BCA	E-Commerce	1055	Yes		Yes	
9	BCA	Network Security	1052	Yes			
10	BCA	DBMS	1033	Yes			

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

1.3.2

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

Response: 31.43

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

Response: 44

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 38.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
140	99	81	93	50

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
240	240	240	240	240

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 65.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
119	88	75	84	46

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

2022-23	2021-22	2020-21	2019-20	2018-19
125	125	125	125	125

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 14

2.3 Teaching- Learning Process

2.3.1

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

Response:

- The following are the various Student centric methods to enhance Teaching- Learning experiences

Course Delivery Methods:

- Lectures
- Seminar presentations
- Tutorials
- Lab experimental work
- Simulations and experimental exercises
- Written Assignments
- ELearning: identifying online resources for self-learning
- Learning management system(LMS) materials, NPTEL videos
- Case Studies
- Poster Competition
- Seminar competition
- Model competition
- Stock Exchange
- First aid workshop
- Core team members

The college encourages teachers to use the latest pedagogical teaching technology including audio–visual teaching machines. Student learning is enhanced by adopting approaches / methods such as seminars, conferences and special lectures. The faculty members are encouraged to participate in State / National level seminars for which beneficial assistance is given by the college.

Challenging assignments and projects are given to the students to hone up their intellectual caliber, sharpen their inquisitiveness, induce them to experience the thrill of learning and enjoy the pleasure of achievement

Study material and periodic assignments are also made available to the students . This enables students to come prepared for the classes. This practice has led to better interaction in the classrooms and laboratories. Invited talks by experts from the industry and academia; and add on courses are organised by the departments, to cover contents beyond the syllabus and recent trends. MOUs are signed with leading industries to bridge the gaps in the curriculum.

Interactive Learning Environment:

- It consists of the interaction between students and interactive e-learning platforms.
- Case study to impart skills and enhance student’s interaction and involvement in learning process.
- Another mode of providing learning experience to students is arranging guest lectures, invited talks and student’s seminars by the Department Associations.

Collaborative Learning

- The Institute also promotes industry sponsored projects and research projects.
- In activity based learning students are encouraged to participate in project competitions, design contests, and various technical festivals.
- Arranging industrial visits and field visits for special surveys.
- Independent Learning e-learning platforms are provided to facilitate independent learning

wherein students can access course contents online. Thus e-learning platforms bridge the gap from classroom learning, and also supplement advanced learning.

- Available e-learning platforms include learning resources through video lectures, notes bank is made available in college library in pdf format.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 83.64

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

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 0

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

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

File Description	Document
Institution data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

College Level:

If a student is not able to appear for examination due to medical or any genuine reason examination is conducted for that student as per norms, provided that he/she submits application with proper documents.

If any student scores less marks and wants to improve in that subject, he/she can appear for the re-exam or can submit the assignment given by the subject teacher.

The grievances of the students with reference to assessment are made clear by showing his/her performance in the answer sheet.

The answer sheet of such student is assessed by the faculty once again in the presence of the student.

Any corrections in the total of marks or assessment of answer books as identified by students are immediately done by the faculty members.

Any student who is not satisfied with the assessment and award of marks may approach the concern HOD who can intervene and seek opinion of another course Teacher.

The Institute follows open evaluation system where the student performance is displayed on the notice board.

University level:

With reference to evaluation, if the student scores less mark than expected, he/she can apply for revaluation of his/her answer sheet after paying the prescribed fees.

University provides the photocopy of answer sheets to students regarding any grievances with reference

to evaluation.

Student can apply for reevaluation if he/she feels that evaluation is not done properly.

College communicates with the university regarding student's grievances and take follow up regularly.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college has contributed, in large part, to the recommendations of the UGC on Evaluation Reforms in Higher Educational Institutions in India. The recommendations provide necessary mechanisms to implement outcome-based education in Educational Institutions in India.

Program Outcomes, Program Specific Outcomes and Course Outcomes for all programs offered by the Institute are clearly stated, displayed on the college website and communicated to teachers and students.

All students are apprised of the objectives and expected outcomes of their programme on admission during the compulsory Orientation programs.

Students are also educated and provided with the detailed syllabus and course outcomes in each course and the assessment strategy for each course.

Links:-

Programme Outcomes Page:-

<https://vbcmr.in/vidyabhavan/page.php?p=PO%20AND%20CO>

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Our Institute is affiliated to Sant Gadge Baba Amravati University, Amravati. We offered Under Graduate and Post Graduate programs and courses under the Faculty of Management and Computer Science. For these programs and courses, the institute followed the curriculum designed by our affiliated university. The Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution and the same are communicated to the students in the formal way of the discussion in the classroom and departmental notice board. After measuring attainment of POs, PSOs and COs, it has been observed that the strength of the students as well as passing percentage of the students is increasing in the last five years. In a similar way, the ratio of students' placement is also increasing. Even we took feedback from the stakeholders in this respect and try to take necessary steps accordingly. The objective and outcomes are properly mapped for testing and evaluation of students so that PSO's are attained through the competency mapping in terms of knowledge and skills. The Departments adopt both direct and indirect methods of assessment to ensure attainments of PO's and CO's.

Direct Assessment methods:-

- Unit Test
- Sessional Exams
- Laboratory performance
- Projects
- Assignments
- Seminar Presentations
- Placement of students
- University Examination Result

Indirect Assessment Methods

- Feedbacks
- Co-curricular activities
- Extracurricular activities

Feedback mechanism is used to improve Teaching learning process in outcome based education. Internal assessment is the requirement of the continuous assessment and is essential for the fulfillment of the COs and PO's. The department initiates a few steps such as Unit Tests, Field Survey, Study Tours, Practical Work, Seminars, and Internships etc. to attain the course outcomes and program outcomes by conducting the activities such as cultural activities, Career Counseling, Personality Development Program, and Communication Skills, organizations of Scholarly Lectures, Health Awareness Programs etc.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 69.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	44	117	59	25

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	91	117	61	64

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

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution intends to develop research culture not only among faculty but also among students. The Research cell motivates the faculty to undertake regular research related activities and publication. The cell also motivates students of UG and tries to provide latest developments of their subjects.

The institution organizes seminars through the research cell.

- The college has created a learning environment for students with practical-oriented pedagogies involving case studies, expert interaction, industry visits, debates, competitions, models, role plays etc.
- The students also take up the projects/surveys in their respective field of study as a part of the curriculum. Such activities are aimed at generating new data that may lead to novel solutions.
- All these members regularly encourage the others to take up research.
- The college recruits meritorious, dynamic, and enterprising young faculty. The selection process involves careful scrutiny of applications to select candidates who have better research publications.
- Students are encouraged towards creative writing and research through publications in the college magazines.
- Library provides reference books.

- Many faculty members go as resource persons to other colleges in seminars and conferences.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 10

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	04	01	01	01

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.4**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
03	01	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities**3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

Vidya Bhavan College of Management & Research Education foresees the development of its students as future leaders in their communities and workplaces. As a result, the institute realises importance of its students recognizing physical and social needs of communities they live in. Hence, it undertakes to promote better relations and understanding between its student community and people through a framework of friendship and service. The institute accomplishes this by involving students of BBA and BCA programs in various activities specifically designed for sensitising them to various social issues. These include Vidya Bhavan Outreach Programme (VOP) of Vidya Bhavan College of Management & Research Students.

Vidya Bhavan Outreach Programme (VOP):

This platform is created with a view to develop maturity and a sense of civic and social responsibility among students. Program intends to provide a helping hand to the needy sections of society, while creating compassion and social awareness among students. Under VOP, students visit selective places within city and experience the challenging facets of human life at various strata. In the event of any natural calamity or tragedy, VOP prioritises a visit of students to the affected area to render necessary help in timely manner and with available resources.

Activities carried under this programme include blood donation, visit to old age home, Government run children home, winter wear distribution, food distribution, tree plantation, teaching kids, cleanliness drive, friendship day celebration with public servants like policemen etc.

In the low-lying flood affected areas students distributed clothes, food items, groceries and other essentials. By spending time and reading for senior citizens as well as entertaining them, the students learnt to be compassionate towards the elderly. At the Government orphanage, students got to know the vagaries of life as they learnt the circumstances that brought children here.

Awareness Programs: Various awareness programs are organized like traffic rules awareness, health awareness, environment awareness, etc. All these activities ensure that the students are exposed to the world with realistic and practical emphasizing attitude.

File Description	Document
Provide Link for Additional information	View Document

3.4.2**Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

Not Applicable

3.4.3***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*****Response: 1****3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the**

last five years

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

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration**3.5.1**

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

Response: 00

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Vidya Bhavan College of Management & Research has good infrastructural facilities for teaching and learning process for students, which are maintained as per the requirement of higher education to meet the regulatory requirements.

The classrooms are ventilated and equipped with LCD projectors to facilitate effective teaching and learning. The institute has equipped the laboratories with all the required instruments and infrastructural facilities for effective operations for BCA and BBA scholar students.

College regularly updates IT facilities including Wi-Fi. Vidya Bhavan College has 20 Computers. LAN facility and internet connectivity are provided to facilitate ICT enabled teaching and learning.

The library has more than 500 books, it has print journals, news papers and computers for net browsing.

Laboratories are well ventilated ensuring the protection of the students. Fire safety instruments are installed in all the laboratories and corridors of the building to ensure safety.

Students are encouraged to take part in different social exercises like Teacher's Day and Cultural Day, etc. For empowering students towards social exercises, the institute coordinates numerous events like dance (group and solo), singing, rangoli, poster making, painting, quiz etc.,

Sports and games are the part of the educational process. The establishment has immense Playground for outdoor games like, Cricket, etc., Indoor games are accessible in grounds premises like Chess, Threelegs, Lemonspoon etc.

Yoga and Meditation are routinely arranging the meetings on different Yogasana and Stress management.

Equipment for Teaching, Learning, & Resources:

LCD projector - 03

Printers – 03

Internet Facilities – 02

Computer – 22

Xerox Machine – 02

Laptop – 05

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

4.1.2

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

Response: 14.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.93	1.18	0	0	0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is the asset centre point for dissemination of knowledge and information. Library is spread over 38.58 Sq.m. area having separate space for issue return section, reading section, reference section and computer online section. The library aims at providing easy access to its printed resources such as books and journals, text materials and videos primarily for the use of students and faculty. The library is supervised by a committee consisting of the principal, faculty in-charge, librarian and other members. The committee is proposed to plan and facilitate the execution of the essential methods for the working of the library. It takes up the way toward distinguishing, arranging, and acquiring the books, journals, manuals etc.

The learning process is supported by a rich and voluminous library with all-time internet facility for students and staff. Our library is supported by more than 500 textbooks, reputed national and international journals, periodicals and other readable articles online through internet.

It has a seating capacity of more than 30 students at a time. 05 computer terminals with latest software and free internet facility are available for student use. Library is equipped with a printing and photocopying facility for the convenience of the students and well-furnished to improve the comfort level.

Every student is issued with maximum of 2 books per each card with renewal period of 15 days. Library has a collection of Computer Language Books, Management Books. The library gives facilities for self-study, research information collection and assemblage. Newspaper stand for daily newspaper reference is mounted and updated daily. Question papers of Sessional and University Examination are accessible for as far back as 10 years for students' reference.

The faculty member (library in-charge) and library staff give orientation to students admitted to First Year. BCA / BBA. The orientation includes rules and regulations of the library, procedure for issue and return of books, available e-resources in the library and access to the same. Library staff also assist the newly appointed staff/ admitted students, as and when required. The budget of the library ensures the presence of most recent editions of books and journals.

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

4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth

within a maximum of 500 words

Response:

Vidya Bhavan College has regularly updated IT facilities including WiFi and having 20 Computers. LAN facility and internet connectivity are provided to facilitate ICT enabled teaching and learning. All the systems are regularly monitored, replaced and upgraded as per the norms specified. Instruments in labs are connected to computers with relevant software. All laboratories, library and offices are connected through LAN.

Internet facility is availed from BSNL Broad band service provider with a speed of 100 MBPS for uninterrupted internet. The information in the computers is effectively protected by passwords. Sites other than academic or informative are blocked. IT Help Desk and a network administrator are employed to resolve the problems, if any. the class rooms are equipped with LCD projectors. The college has developed e-classrooms where each of the department's teacher is providing learning materials, online MCQ practice sets, old question papers, lesson plans and various other helpful links.

To maintain security, institute has installed 16 closed-circuit cameras connected to a television to capture footage in and around the campus. Institute broadcasts its events on Institutional YouTube channel and Social Media platforms like Facebook & Instagram. The college has its institutional official website designed for every academic support to the students. The website not only highlights the achievements of the college in the academic arena but it also enables the students to have easy access to various information and necessary links.

Desktop

As per required of all the departments college has provided Desktop computers in college computer lab for the students. For BBA & BCA Department College has provided 22 desktop computers.

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

4.3.2

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

Response: 5.6

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

Response: 25

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
14.38	13.28	0	0	0

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 73

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	91	70	57	45

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 1.08

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

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

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document

5.2 Student Progression

5.2.1

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

Response: 0.36

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	46	117	59	25

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 0

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

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

5.3 Student Participation and Activities**5.3.1**

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

Response: 21

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

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

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 2.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	02	00	01	01

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

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

At Vidya Bhavan College of Management and Research every student is valuable for us. apart from existing students the former students are also important for us.

Alumni can play a significant role in supporting their alma mater through various means, such as volunteering, and mentoring current students. alumni networks are often established to help maintain connections among former students and the institution. These networks can provide valuable resources

and opportunities for both alumni and current students, including networking events, career support, and social gatherings.

Our college alumni association is yet to be formed but we have formed a WhatsApp group for alumni. In WhatsApp group several former students from different batches are the part of that group.

Our college WhatsApp Alumni group students support for various things such as entrepreneurship development, train up poor students, awareness program in institution, guidance for job opportunities etc.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

It's evident that Vidya Bhavan College has a clear and ambitious vision and mission, aimed at fostering academic excellence, innovation, social responsibility, and holistic development among its students. The alignment between institutional governance and leadership with this vision and mission is crucial for its successful implementation. Let's delve into how the practices you mentioned are reflected in the context of Vidya Bhavan College:

1. **Sustained Institutional Growth:** The college's governance and leadership likely prioritize strategies that contribute to the continuous growth and improvement of the institution. This growth might manifest in various forms, such as expanding academic programs, enhancing infrastructure, increasing research output, and improving student outcomes.
2. **Decentralization:** To ensure efficient decision-making and promote inclusivity, Vidya Bhavan College may have decentralized its governance structure. This decentralization empowers faculty, staff, students, and other stakeholders to participate in decision-making processes relevant to their areas of expertise or interest, ultimately contributing to the institution's overall development.
3. **Participation in Institutional Governance:** There is likely active participation from various stakeholders in the college's governance processes. This participation fosters a sense of ownership and collective responsibility for achieving the institution's goals. Faculty, staff, students, alumni, and community members may all have opportunities to contribute to decision-making and shaping the college's direction.
4. **Short-Term and Long-Term Institutional Perspective Plan:** Vidya Bhavan College likely has comprehensive short-term and long-term plans aligned with its vision and mission. These plans outline specific objectives, strategies, and timelines for achieving key milestones and advancing the institution's overarching goals. Regular review and adjustment of these plans ensure that the college remains adaptable and responsive to changing circumstances and emerging priorities.

By embodying these practices, Vidya Bhavan College demonstrates its commitment to realizing its vision and mission, ultimately preparing students to excel

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

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

Institutional Strategy Development and Deployment Quality framework is formulated after considering the vision and mission of our institute. We consider the feedback from teaching, staff members and alumni while framing the quality assurance frameworks We present the structured quality framework to departmental heads before finalizing it from the committee members.

ADMINISTRATIVE SET UP - Organizational structure of the College consists of management , governing body, the principal, the teaching staff, the non – teaching staff and the students.

Policies

The college has formulated its exclusive policies and operational structure that work in random with the statues of the government and the affiliating university and the governing body. The distinctive institutional policies along with the operational structure facilitate the enactment of the Vision and Mission. The college has clearly defined Quality Policy, Infrastructure Policy, Gender Policy etc which are displayed on the website and the code of conduct is disseminated through the college website.

Administrative Setup

The institution has a **Governing Body**. It is a chief policy making body of institution and meets frequently to discuss agenda prepared by the principal and committee members. To formulate IQAC committee for overall development of college. It retrospect the performance of the institution and decisions taking methods of the members. Budget of the academic year is discussed and finalized . The appointment of principal , teaching and non teaching staff is done on the basis of recommendations of selection committee. To formulate student development committee.

The **Principal** is the executive head of the institution and gives assistance. The **college council** headed by the **Principal** takes decisions on institutional Academic matters **IQAC** formulates the quality policy in turn is approved by the College Council. **Heads of the Departments** monitor the departmental academic activities. Faculty participate in administration as representatives of various statutory and institutional bodies, and Cells. **Student council** work as per the demands of the student community. The administrative staff under the office **Superintendent** manages the functioning of the administrative

office.

Appointment and Service Rules

The appointment of the aided faculty is in compliance with the service rules of the affiliating University, state government and UGC. The selection committee for un-aided faculty is headed by the Principal. The appointment of the administrative staff also is in keeping with the statutes of the Principal

Deployment of Perspective Plan -

Perspective Plan

The perspective plan of the institution has set three goals:

1. Institutional Development

2. Optimize the Teaching-Learning experience

3. Infrastructure Augmentation

1. **Improved Learning space:** Library complex, Integrated Library Management system, Manually entry-exit system in the library.

2. **Renovation of** old blocks and Roofing.

3. **Pixelating the Classrooms:** 6 classrooms are ICT enabled.

4. **Improved student Facilities:** Interactive learning space in Library.

Introduced Academic Management System to support e-governance

1. **Implemented Outcome Based Education**

2. Conducted **Professional Development Programs.**

3. Constructed **6 ICT-enabled** classrooms.

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

6.2.2

Institution implements e-governance in its operations

1. Administration

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance Appraisal System

The institution has an effective performance Appraisal system to guarantee that the faculty and the administrative staff maintain the benchmarks of quality set by the college.

Faculty Evaluation by Management

All teachers are asked to keep a Teacher Performance Report that records the course plan, lesson plans, tests, assignments, projects, mentoring, tutoring, remedial classes, leave taken etc. The Management team assesses this during the Annual Academic audit

.Faculty Evaluation by the Students

Students evaluate the teachers during feedback collection.

The collected feedbacks are analyzed and the results are intimated to the teachers concerned for rectification

File Description	Document
Upload Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 0**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**6.3.3**

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

Response: 0**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

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

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

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

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Institute has planned procedures under the guidelines of committee members, accountants, and office heads for mobilizing and utilizing the funds.

The institution has a structured system in place for tapping available resources and ensuring their optimal utilization. Committees are formed for planning, execution and monitoring. The institution has a well-defined policy on **Finance Management and Resource Mobilisation**

The **Annual budget** is prepared by the Planning Committee of the college .

College management provides significant financial aid for the institution.

Tuition fees of students constitute another source of income of the institution.

Statutory auditors are appointed for regular monitoring of utilizing of the funds received.

Utilization of funds

Finance department monitored the optimum utilization of funds for various recurring and nonrecurring expenses. Quotations are analyzed by the finance committee before finalizing on set of parameters such as pricing ,quality, terms of services, etc.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Vidya Bhavan College likely implements several initiatives through its Internal Quality Assurance Cell (IQAC) to institutionalize quality assurance strategies and processes. Here's a hypothetical example of

what the college might do:

1. **Establishment of IQAC:** Vidya Bhavan College establishes an IQAC comprising experienced faculty members, administrators, and other stakeholders who are committed to enhancing quality in education.
2. **Development of Quality Assurance Policies:** The IQAC collaborates with various departments to develop comprehensive quality assurance policies and guidelines tailored to the college's specific needs and objectives.
3. **Regular Reviews and Evaluations:** IQAC conducts periodic reviews of the teaching-learning process, operational structures, methodologies, and learning outcomes. These evaluations are carried out through a combination of surveys, feedback mechanisms, classroom observations, and data analysis.
4. **Identification of Areas for Improvement:** Based on the reviews and evaluations, IQAC identifies areas that require improvement or enhancement. These may include curriculum updates, faculty development programs, infrastructure upgrades, or student support services.
5. **Implementation of Improvement Measures:** IQAC works closely with relevant departments to implement improvement measures aimed at addressing identified areas of concern. This may involve organizing training workshops, updating teaching methodologies, introducing new technologies, or revising curriculum frameworks.
6. **Monitoring and Recording Progress:** The IQAC monitors the progress of implemented measures and records incremental improvements in various activities. This is done through regular follow-up assessments, data tracking, and documentation of outcomes achieved.
7. **Promotion of Best Practices:** IQAC promotes the adoption of best practices across the college by sharing successful initiatives and encouraging collaboration among faculty members and departments.
8. **Stakeholder Engagement:** IQAC engages with students, faculty, staff, alumni, and other stakeholders to solicit feedback and ensure their active participation in the quality assurance process.
9. **Compliance with Accreditation Standards:** IQAC ensures that the college complies with accreditation standards and benchmarks set by relevant accrediting bodies. This may involve preparing self-assessment reports, undergoing external evaluations, and implementing recommendations for improvement.
10. **Continuous Improvement Culture:** Through its efforts, IQAC fosters a culture of continuous improvement within Vidya Bhavan College, wherein quality assurance becomes ingrained in the institution's ethos, driving its pursuit of excellence in education.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: D. Any 1 of the above

File Description	Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

“Gender sensitization: an enlightened perspective that dismantles biases, fosters respect, and empowers humanity”

Vidya Bhavan College of Management & Research, Yavtmal as per our vision and mission we Encourages equal opportunities to students and staff to ensure gender equity and sensitization in its work environment. The college encourages participation of both male and female staff members in all activities and programs to ensure varied perspective and right decision. To foster an inclusive environment, VBCMRY conducts Gender Audit, has set up provides mandatory and special facilities to women on campus and has taken measures to promote gender equity through curricular and Co-curricular activities.

Gender Audit:

VBCMRY conduct Annual Gender Audit among staff and students to analyze gender representation. Through this, the College aims to assess progress, identify areas of improvement and reinforce its commitment to create an inclusive environment. 53% of female students and 47% of female staff constitute the overall student and staff s strength.

Gender Sensitization through Co-curricular Activities:

VBCMRY believes in holistic education that goes beyond the confines of classrooms. The college conducts a vibrant spectrum of extracurricular activities that complement the academic programs. From sports events, cultural celebrations, and seminars, these initiatives foster inclusivity, creativity and social engagement services amongst the students. The College commitment to empowering individuals extends to providing self-defence training and commemorating International Women’s Day.

Here are the committees formed at our college to promote gender equity:

1. Internal Quality Assurance Cell (IQAC)
2. Executive Committee
3. Student Council Committee
4. Women`s Grievance Redressal Cell
5. Library Committee
6. College Council Committee
7. College Development Committee
8. Constitution of Cultural Committee
9. Internal Complaint Committee Composition
10. Anti-Ragging Cell/Committee

All the committees that are made at the college level have one Male student coordinator and one Female student coordinator.

1. Class Representative – One Male and One Female
2. R&D Coordinator – One Male and One Female
3. T&P student coordinator – One Male and One Female
4. Cultural Coordinator – One Male and One Female
5. Sports Coordinator – One Male and One Female.

Gender Equivalence:

In our pursuit of fostering gender equity and inclusivity within our educational institution, we conducted a comprehensive study to analyze gender balance across two key parameters: admissions and participation in various committees. Through this study, we aimed to gain insights into the representation of different genders and identify areas for improvement in promoting gender balance within our institution.

Admitted student (Female): In the last 5 Academic years the percentage of total admitted students is more than 40% and has risen to 46%. Each year there is a gradual increase in the female admitted students.

Year	Male	Female	Total	Male (Percent)	Female (Percent)
2018-19	108	93	201	54%	46%
2019-20	159	96	255	62%	37%

2020-21	175	99	274	64%	36%
2021-22	209	109	328	64%	33%
2022-23	181	134	315	57%	43%

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

Vidya Bhavan College of Management & Research Yavtamal has instilled the ideology of nurturing tolerance and harmony toward cultural, regional, linguistic, communal, socioeconomic, and other diversities. The institution firmly upholds the equality of all cultures and traditions, exemplified by its inclusive environment where students from diverse castes and religions study without discrimination. Embracing this diversity, the institution organizes events that highlight the cultural, linguistic, and regional richness of its employees, students, and the wider community.

The institute organizes regular cultural exchange events and programs where students from diverse backgrounds can showcase their traditions, art, and cuisine, promoting cultural understanding and appreciation. The institution offers support for students from different language backgrounds to help them learn and communicate effectively, ensuring that everyone has equal opportunities for success.

The institution also has student-led clubs and societies that focus on inclusivity, celebrating diversity, and promoting social cohesion. It actively engages in community service and outreach programs to bridge gaps and build strong relationships with neighboring communities. Cultural festivals and holidays from various traditions are celebrated, encouraging students to share their customs and creating a sense of belonging for everyone. Additionally, the institution has student-led support groups for various communities, offering a safe space for students to discuss their unique challenges and experiences.

These initiatives collectively contribute to creating an inclusive environment where every member of our institution feels valued, respected, and welcome.

To sensitize students and employees of the institution to the constitutional obligations, values, rights, duties, and responsibilities of citizens, the institute organizes various activities.

Celebration of Constitution Day: The institute commemorates Constitution Day, marking the adoption of

the Indian Constitution.

Workshops and Seminars: Workshops and seminars are conducted to delve into constitutional values, rights, and duties. These sessions explore various aspects of the constitution, including fundamental rights, directive principles, and the preamble.

Legal Awareness Programs: The institution conducts legal awareness programs to educate participants about their legal rights and responsibilities as citizens.

These initiatives collectively contribute to enhancing awareness and understanding of constitutional principles and citizenship responsibilities among students and employees.

Event List:

Session 2022-23

Institutional Programs for Diversity and Inclusion

Sr. No.	Description	Date
1	Azadi ka Amrut Mohotsav (Rangoli, Poster Making, Essay Competition)	10 August 2022 to 13 August 2022
2	Independence Day	15 August 2022
3	Convocation Ceremony	8 September 2022
4	Mahatma Gandhi Jayanti	2 October 2022
5	Youth Festival	14 October to 15 October 2022
6	Blood Donation Camp	12 November 2022
7	Constitution Day	26 November 2022
8	Sant Gadge Baba Punyatithi	20 November 2022
9	Celebrating Flag Hosting Day by Netaji	30 December 2022
10	Swami Vivekand Jayanti	12 January 2023
11	National Voters Day	25 January 2023
12	Republic Day	26 January 2023
13	Sant Gadge Baba Jayanti	23 February 2023
14	University Samata Saptah (Online Quiz)	10 April 2023
15	Maharashtra Day	01 May 2023

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

7.2 Best Practices

7.2.1

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

Response:

Practice : 1

“Stree-Dhan a cotton Sanitary Pad and E-car Parking Module”

Objectives of the Practice :

- To increase awareness among adolescent girls on menstrual hygiene .
- To increase access to and use of high quality sanitary napkins to adolescent girls in rural areas.
- The primary objective of this practice is to engage students in Business ideas and knowledge
- Accuracy of detecting a vehicle presence/absence
- Total cost of solution

Context :

- Stree-Dhan , presented a model showing villages in 2 scenarios one with normal Sanitary Pads and other with cotton pads , along with a PPT presentation and demonstration of actual cotton pad and it`s working.
- E-car Parking a module with entire procedural presentation along with lights, sensors and screen presentation.

The Practice:

Vidya Bhavan College of Management and Research , had presented 2 Project one in the category of commerce and other in the category of technology.

The Competition held on the District level Amolakhand College Yavtamal both the projects secured 1st

Position.

Evidence of Success:

Further the same projects with some modification and improvisation were taken to the university level, were in the Car parking could not make it to the presentation round but stree-Dhan did , in which it was in top 6 amongst the 5 district.

But due to lack of practice and our student being 1st timers, we couldn't move to the Nationals.

Student Name- Swati Ghiratkar and Raksha Rokade (BBA I Year) Stree-Dhan

Student Name- Sonal Pawar, Rushikesh Vibhute , Tanushree Kelakar, and Pratiksha Kalmale (BCA II Year) E-car Parking

Problems encountered:

- Time Management
- Students find it tough either to go for regular classes or to the course.

Practice: 2

“Power Point Presentation”

Objectives of the Practice:

- Identify the names and functions of the Power Point interface.
- Create, edit, save, and print presentation
- Format Presentation
- Add a Graphic to a presentation
- Create and manipulate simple slide shows with outlines and notes.

Context :

The context of a presentation determines, or should determine, how you approach its should determine, how you approach its preparation. The context includes many things, the audience, the purpose of the presentation, the occasion, what precedes the presentation and what follows from it.

The Practice:

- Open Power Point and click New
- Choose a theme or create your own
- Insert a slide
- Create a variety of slides for different purposes.
- Use the Duplication Slides for different purposes.
- Add Photos to your slide
- Add transitions to your slides

- Add animations to your slides

Evidence of Success:

Research shows that interactive media, such as power point, enhances student engagement, making lessons more interesting and enjoyable. Studies indicate that interactive power point media can increase student learning motivation, leading to improved learning Outcomes.

Problems encountered:

Student face difficulties such as inability to focus, lack of interaction, problems in acquiring knowledge, cooperating with classmates, and dealing with distractions.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Vidya Bhavan College Of Management & Research Yavatmal comes under **Adhar Bahu uddeshiy Education Society**, Yavatmal which is a premier educational institution providing quality education since 2009. This visionary leader has uplifted the whole of our region by establishing this education hub.

- The vision of Vidya Bhavan College is to be a premier institution dedicated to academic excellence, innovation, and social responsibility. By fostering a dynamic learning environment, nurturing creativity and leadership, and promoting inclusivity and diversity, the college aims to empower students to thrive in a rapidly evolving world and become catalysts for positive change in society.
- The mission of Vidya Bhavan College is to provide high-quality education, foster holistic development, promote research and innovation, cultivate leadership and entrepreneurship, and instill a sense of inclusivity and social responsibility among students.

The college helps the surrounding community by providing its infrastructure. As the college is situated in the heart of the city, the local community and administration often seek assistance to organize various academic, administrative, cultural and sports events.

This college undertakes quality initiatives within the college, at the society level and also at the University level being the lead college of the university. As research is the basis of all inventions. Even the UG students of the college are assigned certain activities for innovations and research by the respective subject teachers to promote research culture.

Since its inception, the college has been actively involved in the organization of various events, camps, workshops, etc. for the school and college students of the region.

The centre allows young & curious kids of rural areas & second-tier cities to use its facility/workshop as an open and free laboratory to explore their crazy ideas and under the guidance of trained teachers experiment on it to make a new discovery. The college has formed a special committee of our dedicated teachers for this. We hope this Science and Innovation Activity Center will be a Landmark for the propagation and inculcation of science and scientific temper among the people in the region.

THE INSTITUTION IS DISTINCTIVE IN ITS THRUST TOWARDS CAPACITY BUILDING FOR TEACHING, NON-TEACHING STAFF AND STUDENTS

Vidyabhavan College of Management & Research, Yavatmal provides every opportunity to its teachers, non-teaching staff and students for an ethical and moral value-based self-development to meet the challenges of the dynamic teaching-learning environment. This is vital for the growth and advancement of the institution. In line with the NEP 2020 objectives, the College is consistent in its commitment to enhance the quality of its faculty, catalyse high standard academic research in discipline specific and

interdisciplinary fields, build effective governance and leadership and provide an optimal learning environment and support system for the students. One of the significant aspects has been the development of state-of-the-art ICT infrastructure in the College that is easily accessible to teachers, non-teaching staff and students. The College periodically organises training programmes in the latest ICT applications and tools in higher education. In the past five years, the practice of capacity building has been strengthened in multiple dimensions.

For teaching staff:

1. The College encourages young and newly recruited faculty to participate in FIPs and enhances skill development of teachers through FDPs/Refresher Courses/Workshop. The teachers are financially and administratively supported.
2. In the context of Covid-19, all teaching learning was shifted to the MS Teams platform. A group of expert teachers were given the responsibility to train and guide the faculty to ensure smooth transition.
3. The IQAC has instituted research grants, awards and incentives in various categories to recognize substantial research contributions, thereby motivating the faculty to undertake doctoral and postdoctoral studies, quality academic research and publication in reputed and accredited journals.
4. The infrastructural incentives provided to the teachers helped them to develop their respective departments and acquire Honours courses.
5. The College extends administrative support for faculty to engage in curriculum development, content creation, question paper setting and evaluation.

For non-teaching staff:

1. Basic and advanced ICT workshops have been organised to increase efficiency in work outcomes.
2. Administrative and accounts related workshops for non-teaching staff have been held for updating knowledge and skills.
3. Non-teaching staff organize regular talks and seminars and attend programmers in other colleges/universities.
4. Non – teaching staff has been provided training in the application of latest media software and use of equipment to produce high quality media resources.
5. The IQAC has instituted an award for innovative administrative reform, which has been initiated and practiced.

The IQAC periodically facilitates academic and administrative audits. Department-wise post-audit review meetings are conducted, which allows the teacher and non-teaching staff to introspect and channelise their strengths to acquire more skills and expertise, pivotal to their promotions.

For students:

1. Compulsory personality development course has been introduced for students of all disciplines to groom and make them industry-ready.
2. Executive Certificate Programmers for students, supporting the curriculum and bridge courses for advanced studies, are regularly organized.

3. The College offers remunerative internships for students in the Principal's Office, Library, Accounts and Administrative Office, in which they get hands-on experience, useful for future professional life.
4. Special training courses are offered to prepare the students to face competitive exams and entrance tests.
- 5.5. Students are encouraged to identify, explore and develop their hidden talents and potential through a wide array of societies, promoting extracurricular activities. Students are largely involved in the organization of the Annual Cultural Fest of the College, "Arambh"
6. With the aim to further develop independent thinking and diverse perspectives, the College has entered into MoUs with Management job Centre for Student Exchange Programmers.

With this thrust in capacity building, Vidya Bhavan College of Management & Research is poised to take on greater academic challenges in the future and become the most sought after institution of higher education.

File Description	Document
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5. CONCLUSION

Additional Information :

We at Vidya Bhavan, from the very inception emphasized on imparting quality education in various disciplines of BBA & BCA . During the last Twelve years we have made concerted efforts to make the Vidya Bhavan as one of the best institutes in the Yavatmal . The faculty members of the institute have been selected carefully and updated continuously by exposing them to the recent technical innovations.

The Vidya Bhavan is well equipped with all necessary facilities to acquire a sound knowledge of theoretical as well as practical aspects of the academic discipline that students should pursue. We also emphasize on personality development of our students along with high quality professional education.

Concluding Remarks :

"At Vidya Bhavan College, we believe in the transformative power of education to shape minds, empower individuals, and build a better future. Guided by our commitment to academic excellence, integrity, and inclusivity, we strive to provide a dynamic learning environment where students can flourish intellectually, personally, and professionally.

As we continue our journey of growth and development, we remain steadfast in our mission to nurture future leaders, scholars, and global citizens who will shape a brighter tomorrow. Together, let us embark on this journey of discovery, learning, and transformation, guided by the light of knowledge and the spirit of excellence."