



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ACHARYA SHRI MAHAPRAGYA INSTITUTE OF EXCELLENCE

MAHAPRAGYA NAGAR, ASIND

311301

www.asmie.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The name of the college is derived from the name of Acharya Shri Mahapragya Ji , its name is Acharaya Shri Mahapragya Institute of Excellence, Asind and abbreviated as ASMIE. It is promoted by Sunder Bai Bheru Lal Sancheti Education and Welfare Society. It is controlled by the Board of Management, constituted by the ASMIE, headed by Chairperson Shri Roshan Lal Sancheti and Director Shri R. K Jain. Under the leadership of Sancheti; it provides state-of-the-art educational infrastructure to the students, and the finest management of Shri R.K. Jain spreads the fragrance of quality and value-based education. More than 2000 students have passed out from 2012 to till date and 800 students are studying, and more than 50 qualified professionals are shaping the future of the students.

Vision

The Acharya Shri Mahapragya Ji dreamed of seeing Asind, as the city of higher education during “Maryada Mahotasav-2008” at Asind. 13th March 2008 was a great day for Rajasthan, especially for Mewar Region. It was a historical day in the history of Asind. Shri Roshan Lal Ji Sancheti followed the words of the Acharya and agreed to set up a world-class higher educational institute named ASMIE.

Mission

- To Offer inclusive, affordable higher education across diverse fields for all students, prioritizing holistic development regardless of background or location.
- To Introduce students to new ideas, vision, and skills for success in dynamic business settings
- To promote and practice a convenient online education concept in Asind and Rajasthan.
- To Create a market-focused environment for research and vocational studies to drive educational development.
- To Empower students through career support, training, and industry engagement for future success.
- To promote and spread job-oriented education in rural and tribal areas.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Our students are the strength of ASMIE; they are disciplined, dedicated, and regular in the college or classroom. The thought of oneness is one of the major strength of ASMIE. Students, faculty, members of management, and guardians do their best to provide a value-based learning and ragging free campus environment.

We have a spacious, well-developed, city-centered, and eco-friendly 40000-square-feet campus to provide a favorable environment for the holistic growth and development of the students. We firmly favor inclusive education and equality. All students from different financial, social and academic backgrounds are provided

equal resources. A state government reservation policy for SC, ST, OBC/SBC and physically challenged students, an affordable fee structure, and a transparent merit-based admission procedure are adopted to attain this objective.

Institutional Weakness

Skill development courses are yet to be introduced, as most of the courses are content-based. Research and innovation cell may function according to their potential strengths. Faculty members are assigned other administrative tasks, which is an obstacle to achieving desirable research goals. Funds are not available for developmental activities due to expenses that are increasing day by day.

Institutional Opportunity

Bhilwara is famous as 'Textile City' and offers opportunity for placement to the pass out students. Being a UG college and having huge research facilities, students interested in pursuing research have the opportunity to get benefit of it. Its a multi faculty institution offers the opportunity for the student to meet NEP 2020 curriculum framework requirement. For fresh science graduates Vedanta group and Jindal Group offers jobs on regular basis. Opportunities are also there in Saras dairy plant and in textile field for science and commerce students. In commerce streams, diploma holders, graduates with exceptional skillfulness in finance, accounts and marketing coupled with excellent communication skills are hired by the local banks and insurance companies.

Institutional Challenge

A major challenge faced by our institution is transportation facilities to rural students. The university couldn't hold regular research entrance exams and course work programs for the last few years. It affected the research environment of the institution. The non-availability of a regular sports officer and coach facility is a major hindrance to achievement in sports. The institution is seeking hiring services in the sports field. This academic syllabus is outdated, and we must shift to an updated syllabus as soon as possible.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As an affiliated college of the M.D.S. University Ajmer, the college follows the syllabi and scheme of examination prescribed by the University for all the streams of UG programs. The college offers 6 UG programs. There are five departments in the college these are Arts, Science, Commerce, Computer and Education. The college encourages research culture among students and the teaching faculty. The college runs classes from 10:00 AM to 4:00 PM for the Faculties of Arts & Science to make the optimal utilization of physical and infrastructural resources.

Teaching-learning and Evaluation

Admission to the various courses in the college is by the policy of the Department of Higher Education, Government of Rajasthan and the regulations of M.D.S. University, Ajmer and is strictly based on merit and academic achievements. However, final selections are made only after personal interviews. Counselling for different program options is provided to the candidates at the time of admission. Remedial classes are arranged for the educationally disadvantaged and slow learners. Seminars, excursions and tours under the supervision of teachers are organized to train the students to hands-on experience and successfully face the challenges of life. The overall development of the students is gauged by the annual examination system. The examination results of the past few years show a good pass percentage of over 80% in the faculties of Arts, Science and Commerce. The teachers prepare and circulate a teaching plan and adhere to it within the limitations of the academic and other activities of the college. The college has permanent teaching faculties, non-teaching staff, supportive staff and technical staff. Many of these have attended national and international conferences and seminars besides their participation in the refresher and orientation courses. There is a mechanism for faculty appraisal through the submission of self-appraisal reports by all teachers. An informal method of receiving feedback from the students regarding teaching-based learning through a suggestion drop box and personal interaction with faculty members and the principal. To further enhance the quality of education, the college has taken steps to establish linkages with the local industries.

Research, Innovations and Extension

The college motivates students and faculty members to join research programs. The institution provides laboratory and library facilities to scholars and faculty members. Faculty Members are permitted and encouraged TRF scheme for pursuing research work. the college promotes the research culture among the faculties and students. Some faculties earned their Ph.D and student have shown their interest in research after completing of PG. As it is known the NEP-2020 has been adopted by the Govt of Rajasthan now students having 75 scores in UG can opt for research programs in the coming years.

The college has two units of Rover and Ranger volunteers who are involved in many social outreach activities like literacy programs, hygiene awareness, tree plantation and environmental consciousness. They have adopted some schools and continuing extension activities in these institutions. Blood donation camps, Polio eradication and AIDS awareness campaigns are also being conducted regularly. Infrastructure and Learning Resources

Infrastructure and Learning Resources

The institute provides a high-speed internet connection on campus, a well-furnished and air-cooled library, an upgraded computer lab, and a well-equipped chemistry, botany, zoology, physics, and geography lab. To promote the latest teaching aids, ASMIE established a smart class with LG's 65-inch digital board. The college management ensures the provision of safe and clean drinking water with water cooler facilities. The college runs sports and scout activities for the students. The biometric attendance of staff and students is maintained on the college campus. Different cells and committees have been established for student grievances.

Student Support and Progression

The college has a good reputation for its academic standards. The results are consistently good (above 85%) in Science, Arts , computer application, Commerce and education streams faculties. More than 30 students were selected in government jobs and three students passed NEET-UG and are studying MBBS. Some students

started their home business and farming. Some students work abroad along with their studies. Some pass-out students have settled in the private sector. The students are offered counselling at the personal level by the faculty members and through the Placement cell and Student counselling cells. The college has grievance redressal cells for staff as well as students. The Alumni Association is active in many institutional welfare activities.

Governance, Leadership and Management

The ASMIE, Asind is a self-financed private institution and has to function, organize and manage within the regulations of the State Government. For academic programs the regulations of the M.D.S. University, Ajmer prevail while internal coordination and monitoring are done by the Principal. Various committees are constituted by the principal for smooth and efficient functioning of the college. The financial management is achieved through fees from the student and donations from the Sunderbai Bherulal Sancheti Education & Welfare Society. Funds are also being generated through college fees, college development heads and son on. The accounts of the institution are well-maintained and audited regularly.

Institutional Values and Best Practices

The college has shown consistently good examination results and academic tracks. The college follows an annual gender sensitization action plan. We follow the scientific method for solid/liquid/chemical waste management including rainwater harvesting. The College has two water conservation recharge systems (Open well type facility) Under green campus initiatives we conducted Green and Environmental Audits, Energy Audits, Plantation Drives, the promotion of using bicycles inside and outside, bird and butterfly conservation, and a ban on the use of plastics, etc. the tobacco-free campus is one of the notable contributions of the ASMIE. The Institution has a disabled-friendly, barrier-free environment. This institution has a plan to establish a 30-kilo-watt Solar power generation system. The campus has around 200 trees growing all around the campus. The prayer assembly is conducted before the commencement of the class, SPIC Maccay event is organized as per the schedule of the academic calendar to establish the connection between the youngster and Indian culture and its tradition. Ranging free campus and feeling of oneness are the notable best practice of the ASMIE.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ACHARYA SHRI MAHAPRAGYA INSTITUTE OF EXCELLENCE
Address	MAHAPRAGYA NAGAR, ASIND
City	ASIND
State	Rajasthan
Pin	311301
Website	www.asmie.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sankarsan panda	01480-221101	9829625844	-	asmie2012@gmail.com
IQAC / CIQA coordinator	AVANINDR A VASUKI VYAS	-	9602504578	-	ASMIE2012@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Rajasthan	Maharishi Dayanand Saraswati 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,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	02-05-2017	108	lifetime validity until the rules and regulations of NCTE are followed

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	MAHAPRAGYA NAGAR, ASIND	Urban	10.87	2438

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA, Department Of Arts,	36	XII	English, Hindi	240	202
UG	BCom, Department Of Commerce,	36	XII	English, Hindi	80	4
UG	BSc, Department Of Science,	36	XII	English, Hindi	80	21
UG	BCA, Department Of Computer Application,	36	XII	English, Hindi	40	18
UG	B.A.BEd, Integrated Bed,	48	XII	English, Hindi	50	50
UG	B.Sc.B.Ed, Integrated Bed,	48	XII	English, Hindi	50	50

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				1				49			
Recruited	1	0	0	1	1	0	0	1	32	17	0	49
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	8	6	0	14
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				2
Recruited	1	1	0	2
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	1	0	5
M.Phil.	1	0	0	0	0	0	0	0	0	1
PG	0	0	0	0	0	0	29	16	0	45
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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
	2		0		2

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	108	0	0	0	108
	Female	110	0	0	0	110
	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	22	17	36	38
	Female	21	21	34	46
	Others	0	0	0	0
ST	Male	8	8	9	5
	Female	4	5	3	2
	Others	0	0	0	0
OBC	Male	64	59	103	118
	Female	70	53	140	107
	Others	0	0	0	0
General	Male	18	21	50	30
	Female	39	23	39	51
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		246	207	414	397

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	To develop the all-around capacities of the students—intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner, the college is ready to include multidisciplinary subjects as per the National Educational Policy 2020 as early as adopted by the affiliated university. In the 2023–24 academic session, M.D.S. University has adopted a new curriculum framework with a multidisciplinary approach. To equip the students so that they don't need to rely on government jobs but instead pave the way towards self-employment.
2. Academic bank of credits (ABC):	Regarding the implementation of the Academic Bank of Credits, the institution has to wait for the academic

	<p>council of the affiliating university to give a green signal. The pedagogical approach of the institution is student-centric whereas the faculties' pedagogical approaches are constructivist, inquiry-based, reflective, collaborative, and integrative. Summative and formal assessments and assignments are used to evaluate the Students' learning outcomes. The institution's preparedness in the implementation of the Academic Bank of Credits depends upon the guidelines of the affiliated university and Higher Education Department, Government of Rajasthan. For this purpose, a centralized database along with the database of the college is to be established to digitally store the academic credits earned by the student from various courses so that the credit earned by the student previously could be forwarded when the student enters the program again. For monitoring ABC, a proper technical support system is to be created.</p>
<p>3. Skill development:</p>	<p>The vision of the college is to promote Value-Based Quality Education; hence the college makes efforts to inculcate positivity among the learners. The college celebrates National festivals like Independence Day and Republic Day. Observing various programs like World AIDS Day, Environment Day, Death and Birth Anniversary of our National leaders helps in imbibing the good qualities of the students. Mentoring students is also one of the practices of the institution, to enable students to explore future employment pathways after graduation and help them get the most out of their studies. The Institution has already conducted the skill development courses according to guidelines issued by Commissionerate College Education, Rajasthan. Many such skill development courses will be taken up year after year. The college has successfully implemented courses such as Spoken English, Public Speaking, Tally, GST and software development training etc.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Regarding the adoption of Indian languages, the college offers Indian languages like Hindi Literature at UG levels. Preservation and promotion of languages is one of the targets of the College in the future. The department of Hindi organizes numerous events to inculcate correct and appropriate use of languages in writing and speaking and to develop an aptitude for mastering the Indian languages. Our Institute is planning to organize a National</p>

	<p>Seminar/Conference on the Indian Knowledge System. We also encourage our faculty members to participate in similar activities to equip themselves for the Indian Knowledge System. To promote /integrate the local language, art, and culture, compulsory activities in the curriculum have to be added. Through discussions/interactions/symposiums etc. in local languages which will fetch extra credit to the student. These changes will also increase the employability opportunities for the teachers and subject matter experts of these languages. Frequent field trips to local heritage sites/museums shall value their culture and traditions.</p>
5. Focus on Outcome based education (OBE):	<p>The College also makes an effort to understand that the pursuit of knowledge is a life-long activity and to acquire a positive attitude and other qualities that will lead students to a successful life. To interpret, analyze, evaluate and develop responsibility and effective citizenship is one of the program outcomes for the students. LOCF(Learning Outcome-based Curriculum) aims to bring about uniformity in the syllabus for all programs in all, the affiliated colleges of M.D.S. University, Ajmer. A variety of approaches to the teaching-learning process like lectures, seminars, tutorials/workshops/practical and project-based learning fieldwork, technology-enabled learning internships and apprenticeship and research work is suggested. Students learning outcomes should be defined in terms of knowledge skills understanding values employability. This institution, being affiliated with the concerned university follows the guidelines as and when directed.</p>
6. Distance education/online education:	<p>The College is also preparing itself to offer vocational courses through ODL (Open Distance Learning) mode in due course of time.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, The Electoral Literacy Club (ELC) is established in the year 2019 as per the directions of the Chief Election Officer Rajasthan.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	A committee is formed to execute the responsibilities of the ELC. The principal of the institute is the

<p>whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>chairperson of the committee. The ELC is coordinated by Sankarsan Panda, Assistant Professor, Department of Computer Application, in 2019. The ELC Coordinator and members frequently attend the meetings at the college level convened by the Chief Election Officer of Asind and circulate the material & information of SVEEP on WhatsApp groups for elections and voter-related issues.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC members of their respective departments are imparting awareness among the students regarding electoral rights and familiarizing them with the electoral process of registration and voting. Students and faculty members have participated in the awareness programs by involving the public through rallies and creating awareness about getting voter IDs, which they applied for through the Voter Helpline App under ELC. The ELC of the college conducted many competitions among students and created awareness for voting rights and the electoral process.</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>The institute organizes an oath-taking and awareness program every year on January 25th to celebrate National Voter's Day. Principal and ELC in charge Read out the oath and address the students. On this occasion, the 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>Awareness is given on the process of having a voter ID and linking it to AADHAAR through the VHA app or offline for first-year students, as they are entering 18 years of age. The ELC members from each department are also trained to use the VHA app and link their voter IDs 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
345	246	207	414	397

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: 95

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
51	50	50	57	50

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
47.09	33.41	37.68	48.04	40.97

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The college is affiliated with Maharshi Dayanand Saraswati University, Ajmer. Therefore. It is ensured to implement the designed curriculum. Effective curriculum delivery is ensured through a well-planned, documented process. The IQAC plans teaching, learning and evaluation activities for every academic year and a detailed academic calendar is prepared at the beginning of the academic year. The Principal of the college conducts academic planning meetings to plan and organize the schedule of lectures and distribute the syllabus among the faculty members of their respective departments. The faculty members are expected to complete the teaching of their syllabus within the stipulated time. If any faculty member fails to complete the syllabus within the stipulated time, he/she is asked to take extra classes to complete the syllabus. Each department has to prepare the teaching plans and chalk out the academic activities at the beginning of every academic year. The courses are distributed in the department meetings and the teaching strategies and methods are also discussed there. The curriculum outcomes are ensured with course and program outcomes in mind. The program objectives are also reflected in the course objectives.

Effective curriculum delivery is also ensured through the proper utility and availability of ITC tools and teaching-learning processes completed with interactive methods and the use of ICT technologies. This culminated in the enhancement of skills and the learning ability of the students. To compete with the increasing technological needs of the modern era, faculty members insist on following innovative pedagogies for teaching methods like the internet and LCD projectors, apart from mere chalk and blackboards. The orientation or induction programs for the first-year students are organized to inform them about the curriculum, evaluation process, and co-curricular and extra-curricular activities to be organized throughout the academic year.

For effective classroom teaching and curriculum delivery through a well-planned and documented process, the following effective measures are taken:

- The academic calendar lays out the action plan for the whole year.
- Every instructor creates a lesson plan in accordance with the principles of an interactive and smart classroom.
- Student-centered class presentations where papers are presented in PPT and other modes of presentation.
- Interactions with students include counseling, discussions, question-answer methods, home assignments, group discussions, etc.
- Mentoring students through tutorial classes, and remedial classes for slow learners.
- Field study-based project reports and dissertations, industrial visits Educational/Industrial

excursions/tours.

- The use of computer lab:

The students are informed about the details of the beginning and conclusion of the semester, the teaching plans, and examination schedules at the beginning of the academic year. The compliance of the syllabus is communicated to the Principal through the Heads of the Department at the end of the semester. There is sufficient flexibility in the teaching plans, to adopt the changes, if any. The evaluation of the students is carried out periodically as per the norms of the affiliated university.

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: 05

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

1.2.2

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

Response: 9.63

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
40	25	20	35	35

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Since the aim of education is to make students responsible citizens, the college integrates cross-cutting issues like gender, environment and sustainability, human values, and professional ethics through curricular, co-curricular, and extracurricular activities organized in the college.

Gender Sensitization:

Gender sensitization is an attempt to modify behavior by creating awareness of gender equality concerns among students. Gender sensitivity helps to generate respect for an individual regardless of his/her sex. The educational institute can play a significant role in breaking gender stereotypes. The street play based on gender sensitization is organized by college students, which had a good impact on rural people. The seminars on 'Women Empowerment' and 'Women Empowerment through Gender Sensitization in Rural Areas' have significantly contributed to creating gender sensitization among the students and other participants.

Environmental Sustainability -

Environmental awareness is the recognition of the importance of our environment, preservation, and life on the planet. Educational institutes can play a crucial role in creating awareness about the environment and sustainability. The course in Environmental Awareness is designed to play an important role in creating awareness about the ill-health of our environment. The field projects and assignments about the issues of environmental conservation are given to the students so that they can feel and think of their importance. The workshops on the conservation of the environment are organized in the college, and experts are invited to offer their valuable guidance in those workshops. The college focuses on the

following aspects of the protection of the environment in the workshops and actual teaching of the course on environmental awareness:.

Plastic-free Campus -

Plantation of trees, awareness about the hazards of plastic, water conservation, vermicompost, eco-friendly disposal of waste, adopting nature-friendly behavior, and minimal use of paper in the office.

Societal Values –

Universal human values such as truth, righteous conduct, peace, love, and non-violence are related to the physical, intellectual, emotional, and spiritual aspects of human life. There is a need to emphasize these values for a better human society. The activities in the college and the lectures of renowned experts on human rights, social responsibilities, democracy, constitutional values, mutual respect, and many other topics related to human values are organized to imbibe human values among the students. The true aim of higher education is to inculcate human values and human dignity among our students.

The professional ethics of the teaching profession are standards of personal and social behavior, values, and guiding principles. ASMIE has composed a code of conduct and professional ethics. The affiliated university guides the members in performing their duties according to sound and consistent ethical principles in the institute.

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: 91.59

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

Response: 316

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 59.59

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
345	246	207	414	397

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
540	540	540	540	540

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: 86.71

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
316	332	173	231	344

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
322	322	322	322	322

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 6.76

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 college attempts to focus on experiential learning. The focus of teaching is mainly on the practical application of knowledge and skills to real-life experiences. It helps in increasing the learner's knowledge and develops competence in various skills. The learners actively reflect on that experience through individual thinking, group discussion, questioning or writing assignments or journals. The students participate in activities like group discussions, debates, class presentations, brainstorming, etc.

Inclusive learning: After every activity, the teacher encourages the participants to take part in a discussion where she/he are supposed to relate his/her experiences. The student participants are expected to work to find a solution individually and together as a team and suggested that communicate and learn from each other to be successful. The students are not expected to be just passive learners; they need to actively participate in the learning process.

Experimental learning is learning by doing. Group discussions, interactive teaching, debates, class presentations, field visits, village surveys, workshops, industrial visits and student seminars are regularly organized to offer the experience of active and participative learning. The skill development programs and skill-oriented courses mainly focus on hands-on training and experiential learning. The students are given assignments where they have to critically think about the topic and find solutions to the problems. Student-centric methods and participative learning is an important part of curriculum implementation and enough care is taken to make experiential and participative learning effective. The use of ICT (Information and Communications Technology) in the classroom is very important and useful as it offers several opportunities for teachers and students to use new technologies and techniques for effective teaching and learning. The use of PowerPoint presentations helps the students to get engaged in the learning process actively and create interest in their learning. By integrating ICT into the classroom, students are assisted to develop their ability to learn more effectively, cooperate, and explore the world around them. The institution has installed LCD Projectors and Computer Labs for the use of ICT in teaching-learning. The use of computers, LCD projectors, and the internet has proved to be very useful in enhancing the quality of education.

The use of ICT has proved beneficial in the following ways:

- It increases the motivation and interest of the students in the subject/topic
- Develop independent learning among the students
- Brings creativity in teaching and learning
- Develops collaboration and teamwork
- Offers new way of teaching the subject
- Brings variety in content and presentation
- It makes teaching-learning interactive, studies student-centric skills and brings current knowledge in class
- Increases student engagement in teaching and learning activities

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	50	50	57	50

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: 39.15

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
20	20	21	20	20

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Students are informed about the evaluation pattern during the orientation or induction programs arranged at the beginning of the academic year. The principal and all faculties of the college guide the students regarding internal assessment, question paper patterns, and university examinations. The circulars received from the university in this regard are communicated to the faculty members and administrative staff from time to time and are also displayed on the notice boards for students. The internal assessment for semester-end examinations and credit-based courses is very transparent and robust. The attendance sheets of the students appearing for such internal term-end examinations, home or other internal test assignments, and continuous assessment sheets are maintained, and the students' grievances are also addressed quickly and transparently.

The examination committee is constituted every year to coordinate the internal and external examination activities and communicate to the students, teachers, and administrative staff any information regarding examinations. For an effective understanding of the evaluation process, the faculty members give class-wise or course-wise instructions about the unique features of the internal/external evaluation of that course. Changes in schedules, patterns, and methods, if any, are immediately brought to the notice of the students through notice boards, messages, and website notifications, as well as through classroom interactions by the subject teachers. Internal examination schedules are displayed on notice boards in advance.

Grievance Redress System:

At Institute level:

If any discrepancy is brought to the attention of the concerned faculty, they will resolve it, and the

necessary corrective action will be initiated. If a student is not satisfied with the awarded marks, even after being resolved by the committee, the student may represent the same to the principal.

At the university level: if the student has any objections, he/she may contact the university or fill out the revaluation form.

Exam Form Filling:

It is observed that while filling out the online exam forms, if any problems come to the attention of the college authority, the authority may contact the university official to solve the problem as soon as possible, or students can contact the university directly through the helpline numbers. If a student has any problem with the exam form, he/she shall contact the college principal for the necessary action.

Correction in Name on Admit Card:

For the wrong information on the admit card, students can contact directly the exam in charge of the college for necessary corrections on the admit card. The college authority shall try to resolve the issue at the earliest or may contact the university for an appropriate solution.

Re-valuation & Recounting:

If the student is not satisfied with the marks awarded, they can apply for recounting within two weeks of the declaration of the result through the E-Mitras on the exam portal of the university. The students' grievances will be forwarded to the concerned authority of the university by the institute.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

At ASMIE, the academic structure and processes are meticulously designed to ensure quality education and the holistic development of students. Affiliated with Maharshi Dayanand Saraswati University, Ajmer, the college exclusively offers undergraduate programs, adhering to the university curriculum and examination schedules. At the outset of each academic year, faculty members diligently prepare comprehensive course files delineating course objectives, course outcomes, modules, reference materials, teaching plans, and credits. During the induction program and lectures, students are thoroughly briefed

on the syllabus, examination patterns, and expected outcomes of the courses, facilitating their preparedness and clarity.

Programme Outcomes (POs): Central to the educational framework are the Programme Outcomes (POs), which serve as overarching statements defining the knowledge, skills, and abilities students are expected to acquire by the culmination of a specific program. These POs are meticulously aligned with accreditation standards, industry requisites, and societal demands, ensuring relevance and applicability. **The college ensures that these POs are prominently displayed on its website**, serving as guiding principles for curriculum design, pedagogical approaches, and assessment strategies across all programs.

Course Outcomes (COs): Complementing the POs are the Course Outcomes (COs), which delineate specific statements outlining the expected learning outcomes of individual courses within a program. These COs, formulated by faculty members in consultation with stakeholders, are designed to be measurable, observable, and achievable, aligning seamlessly with the overarching POs. They provide a clear roadmap for understanding the learning objectives of each course and serve as the foundation for curriculum design, teaching material development, and assessment methodologies.

Evaluation of POs and COs: The evaluation of POs and COs is conducted through a robust system encompassing various assessment methods such as examinations, assignments, projects, practicals, internships, and other forms of assessments. These methods are meticulously aligned with the COs and POs, ensuring that students are evaluated on their ability to demonstrate the expected knowledge, skills, and abilities. Assessment results are rigorously analyzed and periodically reviewed to gauge the attainment levels of POs and COs. This feedback loop informs continuous improvements in curriculum, pedagogy, and assessment strategies, thereby fostering an environment of ongoing enhancement and excellence in education at Swami Vivekanand Mahila Mahavidhyalaya.

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:

ASMIE, our esteemed institution, is dedicated to maintaining a rigorous and evidence-driven methodology for evaluating the achievement of program outcomes (POs) and course outcomes (COs) across all our academic offerings. We have established a robust framework encompassing diverse assessment methodologies, comprehensive feedback mechanisms, and systematic review processes to ensure that our students consistently meet the prescribed POs and COs.

Assessment Methods: Our approach to assessment encompasses a wide array of methods, meticulously tailored to align with the specified COs and POs. These methods include examinations, assignments, projects, practicals, internships, presentations, and various other evaluative tools. Each assessment modality is carefully designed to gauge the acquisition of knowledge, skills, and abilities delineated by the POs and COs. Conducted at regular intervals throughout the duration of the program, these assessments serve as checkpoints to monitor student progress and assess their proficiency in achieving the intended learning outcomes.

Feedback Mechanisms: In our pursuit of excellence, feedback plays a pivotal role in informing our continuous improvement efforts. To this end, our Internal Quality Assurance Cell (IQAC) spearheads initiatives aimed at enhancing the quality of higher education through rigorous self and external evaluation processes. We have implemented a structured feedback mechanism, soliciting input from students, parents, alumni, and other stakeholders. The feedback collected through surveys, focus groups, and reviews is meticulously analyzed to identify areas of strength and areas requiring improvement. This invaluable feedback informs our strategic planning and guides the implementation of targeted improvement plans to enhance the attainment of POs and COs.

Review Process: Furthermore, our institution maintains a robust review process to systematically evaluate the attainment of POs and COs. Faculty members, program coordinators, and other stakeholders collaboratively review assessment results, feedback data, and relevant metrics to assess the level of achievement of the intended outcomes. This rigorous review process facilitates the identification of strengths and weaknesses within our academic programs, enabling us to implement necessary changes to bolster the attainment of POs and COs. Based on the insights gleaned from these reviews, we proactively refine our curriculum, pedagogical approaches, and assessment strategies to foster continuous improvement and uphold our commitment to providing quality education.

In essence, our systematic and evidence-based approach to evaluating the attainment of POs and COs underscores our unwavering dedication to excellence in education. Through the synergistic integration of diverse assessment methodologies, comprehensive feedback mechanisms, and robust review processes, we strive to empower our students with the knowledge, skills, and competencies needed to thrive in an ever-evolving global landscape.

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

2.6.3

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

Response: 93.65

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
140	236	230	157	181

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
152	251	243	162	200

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

ASMIE has established an ecosystem for innovation and stated it for quality and values-based education in its visions as

- to aspire and strive for excellence in education by developing and sharpening the intellectual and human potential of learners for the welfare of society.
- to impart quality education through traditional and innovative practices.
- to provide a dynamic and creative academic environment, to tap and nurture talent for the development of professional skills and an all-round personality.
- To inculcate good moral values and a sense of nationalism, we conduct prayer assemblies regularly. In the assemblies, we integrate moral values, motivational talks, and stories from IKS.
- To spread the research culture, our college has research development and IPR cells.

We have been organizing national conferences, seminars, workshops, extension lectures, and other relevant activities to strengthen the research foundation at the early stage of the college. We aim to increase the research spirit among the students and faculties for a better future. In an enriched research environment, students will become familiar with research paper writing, and their research aptitude will be nourished.

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

3.2.2

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

Response: 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
7	1	0	1	1

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: 0.11

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
2	5	3	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.02

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
1	1	0	0	0

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

3.4 Extension Activities

3.4.1

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

Response:

The management of the Acharya Shri Mahapragya Institute of Excellence is keenly interested in social activities and the functioning of different activities among different communities. ASMIE organizes different extension activities for society and the community, which are as below:

- blood donation program: creates awareness and confidence to donate blood and a sense of human values
- donating coolers, printers and other required devices: Help others to work for the betterment of their working culture
- medical camp : facilitates medicine and treatment at their leisure
- swachh bachpan swasth bachpan program in the government primary schools: motivates children to maintain hygiene and develop a sense of cleanliness
- career awareness program in secondary and senior secondary schools: identify their issues and confusions, show the path to a suitable career,
- plantation drive: Motivates citizens to understand a sense of environmental conservation
- community survey: try to understand their requirement and problems so that we can address their issues
- Addressing moral education in schools: Fills the gaps in moral values and nurtures them to be ideal citizens
- community peace program: reduce tussle and anger, control human emotion in the right directions
- distributing dressess and sweets in deprived areas: it is a social change so they can celebrate their festival with joy.

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

3.4.2

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

Response:

Acharya Shri Mahapragya Institution works for the students, community, environment, and society. ASMIE receives awards and recognition from different government bodies, which are as follows:

- ASMIE got a certificate in the 62nd rover mute and 48th ranger meet because of the performance of the scout guide team
- ASMIE got a certificate for the best adventurous activity from the scout team on December 30, 2019.
- ASMIE receives a Certificate of Appreciation of Young Scientist Innovators 2022 from JRN Rajasthan Vidyapeeth (deemed to be university) Udaipur.
- Certificate of Appreciation for Heartfulness Essay Event -2019 from United Nations Information Centre for India and Bhutan

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

3.4.3

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

Response: 19

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
7	3	3	6	0

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

3.5 Collaboration

3.5.1

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

Response: 10

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

The institute prides itself on its meticulously crafted infrastructure, meticulously designed to meet the stringent requirements stipulated by both the affiliated university and other regulatory bodies, ensuring the holistic fulfillment of all stakeholders' needs.

At the heart of our campus, we boast a versatile auditorium nestled within the expansive playground, providing a dynamic venue for our annual gatherings and other significant events. Each space within our campus is thoughtfully designed to optimize functionality and comfort, with well-furnished, spacious, ventilated, and illuminated classrooms, complemented by state-of-the-art computer laboratories, tutorial rooms, and various other student support facilities meticulously aligned with the exacting standards set forth by the university.

Efficiency is paramount in our educational endeavors, and to this end, we boast an abundance of classrooms, each equipped with cutting-edge ICT facilities such as LCD projectors and Wi-Fi connectivity, fostering an environment conducive to interactive and technology-enhanced teaching methodologies. Administrative efficiency is upheld through the provision of dedicated spaces for the Administrative Office, Internal Quality Assurance Cell (IQAC), and Scout Guide, ensuring seamless operational functionality.

Recognizing the importance of creating an inclusive and conducive environment for all, we offer separate common rooms for both girls and boys, along with designated staff and student toilets, ensuring privacy and comfort. Our commitment to safety is unwavering, with an array of support and safety facilities including continuous power backup, strategically placed fire extinguishers, water coolers equipped with purifiers, and CCTV surveillance at key locations, guaranteeing the well-being of all members of our community.

Stepping outside, our campus embraces nature with lush green landscaping, encompassing sprawling lawns and vibrant gardens, providing tranquil spaces for relaxation and contemplation. To maintain the pristine condition of our campus, we have appointed dedicated in-house housekeeping staff, ensuring cleanliness and hygiene are upheld to the highest standards.

In line with the modern technological landscape, our entire campus is Wi-Fi enabled, facilitating seamless connectivity and access to digital resources for both academic and recreational purposes. We

recognize the importance of holistic development and offer an array of sports facilities catering to diverse interests. Our expansive playground serves as a hub for outdoor sports including volleyball, badminton, kabaddi, and cricket, while indoor enthusiasts can indulge in games like chess and carom within our dedicated indoor sports facilities.

Prioritizing the well-being of our students, we have established a well-equipped gymnasium, providing facilities for physical fitness and promoting a healthy lifestyle. Safety remains a paramount concern, with first aid boxes readily available at strategic locations across the campus, ensuring swift and effective response in case of emergencies.

Enriching the fabric of our campus life are cultural activities organized under the expert guidance of our dedicated cultural committee coordinator, fostering a vibrant community spirit. To further enhance the experience, refreshments are provided to both students and staff during festive celebrations, fostering camaraderie and a sense of belonging within our close-knit community.

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: 6.51

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
0.23	3.11	0.68	5.68	3.79

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

Established in 2012 concurrently with the inception of the college, the ASMIE library stands as a beacon of academic enrichment for both students and faculty members. With a vast collection of books and resources, the college library serves as a vital hub for research, learning, and intellectual exploration. Equipped with fire alarms and CCTV security systems, the library ensures the safety and security of its valuable assets, fostering an environment conducive to scholarly pursuits.

Comprising an extensive array of books, journals, magazines, and periodicals, the library caters to diverse academic interests and disciplines. In addition to textbooks and reading materials, the library boasts a comprehensive collection of reference sources, including encyclopedias, dictionaries, and atlases, facilitating in-depth research and study. With approximately 2061 books in its repository, including 300 reference books spanning various subjects, the library offers a wealth of knowledge and information to its users. Moreover, the library subscribes to a range of journals, magazines, and newspapers, providing access to the latest developments and insights in academia and beyond.

To streamline its operations and enhance the user experience, the library is automated with Library Management Systems Software, specifically DELNET. This user-friendly software facilitates essential library functions in a computerized environment, including acquisition, cataloging, circulation, and administration. Additionally, features such as OPAC (Online Public Access Catalog), authority control, article indexing, and report generation optimize the management and accessibility of library resources.

In addition to its extensive collection and advanced automation, the library offers a range of facilities and services to meet the diverse needs of its users. Each student is entitled to borrow two textbooks and one reference book for seven days, with the option for renewal. Furthermore, the library provides a book bank facility, ensuring equitable access to educational resources for all students. Regular online and offline book exhibitions enrich the academic experience, showcasing new additions to the library's

collection and fostering a culture of literary engagement.

Moreover, the library embraces digitalization by offering access to e-journals, video lectures, and other electronic resources through its Digital Library. Here, students and staff can access, download, and print open-access journals and research papers, as well as utilize audio-visual aids to enhance their learning experience. This integration of technology enhances accessibility and facilitates remote learning, catering to the evolving needs of the academic community.

With an average footfall of more than 45 users per day, the library serves as a bustling hub of intellectual activity and scholarly exchange. It remains committed to its mission of providing a conducive environment for learning, research, and personal growth, empowering students and faculty members alike to embark on a journey of discovery and enlightenment.

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:

Acharya Shri Mahapragya Institute of Excellence consistently endeavors to enhance its resources, particularly in terms of IT infrastructure, equipment, and smart classrooms, to facilitate a conducive learning environment for its students and faculty.

The institution boasts a total of 50 computers, with 40 allocated for student use and the remainder utilized for administrative purposes and by faculty members. To ensure uninterrupted electricity supply, ASMIE has installed an inverter and battery power backup system. Furthermore, the institution is equipped with a robust internet connection, with one optical fiber connection offering a speed of 100 Mbps. This connection extends to the library, facilitating access to resources from the Airtel network.

The computer lab is fully integrated with high-speed internet connectivity, enabling students to harness the power of online resources for their academic pursuits. Moreover, the computers within the lab are equipped with a comprehensive suite of software, empowering students to engage in a wide range of learning activities.

In addition to the computer lab, the institution features smart classrooms outfitted with computers, smart boards, and projectors. These state-of-the-art facilities are utilized by both teachers and students during presentations, online seminars, and classes. Lecturers leverage ICT tools to enhance the effectiveness of their teaching methodologies, providing real-time updates and fostering interactive learning experiences through smart boards.

The college library further supplements the learning process by providing computer systems with internet access to students. This enables them to attend online classes and access study materials available on the internet. To ensure the safety and security of its premises, CCTV cameras are strategically installed throughout every wing, department, and room, with a central monitoring screen placed in the principal's office for continuous observation.

To facilitate classroom instruction, faculty members are equipped with chargeable compact speakers, while an audio system with a microphone is utilized for regular functions and cultural activities. Attendance monitoring is streamlined through the installation of a biometric machine, ensuring accuracy and efficiency in tracking student attendance.

Embracing the shift towards online education, ASMIE employs various digital platforms to deliver learning content to students. This includes video lectures uploaded to YouTube channels, the distribution of notes in PDF and PowerPoint formats through WhatsApp groups, and the dissemination of study materials via the college website.

Administrative processes are also streamlined through the use of online software, which manages student records, fee payments, and other pertinent databases. The academic office is equipped with the latest configuration computers, along with essential peripherals such as printers, scanners, and power backup facilities. The college website is regularly updated to provide students with essential information, including circulars, timetables, and study materials, ensuring seamless access to relevant resources.

The institute hires technicians from outside to maintain the IT facilities in the institute, which include the maintenance of computers, LCD projectors, printers, scanners, and other peripherals. The institute has an annual contract for all maintenance work. Regular upgrades of software and computers are done annually.

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: 8.63

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

Response: 40

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 6.35

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
7.07	0.73	0.73	3.67	0.96

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
Provide Links for any other relevant document to support the claim (if any)	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: 53.7

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
190	215	154	164	141

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: 94.97

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
381	440	0	375	332

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 w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 27.75

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
42	91	69	27	33

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
140	236	230	157	181

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
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: 14.66

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
24	36	0	20	20

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

5.3 Student Participation and Activities

5.3.1

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

Response: 1

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

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

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: 35.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	28	0	74	45

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:

The college has organized alumni meetings regularly. Alumni meetings are held at least once a year, and issues like enhancements in placement, and industrial internships are addressed. The institute is also constantly in contact with the alumni. All the scientific, cultural, extracurricular, and notable achievements are being communicated to the alumni on social media to connect and enhance the interaction.

Every year, the institute conducts the Alumni Meet for interaction and exchange of knowledge among the students of Asmie. The purpose of the alumni meet is to increase familiarity among the old and new students.

Alumni contribute to and assist the institute in:

1. Conduction of Personality Development Programs
2. Career Counseling
3. Society-Institute Interaction
4. Placement Assistance
5. Study Tours and Industry Visits
6. Project Assistance to final year students, etc.

Apart from the above non-financial agenda, during the recent alumni meet, it was also decided to assist and help the institute using financial inclusion as per the willingness of individuals and to form a registered alumni association of the institute. The alumni of the college have decided to have a registered alumni association to effectively work towards the development of the college.

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:

Institutional governance and leadership are fundamental pillars that shape the trajectory of an educational institution, steering it toward the realization of its vision and mission. At ASMIE, the governance structure and leadership ethos are deeply ingrained with the institution's overarching vision and mission, evident through various institutional practices and initiatives.

The institution's vision embodies a steadfast commitment to excellence in education, striving to cultivate the intellectual and human potential of learners for the betterment of society and stakeholders. This vision is not merely inspirational but is actively pursued through the institution's leadership and governance mechanisms.

First and foremost, the institution places a strong emphasis on imparting quality education through a blend of traditional wisdom and innovative learning practices. This commitment to academic excellence is reflected in the continuous efforts to enhance teaching methodologies, curriculum design, and learning resources to keep pace with the latest advances in education. Additionally, the institution fosters a dynamic and creative academic environment, nurturing talent and professional skills among students to shape well-rounded personalities capable of contributing meaningfully to society.

Integral to the institution's mission is the activation of a thirst for learning among students and providing them with the latest educational advancements. This mission is translated into action through various institutional practices aimed at fostering a culture of continuous learning and intellectual growth. Faculty members are encouraged and supported in their pursuit of professional development opportunities, ensuring that they remain abreast of emerging trends and best practices in their respective fields. Moreover, the institution designs its curriculum to meet the evolving needs of the time, equipping students with the knowledge and skills required to thrive in a rapidly changing global landscape.

The institution's commitment to social responsibility and national values is exemplified through its efforts to inculcate moral values and a sense of nationalism among students. This is achieved through a holistic approach to education that encompasses not only academic excellence but also the development of ethical and moral foundations among students. The institution's leadership actively promotes honesty, discipline, accountability, transparency, and other positive virtues among students and faculty, fostering a culture of integrity and responsible citizenship.

Furthermore, the institution actively engages with the wider community and social institutions to address societal needs and promote social development. Through joint collaboration and outreach initiatives, the institution seeks to maximize the societal impact of its educational endeavors, contributing to the holistic

development of the community.

Decentralization and participation in institutional governance are also integral components of the institution's leadership approach. The institution empowers stakeholders, including faculty, students, and community members, to actively participate in decision-making processes, ensuring that diverse perspectives are considered and valued. This participatory approach fosters a sense of ownership and accountability among stakeholders, ultimately contributing to the institution's sustained growth and success.

The institutional governance and leadership at ASMIE are intricately aligned with the institution's vision and mission, driving transformative change and fostering a culture of excellence, equity, and social responsibility.

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 management of ASMIE prioritizes the provision of adequate teaching and non-teaching staff, thereby shouldering the responsibility for the holistic development of the college. With a keen focus on nurturing an environment conducive to learning excellence, the management sets forth general guidelines for a quality policy, embodying the ethos of academic brilliance.

At the helm of the institution stands the principal, entrusted with the pivotal role of ensuring smooth operations. With ultimate responsibility resting upon their shoulders, the principal meticulously guides the faculty in formulating academic teaching plans, crafting academic calendars, and orchestrating a plethora of co-curricular, extra-curricular, and cultural activities at the outset of each academic year. Their leadership extends to the effective implementation of these activities, fostering a vibrant and engaging learning environment. Moreover, the principal spearheads the formation of various committees comprising faculty members, students, and non-teaching staff, fostering collaboration and synergy. Cultivating robust relationships with stakeholders remains paramount, as the principal tirelessly endeavors towards the holistic development of the college. Within the teaching-learning paradigm, faculty members leverage information and communications technology (ICT) to seamlessly integrate modern techniques, ensuring that students remain abreast of contemporary advancements.

Affiliation: In adherence to regulatory norms and the guiding principles of Maharshi Dayanand Saraswati University, Ajmer, our institute meticulously structures its affiliation and administrative setup. University inspections, facilitated through the Local Enquiry Committee (LEC), serve as a cornerstone in validating the institution's academic and administrative prowess. The appointment process within our institution adheres to a structured protocol, wherein vacant positions are identified in collaboration with the principal. Following meticulous scrutiny, advertisements are disseminated in local newspapers, adhering to the stipulations of the affiliated university and the State Government of Rajasthan. Recruitment procedures are executed in compliance with the norms of MDS University, Ajmer. Our management's steadfast commitment to job security, transparency, and nurturing a familiar atmosphere serves as a beacon, attracting and retaining faculty and staff possessing the requisite qualifications, knowledge, and skills.

Appointments and institutional strategic and perspective plans: Central to our institutional ethos is the formulation of a comprehensive institutional strategic plan, which serves as a blueprint for future development. Faculty members actively contribute suggestions to various committees, under the astute guidance of the principal. Through a collaborative effort involving faculty in-charges, the Internal Quality Assurance Cell (IQAC), and Heads of Departments (HODs), the perspective plan is meticulously crafted. Subsequently, the plan undergoes thorough deliberation within the College Management Committee (CMC), wherein representatives from teaching and students provide insights. The finalized plan encompasses diverse facets, including infrastructure development, resource allocation for library and research facilities, the introduction of new programs, and initiatives aimed at staff training, student skill development, and competitive examination coaching.

Thus, the institutional strategic plan serves as a guiding beacon, propelling ASMIE toward sustained growth and excellence in the realm of higher education.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	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:

The evaluation of faculty performance at ASMIE is conducted through the Academic Performance Indicator (API) or Performance-Based Appraisal System (PBAS), adhering to the guidelines stipulated by the University Grants Commission (UGC) and the affiliating university. The Internal Quality Assurance Cell (IQAC) meticulously assesses faculty performance across various domains, including teaching, learning, evaluation, curriculum development, extension activities, professional development, and research contributions. This assessment serves as a crucial component for promotion under the Career Advancement Scheme (CAS), ensuring that faculty members are recognized and rewarded for their contributions to the institution's academic excellence.

Similarly, the performance of non-teaching staff is evaluated through confidential reports (CRs) in accordance with the norms outlined by the Government of Rajasthan. The principal assumes the responsibility of assessing the performance of non-teaching staff and communicating the evaluations to management. These confidential reports play a pivotal role in determining promotions for non-teaching staff, with some of the non-teaching staff members being promoted during the assessment period.

In addition to performance evaluations, the institute implements a comprehensive array of welfare measures aimed at fostering the well-being and professional growth of both teaching and non-teaching staff members.

For teaching staff:

1. Faculty members are actively encouraged and supported in pursuing higher education, with opportunities for attending workshops, conferences, seminars, short-term courses, and faculty

development programs.

2. Participation in professional bodies and engagement in their activities are actively promoted.
3. Faculties are incentivized to secure research grants for their projects, with ample support provided for research endeavors.
4. The integration of ICT tools into the teaching-learning process is promoted and facilitated.
5. The emphasis is placed on the publication of research papers in reputed journals and conferences, thereby enhancing the academic profile of faculty members.
6. During the COVID-19 pandemic, the college prioritized the safety and well-being of staff members by implementing stringent precautionary measures, organizing wellness drives, including RT-PCR and rapid antigen tests, vaccination drives, and providing counseling and psychological guidance.

For non-teaching staff:

1. Tailored training programs are organized to enhance the skill development of non-teaching staff, with active involvement encouraged in the organization of all college events.
2. Welfare provisions such as group insurance, leaves (casual, earned, medical, or vacation) under university norms, and maternity leave for female faculty and staff members are provided.
3. Non-teaching staff members are also encouraged to participate in training programs aimed at enhancing their skills and professional development.

These welfare measures underscore the institution's commitment to nurturing a supportive and conducive work environment, where both teaching and non-teaching staff members are empowered to thrive and contribute to the overall success of ASMIE.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 13.57

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
23	10	2	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 11.41

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
37	1	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
15	15	15	15	15

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institution has a mechanism to monitor funds:

- to avail government and affiliated university scholarships for students,
- to collect fees from students as per the fee structure
- to collect fees under skill-based short-term courses,
- to approach individuals and philanthropists for support,
- to appeal to alumni for financial and non-financial support,
- to utilize interest earned on fixed deposits.

Procedure for utilization:

Planning: The Head of the department calls a faculty meeting to finalize an annual budget. The expenses required for the activities, such as organizing co-curricular and extracurricular activities, are also included in the annual budget.

Budget Formulation: The annual budget of the departments are prepared and forwarded by all HODs to the Principal for consent. The Principal directs the HOD to prepare a consolidated budget for the institution. The final consolidated budget is forwarded to Management for final approval.

Allocation: The proposed budget is received from the principal, who then allocates the budget as per the necessity of the proposed expenses. If there is no inappropriateness, then the budget is sanctioned and funds are released. Provisions are also made for emergency expenditure.

Expenses: The sanctioned funds are utilized for the development of laboratories, procurement of books, national and international journals, staff salary, development and maintenance activities, etc. In case any additional funds are required for unplanned activities such as attending seminars/workshops, conferences, / technical competitions, the concerned faculty has to prepare a note stating the details of their importance with supporting documents. In exceptional cases, the concerned faculty may be required to give a presentation before the management authorities for sanctioning the funds.

Audit: The Accounts Section of the office verifies the expenses against the sanctioned amount carried out under various institutional activities from the supporting documents and gives their remarks for the final settlement. Internal and external audits are carried out once every financial year to ensure proper utilization of the funds as per the allocation by management. The budget estimates and audited statements are prepared regularly. Internal and external audits are carried out to ensure effective and efficient use of financial resources. There is a proper allocation and utilization of the annual budget.

Institution: Internal Audit Internal financial auditing is a continuous process, and the accountant mainly handles it. Internal audits are carried out annually. During the internal audit, the auditors may give a few suggestions related to some of the finance and stock-related records, allowing them to address and rectify the same.

Institution: External Audit

Every year, a group of external auditors comprising a team of chartered accountants performs the auditing of the institute's financial records and books as per the guidelines of the income tax department. External audit, Management has appointed a chartered accounting firm to take care of external audits at the end of every financial year. The audit report is discussed in the CDC of the college. After the discussion with the CDC, the principal completes the compliance report and submits it to management.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) of the college serves as a cornerstone in the ongoing endeavor to enhance and uphold the quality of education provided. Operating as an efficient internal

coordinating and monitoring mechanism, the IQAC is dedicated to identifying areas for improvement, exploring innovative teaching methodologies, enhancing infrastructure, and recommending the introduction of new self-finance courses. At the core of its mission lies a commitment to maintaining and elevating the quality standards of the institution, thereby contributing to its overall excellence.

The IQAC convenes quarterly meetings to strategize, direct, implement, and evaluate various aspects of teaching, research, and publication activities within the college. These meetings serve as platforms for collective brainstorming and decision-making, with sub-committees assigned to different activities and departments tasked with implementing IQAC guidelines and reporting feedback. Through these concerted efforts, the IQAC endeavors to cultivate a pervasive culture of quality enhancement and best practices throughout the institution.

A multitude of IQAC initiatives have been instrumental in effecting significant improvements in quality across various domains. Notable among these initiatives is the strategic planning of key areas and the delegation of responsibilities, encompassing academic results, student leadership training, soft skills and personality development, placement assistance and support, faculty development programs, administrative development programs, research and development activities, and interaction with industry stakeholders. By delineating clear objectives and assigning specific responsibilities, the IQAC ensures focused efforts toward achieving excellence in these critical areas.

Furthermore, the IQAC diligently monitors and mentors both academic and administrative activities, conducting periodic inspections to assess the quality of education imparted. These inspections are comprehensive in scope, encompassing a review of healthy academic practices, mechanisms to identify and reform innovative pedagogical approaches, assessment of departmental facilities, facilitation of innovative teaching methods, and fostering the self-development of faculty members. Through these evaluations, the IQAC endeavors to identify areas of strength and opportunities for improvement, thereby fostering a continuous cycle of enhancement and innovation within the institution.

In essence, the IQAC stands as a beacon of quality assurance and enhancement, guiding the institution toward the realization of its academic and operational goals. Through its proactive initiatives, strategic planning, and vigilant monitoring, the IQAC plays a pivotal role in nurturing a culture of excellence and innovation, ensuring that the Acharya Shri Mahapragya Institute of Excellence remains at the forefront of educational excellence.

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: B. Any 3 of the above

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

Measures for the Promotion of Gender Equity:

The admissions process is carried out with the utmost transparency, offering equal opportunity to all students. The institution constituted the following committees to provide a conducive environment:

- Grievance Redressal Cell
- Anti-Ragging Committee
- Internal Complaint Cell
- Safety and Disaster Management
- Mentor Mentee Scheme
- Psychological and Career Counseling

Various measures have been taken for the promotion of gender equity and sensitization.

Curricular:

The college offers various courses on gender equity, which include topics like contemporary issues of women in India, women and society in India, women psychology, human rights, population growth and sex ratio, Indian women writers, representation of gender and sexuality in literature, gender budget, and gender employment measures. Through these topics, the students become morally and socially aware of the importance of a gender-neutral society.

Co-curricular: The College promotes gender sensitization through co-curricular activities like workshops, conferences, seminars, guest lectures, street plays, slogan competitions, wallpaper publications, poster exhibitions, counseling, etc. Outreach programs for gender equity-like the Beti Bachao-Beti Padhao Rally and Good Touch-Bad Touch for nearby school girls, Mehndi, Rangoli, Recipe Making, Floral Decoration Competitions, and Fashion Show.

Facilities for women on campus

The college provides a safe and secure environment with CCTV surveillance on campus. The watchman, other non-teaching staff, and the internal complaint cell ensure the safety of the girls and students.

Identity cards and uniforms are made compulsory on the college premises.

- A common room facility is available for girls.
- Washrooms are provided with sanitary napkin vending and disposal machines for the safe and hygienic disposal of sanitary napkins.
- The college has a counseling center and mentoring system for students to take care of their academic, emotional, social, and cognitive development.
- Well-equipped sports facilities, a gymnasium, and a yoga center are available on campus.
- Emergency helpline numbers are displayed.

Activities conducted for safety and security on campus:

The Student Welfare Committee conducts workshops and mock drills on safety for emergencies on campus in association with fire and natural calamities. ASMIE organizes general awareness of the law, road safety, health talks by doctors, and talks by police and administrative authorities. We also conduct awareness programs on human rights, domestic violence, women's rights, and cyber security.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

at the institution, students come from different castes, creeds, and religions. However, the institute deliberately maintains an atmosphere of communal harmony and tolerance on the campus. The principle of social harmony is practiced in the organization through various activities and celebrations on festival days. The Indian Constitution has certain core values. They are expressed in various articles and provisions. The Constitution ensures liberty, equality, fraternity, social justice, and secularism for the people of this country. It has been the duty of educational institutes to imbibe these values among the students through curricular, co-curricular, and extra-curricular activities. The college undertakes many activities to create awareness about constitutional obligations among the students.

Teacher's interactions with students, formal or informal, play an important role in establishing an atmosphere of harmony and tolerance. Various activities, curricular or extension, also help in communicating the message of oneness or national integration. The syllabus designed by MDS University aims at enhancing communal harmony and tolerance. The college organizes various activities on campus to inculcate values for being responsible citizens, as reflected in the inclusive environment and sensitization of students and employees to constitutional obligations.

Some of the events celebrated every year are as follows:

The Institute celebrates Independence Day and Republic Day every year. On this occasion, a program comprising speeches on national importance, patriotic songs, and dances used to be organized with full patriotic enthusiasm.

- Various types of pledge-taking activities, as per government directives, are also organized from time to time in the institute.
- The Institute also used to organize Integrity Pledge Day on October 31st every year on the birthday of Sardar Vallabh Bhai Patel as a symbol of Unity Day.
- The Institute organizes the Swachh Bharat Campaign to raise awareness about Swachhata in the neighborhood on the occasion of Gandhi Jayanti.
- Programs imbuing human values and professional ethics are also organized regularly in the institute under the extension activity cell. Workshops on awareness about human rights and values are conducted for students.
- The institute used to pay respectful homage to Missile Man and Former President of India Dr.APJ Abdul Kalam on his birth and death anniversaries.
- Road Safety Awareness Programs were conducted every year during Road Safety Week, where students took out rallies to educate society about the importance of helmets.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice: I

Title of the Practice: **Extension Activities for Social Good**

Objectives of the Practice:

- To promote extension activities in the neighborhood community for social development.
- To develop among students a sense of responsibility towards society.

Context:

To provide the opportunities to inculcate the qualities among the students to understand social consciousness and problems of community.

The Practice:

The Institute Conducts various activities related to environmental protection, cleanliness drives, tree plantations, education awareness, health awareness, personal hygiene, literacy, gender equality, self-defense, women's empowerment, etc. The institute has a scout wing to imbibe the motto.

Evidence of Success: It is observed that by performing various activities in the neighborhood society, the college has received appreciation from renowned government and non-government agencies in terms of awards, appreciation letters, and mementos.

Best Practice: II

Title of the Practice: **Soft Skill Development for 360° Development of Students**

The objective of the practice is:

- To give each student a realistic perspective of work and work expectations.
- To develop communication skills and presentation skills
- To inculcate the work culture, team spirit, sense of commitment and responsibility
- To help formulate problem-solving skills.
- To guide students in making appropriate and responsible decisions.
- To provide an opportunity to move to higher education in the future.
- To integrate relevant skills into the higher education system.
- To create awareness about time management, stress management, and emotional intelligence
- To develop skills for entrepreneurship and self-employment

Context:

Skills and knowledge are the driving forces behind the economic growth and social development of a country. In rapidly growing economies like India with a vast and ever-increasing population, there is a severe shortage of highly-trained, quality resources, while on the other; large sections of the population possess little or no job skills. Education should always be purposeful, growth-oriented, and productive. Along with academic qualifications, educational institutes are required to produce dynamic and enterprising youngsters capable of facing changing times and taking on the toughest technical challenges.

The Practice:

The soft skills development program is an activity for the **360°** development of the students, creating

necessary skills for enhancing employability as well as entrepreneurial abilities of students. The activity covers lectures, work-shops and demonstrations by experts. Therefore, experts from various fields are invited to share their experiences, ideas and skill development techniques. This motivates students for their overall development. To provide education and skill-based training of consistently high standards in the realm of higher education through innovative and versatile programmes that will offer the most viable solution to the current and emerging needs of the students seeking opportunities for professional development in the crucial sectors of employment and entrepreneurship. This activity is designed to help develop a person's communication skills, presentation skills, self-esteem, interview skills and many other life skills. It also helps to develop.

The following contexts are designed:

Life Skills:

- Health and Physical Fitness
- Goal Setting
- Time and Stress Management
- Communication Skills: Listening and Speaking Interview Skills
- Creating an Effective Resume
- Ethics and Honesty
- Innovation and Creativity
- Emotional Intelligence , leadership, teamwork, problem problem solving and negotiation skills
- Self-awareness and SWOT Analysis

Entrepreneurship:

- Business Plan: Concept and Elements of Business Plan
- Concept introduction and characteristics of entrepreneurs
- Success and failure in entrepreneurship
- Schemes for Entrepreneurship
- Bank finance: concept and formalities
- Government of India Schemes for promoting entrepreneurship

Digital Literacy:

- Basic Computer Skills,
- Introduction to Internet and Digital resources for education
- Online platforms for learning and courses are available
- Information / Cyber Security

Evidence of Success:

The soft skills development programs have contributed to developing the overall personalities of the students. The students who underwent training in soft skills have benefited a lot from these training programs. They had the confidence to express themselves confidently. These students have shown leadership qualities by participating in co-curricular and extension activities on the campus and outside the campus as well. These students also help the faculty conduct workshops, seminars, and other capacity-building activities at the college. Several students participate in various innovative academic, cultural,

and sports activities as a result of the activities under the soft skill development program.

Problems Encountered:

- Lack of exposure to students, as they are the first learners in their families.
- The tribal students face a language problem as they speak tribal varieties of languages at home.
- The lack of confidence in the students.
- Limited financial resources to conduct these activities.

Resources Required:

- Skill development center
- Computer laboratory/language laboratory
- Well-trained faculties
- Resource persons from various fields
- Seminar and conference halls with LCD and internet facilities

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Acharya Shri Mahapragya Institute of Excellence, an institution deeply committed to holistic education, stands out among its peers for its unwavering dedication to nurturing not just academically proficient individuals but also morally upright, socially responsible citizens. With a clear focus on vitalizing learning skills, fostering human values, and providing value-based education, the college has carved a niche for itself in the educational landscape. This case study delves into one area distinctive to the institution's priorities and thrust - its approach towards the holistic development of students through the integration of value-based education, practical exposure, and infrastructure support.

Integration of Value-Based Education:

At the heart of ASMIE's mission is the cultivation of virtuous, meritorious personalities equipped to serve humanity. The institution's emphasis on value-based education permeates every aspect of its academic and extracurricular activities. Through a curriculum infused with moral and ethical teachings,

students are not only imparted knowledge but also encouraged to reflect on the ethical implications of their actions. This approach fosters a sense of responsibility and empathy, preparing students to navigate the complexities of modern life with integrity and compassion.

Practical Exposure and Engagement:

Recognizing the importance of practical exposure in supplementing theoretical knowledge, the college organizes a myriad of activities throughout the academic year. Guest lectures featuring industry experts provide students with insights into real-world challenges and innovations, bridging the gap between academia and industry. Additionally, industrial tours offer firsthand experiences of various professions, enabling students to explore different career paths and gain valuable insights into the practical application of their learning. These initiatives not only broaden students' horizons but also instill in them a spirit of curiosity and lifelong learning.

Annual Cultural and Sports Day:

A highlight of the institution's calendar, the Annual Cultural and Sports Day serves as a platform for students to showcase their talents and celebrate their diverse cultural heritage. Through a myriad of performances, exhibitions, and competitions, students are encouraged to express themselves creatively and explore their interests beyond the confines of the classroom. The event fosters a sense of community and camaraderie among students, promoting inclusivity and mutual respect. Moreover, participation in sports activities promotes physical fitness and teamwork, instilling valuable life skills such as discipline and resilience.

Infrastructure Support:

To facilitate holistic development, ASMIE spares no effort in providing state-of-the-art facilities for teaching, learning, and sports activities. The college boasts well-equipped classrooms conducive to interactive learning experiences, a spacious library stocked with a diverse range of resources, and administrative offices geared towards efficient management and support services. Additionally, the institution's extensive grounds cater to outdoor sports and recreational activities, while indoor game rooms offer opportunities for leisure and relaxation. This comprehensive infrastructure creates an enriching environment where students can thrive academically, socially, and physically.

To conclude, ASMIE's commitment to holistic development is evident in its multifaceted approach to education. By integrating value-based education, practical exposure, and infrastructure support, the institution empowers students to excel academically while nurturing their moral, ethical, and social consciousness. Through initiatives such as guest lectures, industrial tours, and the Annual Cultural and Sports Day, students are equipped with the knowledge, skills, and values necessary to navigate the complexities of the modern world with confidence and integrity. As a beacon of excellence in education, ASMIE continues to inspire and empower the leaders of tomorrow.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Acharya Shri Mahapragya Institute of Excellence was established in 2012 in Asind city. It is one of the best multidisciplinary and teacher training institutes in the state of Rajasthan. The nearest Railway station is just 40 kilometers away from our institution. The website of the institution is www.asmie.in. The Placement Cell (PC) of ASMIE is actively involved in searching out vacancies in different public & private schools. The subject-wise vacancies are sorted out in various newspapers, classifieds, etc. The cell maintains the records of selected candidates and unemployed students. ASMIE motivates pass-out students for higher education and competition by organizing carrier awareness programs and appearing in the NET/SLET/CTET Examination.

Concluding Remarks :

Despite a few challenges and weaknesses, college still places stress on overall development and provides quality education. Staff members continue to work hard and try to continue, and whatever barriers and hurdles come along the way are being gradually solved. The college appointed the best teachers. In a fast-changing environment, the college is well poised to take on the future challenges of higher education. The college strives to maintain and sustain standards of teaching, learning, and innovation that continue to guide the curricular and co-curricular thrust of the college. The college continuously upgrades its facilities and infrastructure to respond to changing pedagogies. The college faculty and students have responsibly engaged with people and the community. Every year, ASMIE takes feedback. The obtained feedback is analyzed. The suggestions are put forward and discussed with the principal, and conclusions are drawn.