SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, CHHATRAPATI SAMBHAJINAGAR

DR BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY JAISINGPURA
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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr. Babasaheb Ambedkar Marathwada University (BAMU) in Chhatrapati Sambhajinagar (formerly Aurangabad), Maharashtra, has been a cornerstone of Maharashtra's academic legacy since its establishment on August 23, 1958. Inaugurated by India's first Prime Minister, Jawaharlal Nehru, University has evolved into a beacon of higher education excellence, garnering accolades such as an 'A' grade accreditation from the National Assessment and Accreditation Council (NAAC) and consistent rankings in the National Institutional Ranking Framework (NIRF).

Spanning 724.24 acres, our campus blends the beauty of Aurangabad caves-embedded hills with academic rigor. With additional campuses in Dharashiv and Ratnagiri, extending its academic reach and research endeavors. With 53 ICT-enabled academic departments and specialized centers like the Deen Dayal Upadhyay KAUSHAL Kendra, the university emphasizes research-oriented training and skill-based education.

University's research initiatives, including the RUSA Centre for Advanced Sensor Technology and the Paul Herbert Centre for DNA Barcoding & Biodiversity Studies, maintain international standards of excellence. Recognized by the University Grants Commission and the Department of Science & Technology, our contributions to rural development and scientific research have been acknowledged. The University has received funding of Rs. 7 Cr for setting up the synthetic athletic track from the Ministry of Youth Affairs and Sports under its Khelo India National Programme for Development of Sports with University own contribution of Rs. 5.53 Cr.

Endorsing our multidisciplinary approach, the Government of India sanctioned significant funding of 100 crore under the Pradhan Mantri Uchchtar Shiksha Abhiyan (PM-USHA) for the Multidisciplinary Education & Research Universities (MERU) scheme. In nurturing innovation and entrepreneurship, University has established incubation facilities like the Bajaj Incubation Center and the Atal Incubation Center (AIC-BAMU FOUNDATION), supported by NITI Aayog and MSInS.

Addressing the COVID-19 pandemic, our University swiftly set up testing facilities, showcasing its commitment to community welfare. Rooted in Dr. Babasaheb Ambedkar's vision for transformative education, our University strives for holistic regional development by bridging academia with society. Our ethos encapsulates academic excellence, societal engagement, and inclusive growth, reflecting a harmonious fusion of Dr. Ambedkar's vision and contemporary needs.

Vision

To structure the Dr. Babasaheb Ambedkar Marathwada University to be an Epitome of Excellence by creating and imparting time responsive Quality Education to address Changing Scenario, keeping Research and Development at its core, for 'Anyone' at 'Anytime' and 'Anywhere'.

Mission

- To provide a platform for rural, women, socially disadvantaged and differently-abled groups to achieve Academic Excellence with in-built Employability.
- To carve out a fusion between Academics and Industry with an ultimate aim to identify the gaps and accordingly, design the courses to impart skill based education as per the requirements of the region so as to improve employability and develop entrepreneurial capabilities.
- To provide student centric learning environment and to establish platform for inclusive research leading to the development of creative thought process amongst research scholars keeping in mind societal needs.
- Nurturing innovative ideas shaping into products facilitating the spinoff and creating awareness to protect Intellectual Property (IP).
- To adopt a perennial process for bringing in excellence in teaching pedagogy by providing ICT based state-of-the-art infrastructural facilitation.
- To impart value added, culturally rich education by adopting the local to global approach.
- To provide an academic corridor for cordial connectivity between the University and its affiliates.
- To ensure good Governance inculcating 'Accountability' based on 'Self-evaluation' amongst all the stakeholders of the University.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- OBE (Outcome Based Education) curriculum for most of the academic programme
- Academic Flexibility to all University Departments since 2006-07
- Trend setter in Skill based Education, B. Voc. and M. Voc. in Industrial Automation and Automobile Technology
- Substantial funding from Industries under CSR for skill-based courses.
- Committed & qualified teaching faculty with an average research experience of 17 years.
- Faculty secure extramural funding of Rs. 35.91 Cr. by major research projects with multidisciplinary research approach
- University is recognized under PM-USHA Scheme and funded with Rs. 100 Cr. under Multidisciplinary Education & Research Universities (MERU).
- The university boasts cutting-edge research centers viz. RUSA-Center for Advanced Sensor Technology, Paul Hebert Centre for DNA Barcoding & Biodiversity Studies, Gopinathrao Munde National Institution of Rural Development, Santpeeth etc.

- University Network and Information Centre (UNIC) is the unique feature of university and manage all university databases.
- University developed 14 software inhouse through UNIC which for the implementation of E-governance.

- University has Incubation & Innovation Ecosystem which fosters a dynamic platform for 66 startups and entrepreneurs with Patents : Granted: 19; Published: 8; Filed: 18 and 10 copyrights.
    - Atal Incubation Centre, funded by NITY Ayog (Rs. 10.00 Cr.)
    - Incubation Facility, funded by Maharashtra State Innovation Society (MSIMS) (Rs. 5.00 Cr.)
    - Seed fund sanctioned by DST (Rs. 1.30 Cr.)

- Research Papers Published: 1990 (Including SCOPUS, Web of Science & UGC-Care listed journals)

- DST SEED Science and Technology Innovation HUB for Empowerment of SC/ST Population
- Nodal Centre for EUPHATES (Erasmus + Mundus) programme of European Universities
- The university promotes student leadership, social awareness, and entrepreneurship through initiatives like awareness programs, placement drives, etc.
- The Univesity has established Earn while Learn Scheme for needy students to pursue the higher education with free guidance for civil service examinations

Institutional Weakness

- Due to Govt. Policy, University has vacant teaching and non-teaching positions
- Less demand ratio for some of the social science programms
- Limited consultancy
- Less number of academic Departments using LMS
- Limited support for financial contribution by Alumni

Institutional Opportunity

- The implementation of the New Education Policy 2020 provides a significant opportunity enhancing employability prospects.
- Attracting more number of foreign students for PG and research programmes
- Taping of more funding from various industries under CSR for skill based programme
- Identification of societal issues and problems in the industries by students and faculty members to address through well-planned research initiatives at local dilects
- The University can boost research productivity by facilitating the commercialization of research findings
- The University develops e-contents of various courses to facilitate the requirements of students from university Departments as well as affiliated colleges as per NEP-2020.
- Strengthening industry-academia collaboration for industrial-sponsored degree programs.
- University make the initiatives for Joint Degree Programmes
- To make 'Training of Trainer' program and faculty exchange with Industries
- Involvement of Alumni Association with new chapters in India & Abroad.

Institutional Challenge

- Recruitment of teachers against sanctioned posts
- Insufficient number of faculty positions posturing challenges for the effective implementation of the National Education Policy 2020 & non-teaching posts affecting the overall functioning of the university.
- To maintain the institutional infrastructure without financial support by Government
- Involvement of Campus student in the process of startups and entrepreneurship.
- To provide adequate seed money to faculty and students for research projects

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The University is deeply committed to delivering competitive, comprehensive, and flexible curricula that seamlessly integrate cross-cutting issues and prepare students for the challenges of the professional world. Aligned with the objectives of the National Education Policy 2020, which emphasizes skill-based and capacity enhancement curricula, the University has revamped its degree, certificate, and diploma courses. This revamp includes the introduction of supervised projects, internships, dissertations, and theses at both UG & PG levels.

A cornerstone of the University's educational approach is its robust focus on Outcome-Based Education (OBE) across the majority of its academic programmes. This includes well-defined Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) meticulously aligned with the Departments, University vision, and mission. The curriculum remains dynamic, sensitive to national and international academic/industrial developments and policies, and incorporates relevant content that addresses local, regional, national, and international requirements.

With academic autonomy bestowed upon all departments, the University successfully implemented the Choice Based Credit System (CBCS) in 2011-12. This system offers a diverse mix of core, foundation, and elective courses, enriching students' academic acumen, employability, and entrepreneurial skills.

Furthermore, strong industry connections through associations like CMIA, CII, NIPM, MASSIA and MCED facilitate invaluable opportunities for internships, field projects, and in-plant training, enhancing students' practical experience and industry readiness. The curriculum also emphasizes essential themes such as gender sensitivity, professional ethics, human values, environmental sustainability, and community outreach, ensuring holistic student development.

Integration of mandatory courses like 'Constitution of India' across postgraduate programs underscores the University's commitment to nurturing well-rounded individuals with a strong civic sense. Additionally, the promotion of SWAYAM/MOOC courses provides students with diverse learning opportunities.

The University actively solicits online feedback from all stakeholders, including faculty, students, employers, parents, and alumni, to analyze inputs and incorporate suggestions for continuous curriculum enhancement, ensuring relevance and excellence in education delivery.

Teaching-learning and Evaluation

University caters to a diverse student community from various geographical regions of Marathwada and ethnic backgrounds, including socially and economically disadvantaged groups, ensuring academic excellence with a focus on employability. The popularity of the university is evidenced by a reasonably good demand ratio for most of the academic programs, attributed to its state-of-the-art infrastructure, research focus, innovative academic programmes, quality teaching-learning practices, linkages, and resources.

To uphold the principle of inclusivity and to ensure delivery of education to each student, the university implements tailored methodologies to address the specific needs of advanced & slow learners. This includes organizing remedial classes/tutorials and providing access to requisite e-content and various other customized initiatives.

Faculty members leverage ICT-enabled tools and online digital resources such as SWAYAM/MOOC Facility,

Swayam Prabha, NDLI, various Google Suite Apps, etc., for teaching and learning enhancement. Regular workshops and short courses are conducted to enhance teachers' ICT skills, while ICT-based classrooms and multimedia facilities augment the learning experience. Faculty members, many of whom are nationally/internationally trained and recognized with various fellowships or awards, contribute to the university's academic excellence.

The university has implemented a fully automated examination system, ensuring transparency and efficiency from student registration to result declaration. A transparent evaluation system allows students to view their assessed answer scripts, with grievances addressed at the department level. Examination results are declared according to the academic calendar, with assessments of Program and Course Outcomes conducted using direct/indirect methods to identify educational and operational gaps for further improvement. Students' feedback is actively utilized to enhance teaching pedagogy and learning processes, fostering a student-centric learning environment. In accordance with the provisions of the National Education Policy 2020, the university adheres to the guidelines outlined by the National Academic Depository (NAD) concerning the implementation of the Academic Bank of Credits (ABC).

Research, Innovations and Extension

The University has a comprehensive Research Policy accessible on the university website, research and innovation activities at Dr. Babasaheb Ambedkar Marathwada University (BAMU) are overseen by the Research Planning & Monitoring Committee, ensuring transparent progress monitoring. Seed funding encourages young faculty involvement, while subject experts mentor to enhance outcomes.

Over the past five years, BAMU has undertaken numerous research projects funded by major agencies, totaling a significant outlay of Rs. 35.91 Cr. Support from UGC's Centre of Excellence scheme and DST-SEED funding bolsters specific departmental initiatives.

Research centers like the RUSA - Centre for Advanced Sensor Technology and the Paul Hebert Centre for DNA Barcoding and Biodiversity Studies enrich the research ecosystem. Amidst the pandemic, BAMU swiftly established COVID-19 Testing Facilities, supported by CSR funds and tested over 11,52,721 patient samples in dire time of pandemics.

Entrepreneurship is nurtured through three Incubation Facilities, including support from NITI Aayog and the Government of Maharashtra. Avishkar research competitions promote innovation, while the Intellectual Property Rights (IPR) cell aids patent filing and commercialization efforts.

Faculty engagement is encouraged through various scholarly activities, resulting over 2000 number of publications in reputable journals indexed in SCOPUS, Web of Science, PubMed and UGC-CARE listed journals. Plagiarism prevention is ensured using Drillbit software.

Extension activities such as blood donation drives and environmental awareness workshops carried out by National Service Scheme, Life Long Learning Department, Student's Development & Sports Section demonstrate BAMU's commitment to societal welfare. International collaborations are facilitated through functional MoUs, fostering academic and research exchanges. Under the DST-SEED sanctioned project, six villages were designated for various skill enhancement activities. These included KUSHAL (Knowledge Upgradation through Skilling Human Abilities and Livelihood), CSTURI (Computer Skills Training Under Reform Intervention), and HARIT (Herbal Agriculture Reform Intervention & Training). These initiatives

aimed to empower the local community by improving their knowledge and skills.

Recognition with international capability-building projects showcases BAMU's global outreach and collaboration efforts, contributing to academic excellence and research advancement.

Infrastructure and Learning Resources

The University has lush green campus spans over 724.24 acres with a built-up area of 39033 square meter, set against the picturesque backdrop of hills featuring the Aurangabad caves. Additionally, the University boasts a 22-acre satellite campus in Osmanabad and a Marine Research Station in Ratnagiri on the West Coast.

The University boasts state-of-the-art physical and technical infrastructure, complemented by extensive learning resources, including ICT-enabled classrooms, seminar halls, fully equipped laboratories, and computer labs. Additionally, it provides comprehensive support facilities for academic and extracurricular activities. The campus features a range of sports facilities, including a 400-meter standard athletic track, football stadium, courts for various sports like Kho-Kho, volleyball, kabaddi, basketball, tennis, hockey, and cricket, as well as multipurpose halls, badminton courts, swimming pools, and gymnasiums.

At the heart of the university's academic resources lies its Knowledge Resource Centre (Central Library), recognized as one of the best in the country. With an extensive collection comprising 4,163 e-books, 3.32 lakhs hard copy books, 12,992 e-journals, and access to over 40,000 e-journals; the library offers unparalleled academic support. Moreover, it provides access to plagiarism check software and remote access to a vast array of e-resources, including e-journals, e-books, and various databases, making it a unique resource in Maharashtra.

Budget is allocated annually for infrastructure, library, and learning resources based on the recommendations of respective committees. Faculty members are encouraged to utilize e-resources, facilitated by a robust network infrastructure managed by the University Network Information Centre (UNIC). Regular reviews and upgrades of IT infrastructure are conducted, with input from the Digital Monitoring Cell ensuring seamless digital transactions.

The university maintains a student-centric approach, with continuous feedback from stakeholders informing improvements to physical and technical infrastructure and learning resources. Committees oversee regular reviews, integrating recommendations into the annual planning process to enhance, maintain, and optimize the university's facilities for the benefit of its academic community.

Student Support and Progression

Dr. Babasaheb Ambedkar Marathwada University (BAMU) prioritizes student welfare with a robust support system. Meritorious students benefit from scholarships, ensuring access to education. Career counseling and guidance for competitive exams are actively provided across diverse departments.

The university offers extensive amenities, including hostels, sports infrastructure, fitness and student centers, banking services, and more. Information boards and the Department of Performing Arts enrich student life, while 24/7 CCTV surveillance ensures safety. These measures create a nurturing environment.

Various support entities like the Research & Development Cell, Training and Placement Cell, and University-Industry Interaction Cell groom students, offering career counseling, placements, and entrepreneurship opportunities. The Foreign Student Cell aids international students, and a 'Earn While Learn' scheme fosters practical learning.

A robust grievance redressal mechanism and online/offline channels empower students to voice concerns. Partnerships with industries enhance placements, regularly reviewed for improvement. Cultural and sports activities thrive, with students winning state and national accolades.

BAMU boasts prominent alumni's like Sukhadeo Thorat (Former UGC Chairman), Nirupama Rao (Former Ambassdor), Sunil Gaikwad (MP), Varsha Usgaonkar (Actress), Makrand Anaspure (Actor), Chandrakant Kulkarni (Film Director), Padmashree Tatyarao Lahane, Padmashree Gangadhar Pantawane, Padmashree Bhalchandra Nemade, F M Shinde (Marathi Poet), Industrialist : Ram Bhogale & Mukund Kulkarni reflecting its commitment to nurturing leaders. Their involvement underscores the university's dedication to excellence and holistic development.

Governance, Leadership and Management

Under the leadership of the University's Statutory Officers & Boards, a cohesive and forward-thinking approach has been cultivated, resulting in a dynamic roadmap geared towards delivering high-quality education and driving research and societal advancement. The University emphasizes the inclusivity of all faculty members in various committees and advocates for decentralization across all administrative levels, aligning with the provisions of the Maharashtra Public University Act, 2016. Its organizational structure, as per statutes and ordinances, promotes participative management, facilitating effective decision-making processes.

Embracing e-governance principles, the University has successfully automated numerous processes, such as filing & tracking of administrative documents, online leave management, online student grievance system, financial management software and admissions portals, fostering transparency and efficiency in governance. A well-documented strategic plan, aligned with the University's vision and mission, guides its operations, ensuring consistency and purposefulness across all endeavors.

The University's organizational structure fosters institutional capacity and educational effectiveness by engaging stakeholders in various committees and boards at multiple levels. Comprehensive records of committee meetings are maintained and disseminated, facilitating transparency and accountability. Clear service rules, employee welfare schemes, and promotion systems contribute to a conducive work environment. Additionally, the University prioritizes faculty development, offering support for attending national and international conferences and workshops, along with tailored Professional Development Programs at both University and departmental levels.

A structured Performance-Based Appraisal System (PBAS) ensures timely promotions for teaching and non-teaching staff, reinforcing a culture of excellence and accountability. Resource mobilization strategies encompass diverse avenues such as fee deposits, projects, sponsorships, donations, and consultancy services. The University remains committed to upholding academic and administrative standards, conducting systematic audits through its Internal Quality Assurance Cell (IQAC), which comprises both internal and external members. Notably, faculty members have been recognized with awards from prestigious national and international agencies, underscoring their dedication to delivering quality education.

Institutional Values and Best Practices

The University is dedicated to fostering gender equity and parity, exemplified through regular sensitization programs organized by the Tarabai Shinde Women Study Centre & other academic departments. Safety measures such as security, common rooms, and counseling services are readily available for female students and staff. The Grievances Committee ensures swift action in cases of reported sexual harassment incidents, although such cases have been minimal in the past five years which can be considered as negligible.

In terms of sustainability, the University has made significant strides. With five solar rooftop plants generating 4,59,064 KWh and a transition to 33% LED bulbs, energy consumption is closely monitored for continuous improvement. Through solar grid energy production University has saved Rs. 1.44 Cr. over past five years. Environmentally friendly policies are adopted, including tree plantation, waste management, solar water heating systems, renewable energy utilization, and water harvesting initiatives.

The campus boasts an extensive network of 43 wells and 17 pits, implementing the 'Jalayukta Shivar Yojana' for rainwater harvesting. Additionally, two ferrocement weirs with a capacity of 6 lakh liters, constructed with the assistance of the Deogiri Nagri Sahakari Bank and Jaldoot NGO, contribute to water conservation efforts. The University prioritizes accessibility for differently-abled individuals, providing facilities like ramps, special washrooms, and designated spaces in the library.

Community development is integral to the University's mission, achieved through collaborations with hospitals, NGOs, and Rotary Clubs. A comprehensive code of conduct guides students, faculty, and administrative staff, emphasizing ethics, values, and community engagement. The University actively celebrates national and international events, promoting universal values through various activities.

Transparency is upheld through the involvement of all stakeholders in financial, academic, administrative, and auxiliary functions. Noteworthy achievements include the successful implementation of an Innovation-Incubation Facility and the establishment of a Science & Technology Hub for the empowerment of SC/ST populations, sponsored by DST, Govt. of India. During the COVID-19 pandemic, the University's performance was commendable, evidenced by the establishment of two COVID-19 Testing Laboratories, reflecting a commitment to priority and trust.

University has two best practices namely E-Governance and Green Initiatives for Sustainable Environmental Responsiblity.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, CHHATRAPATI SAMBHAJINAGAR
Address	Dr Babasaheb Ambedkar Marathwada University Jaisingpura Near Soneri Mahal
City	Chhatrapati Sambhajinagar
State	Maharashtra
Pin	431004
Website	www.bamu.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Vijay Fulari	0240-2403112	9822954845	0240-2403111	director.iqac@bamu.ac.in
IQAC / CIQA coordinator	Gulab Khedkar	0240-2403205	9423777971	0240-2403111	iqaccell@bamu.ac.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	23-08-1958
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	23-08-1958	[View Document](#)
12B of UGC	23-08-1958	[View Document](#)

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	Yes

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Dr Babasaheb Ambedkar Marathwada University Jaisingpura Near Soneri Mahal	Urban	724.24	39033	UG, PG, Ph.D., PG-Diploma, Diploma, Certificate		
Off Campus	*Center For Coastal And Marine Biodiversity, Dr. Babasaheb Ambedkar Marathwada University Bhatye, Ratnagiri -*	*Rural*	*2.1*	*4500*	*Research*	*23-08-1972*	*24-08-1972*

	415612						
Institutes	*Gopinat hrao Munde National Institute Of Rural Develop ment, Dr. Bab asaheb Ambedk ar Mara thwada Universi ty Campus, Chhatra pati Sam bhajinag ar - 431004*	*Urban*	*1.13*	*2299.85*	*PG Courses*	*01-01-1970*	*01-01-1970*
Institutes	*Rusa-Center For Advance d Sensor Technol ogy Dr Babasah eb Ambe dkar Ma rathwad a Univer sity Chh atrapati Sambhaj inagar 431004*	*Urban*	*1.33*	*718*	*Research*	*01-01-1970*	*01-01-1970*
Off Campus	*Sub-Campus, Midc Area Dr Babasah eb Ambe dkar Ma*	*Urban*	*60*	*4681.5*	*PG, Ph.D.*	*14-08-2004*	*15-08-2004*

	rathwad a Univer sity Dha rashiv (Osmana bad-413 501)						
Institutes	*Santpeet h, Shri Kshetra Paithan - 431107*	*Rural*	*17*	*1936.32*	*Certificat e Courses*	*01-01-1970*	*01-01-1970*
Institutes	*Paul Hebert Centre For Dna Barcodi ng And Biodiver sity Studies Dr Baba saheb A mbedkar Marath wada U niversity Chhatra pati Sam bhajinag ar*	*Urban*	*2.5*	*2450*	*PG- Diploma Courses, Research*	*06-08-2013*	*07-08-2013*

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Education/Teachers Training	10	59	69
Business Administration/Commerce/Man agement/Finance	69	231	300
Universal/Common to All Disciplines	39	68	107

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	2
Affiliated Colleges	476
Colleges Under 2(f)	96
Colleges Under 2(f) and 12B	90
NAAC Accredited Colleges	120
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	2
Colleges with Postgraduate Departments	181
Colleges with Research Departments	181
University Recognized Research Institutes/Centers	1

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
AICTE	14385_2159_1_1535117137.pdf
AICTE	14385_14434_1_1708683520.pdf
NCTE	14385_2159_4_1535117336.pdf
PCI	14385_14434_6_1712140918.pdf

Details Of Teaching & Non-Teaching Staff Of University

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	35				80				174			
Recruited	1	1	0	2	21	7	0	28	75	32	0	107
Yet to Recruit	33				52				67			
On Contract	0	0	0	0	0	0	0	0	26	5	0	31

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				512
Recruited	259	63	0	322
Yet to Recruit				190
On Contract	415	80	0	495

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				265
Recruited	75	5	0	80
Yet to Recruit				185
On Contract	4	0	0	4

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	21	7	0	66	31	0	127
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	1	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	26	5	0	31
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**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

Distinguished Academicians Appointed As

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

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Mahatma Phule Pratishthan	Mahatma Phule Pratishthan	Dr Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajinagar
2	Rajarshi Shahu Maharaj Study Centre	Rajarshi Shahu Maharaj Study Centre	Dr Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajinagar
3	Mahatma Gandhi Adhyasan Kendra	Mahatma Gandhi Adhyasan Kendra	Dr Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajinagar
4	Dr Babasaheb Ambedkar Research Centre	Dr Babasaheb Ambedkar Research Centre	Dr Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajinagar
5	Gautam Buddha Adhyasan Kendra	Gautam Buddha Adhyasan Kendra	Dr Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajinagar
6	Annabhau Sathe Adhyasan Kendra	Annabhau Sathe Adhyasan Kendra	Dr Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajinagar
7	Chhatrapati Shivaji Maharaj Adhyasan Kendra	Chhatrapati Shivaji Maharaj Adhyasan Kendra	Dr Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajinagar
8	Shahid Bhagat Singh Chair	Shahid Bhagat Singh Chair	Dr Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajinagar
9	Sahkarmaharshi Balasaheb Pawar Adhyasan Kendra	Sahkarmaharshi Balasaheb Pawar Adhyasan Kendra	Dr Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajinagar
10	Vasantrao Naik Adhyasan Kendra	Vasantrao Naik Adhyasan Kendra	Dr Babasaheb Ambedkar Marathwada University Chhatrapati

			Sambhajinagar
11	Rural Problems Research Centre	Rural Problems Research Centre	Dr Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajinagar
12	Adyakavi Mukundraj Adhyasan Kendra	Adyakavi Mukundraj Adhyasan Kendra	Dr Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajinagar
13	Wamandada Kardak Adhyasan Kendra	Wamandada Kardak Adhyasan Kendra	Dr Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajinagar
14	Vilasrao Deshmukh Adhyasan Kendra	Vilasrao Deshmukh Adhyasan Kendra	Dr Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajinagar

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	291	0	0	0	291
	Female	73	0	0	0	73
	Others	0	0	0	0	0
PG	Male	1665	6	0	10	1681
	Female	1426	3	0	1	1430
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	360	0	0	44	404
	Female	271	0	0	10	281
	Others	0	0	0	0	0
Diploma	Male	60	0	0	0	60
	Female	69	0	0	0	69
	Others	0	0	0	0	0
Certificate / Awareness	Male	25	0	0	0	25
	Female	31	0	0	0	31
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-10-1987
Number of UGC Orientation Programmes	22
Number of UGC Refresher Course	54
Number of University's own Programmes	71
Total Number of Programmes Conducted (last five years)	147

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
B+	75.05	[Peer Team Report 2002.pdf]		
Cycle 1	Accreditation			
B+	75.05	[Peer Team Report 2002.pdf]		
Cycle 2	Accreditation			
A	3.07	[Peer Team Report 2013.PDF]		
Cycle 2	Accreditation			
A	3.07	[Peer Team Report 2013.PDF]		
A	3.22			
Cycle 3	Accreditation			
A	3.22			
Cycle 3	Accreation	3		[View Document]
	Accreation			

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Deen Dayal Upadhyay Kaushal Kendra	[View Document]
Department Of Biochemistry	[View Document]
Department Of Biotechnology Sub Campus	[View Document]
Department Of Botany	[View Document]
Department Of Chemical Technology	[View Document]

Department Of Chemistry	[View Document](#)
Department Of Chemistry Sub Campus	[View Document](#)
Department Of Commerce	[View Document](#)
Department Of Computer Science And Information Technology	[View Document](#)
Department Of Computer Science And It	[View Document](#)
Department Of Drama And Folk Arts Sub Campus	[View Document](#)
Department Of Economics	[View Document](#)
Department Of Education	[View Document](#)
Department Of Education Sub Campus	[View Document](#)
Department Of Electronics	[View Document](#)
Department Of English	[View Document](#)
Department Of English Sub Campus	[View Document](#)
Department Of Environmental Science	[View Document](#)
Department Of Fine Arts	[View Document](#)
Department Of Foreign Languages	[View Document](#)
Department Of Forensic Science	[View Document](#)
Department Of Geography	[View Document](#)
Department Of Hindi	[View Document](#)
Department Of History And Aic	[View Document](#)
Department Of Law	[View Document](#)
Department Of Library And Information Science	[View Document](#)
Department Of Life Long Learning Extension And Education	[View Document](#)
Department Of Management Science	[View Document](#)
Department Of Management Science Sub Campus	[View Document](#)
Department Of Marathi	[View Document](#)
Department Of Mass Communication And Journalism	[View Document](#)
Department Of Mathematics	[View Document](#)

Department Of Mathematics Sub Campus	[View Document](#)
Department Of Microbiology Sub Campus	[View Document](#)
Department Of Nanotechnology	[View Document](#)
Department Of Pali And Buddhism	[View Document](#)
Department Of Performing Arts	[View Document](#)
Department Of Physical Education	[View Document](#)
Department Of Physics	[View Document](#)
Department Of Physics Sub Campus	[View Document](#)
Department Of Political Science	[View Document](#)
Department Of Printing Technology	[View Document](#)
Department Of Psychology	[View Document](#)
Department Of Public Administration	[View Document](#)
Department Of Sanskrit	[View Document](#)
Department Of Social Work	[View Document](#)
Department Of Sociology	[View Document](#)
Department Of Statistics	[View Document](#)
Department Of Tourism Administration	[View Document](#)
Department Of Urdu	[View Document](#)
Department Of Water And Land Management Sub Campus	[View Document](#)
Department Of Zoology	[View Document](#)
Gopinathrao Munde National Institute Of Rural Development	[View Document](#)
Tarabai Shinde Womens Study Center	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The vision of Dr. Babasaheb Ambedkar Marathwada University (BAMU) is to structure itself as an epitome of excellence by providing time-responsive quality education that adapts to the changing scenario. The core of this vision lies in emphasizing research and development, making education

accessible to anyone, anytime, and anywhere. To achieve this vision, BAMU has embraced a multidisciplinary/interdisciplinary approach, evident through the adoption of the Choice Based Credit System (CBCS) across all its programs, both at the University Campus and Affiliated Colleges. BAMU's approach towards integrating humanities and science with STEM fields is reflected in its curriculum offerings. The university has introduced new courses such as Artificial Intelligence, Vocational Course in Printing Technology, Forensic Science, PG Diploma in Virology, Cosmetic Technology, MPharm, and Food Technology, aligning with the objectives outlined in the National Education Policy (NEP) 2020. BAMU's curriculum embodies flexibility and innovation, incorporating credit-based courses and projects in areas such as community engagement, environmental education, and value-based learning. The adoption of CBCS allows students to explore various subjects, fostering a holistic and multidisciplinary education. For instance, students have the opportunity to engage in practical learning experiences, internships, and research projects that span multiple disciplines, preparing them for real-world scenarios. The university's leadership is equipped with a well-developed vision, energy, and resources to drive effective implementation of NEP-2020 through multidisciplinary and interdisciplinary teaching and research. This includes establishing interdisciplinary research centers, fostering collaborations between faculty members, and securing funding for research initiatives aligned with the goals of the NEP-2020. A notable practice at BAMU is the continuous introduction of new courses and programs that embrace multidisciplinary approaches. By offering a diverse range of courses aligned with the objectives of NEP-2020, BAMU promotes interdisciplinary collaboration among faculty members and students. Additionally, the university encourages participation in research projects that span multiple disciplines, fostering a culture of innovation and collaboration. Through these initiatives, BAMU remains at the forefront of promoting multidisciplinary education and research.

2. Academic bank of credits (ABC):	Dr. Babasaheb Ambedkar Marathwada University (BAMU) has embarked on a transformative journey towards the implementation of the Academic Bank of

	Credits (ABC), in line with the National Education Policy (NEP) 2020. Taking proactive steps, BAMU has established a NAD Cell in the University with dedicated technical team which has registered University with the National Academic Depository (NAD), laying a strong foundation for securely storing and accessing students' academic records. To familiarize students with the ABC system and its benefits, University has organized various awareness programs, including video tutorials and webinars, ensuring that students understand the concept of credit-based learning and its implications while academic progression. In a significant move, University's Academic Council has approved the introduction of the Multiple Entry & Exit Option, empowering students to enter and exit academic programs at various stages, thereby providing flexibility in their educational pursuits. As preparations are underway for the implementation of this option, BAMU is diligently establishing the necessary mechanisms to support students' seamless transition. Moreover, BAMU through its Center for International Relations has initiated collaborations with various international institutions for joint degree programs, enriching students' academic experiences and facilitating credit transfer and mobility. A notable practice adopted by the University is the compulsory registration of students on the ABC portal, ensuring their integration into the ABC system from the outset. Through these proactive measures and initiatives, the University is leading the way in revolutionizing higher education, fostering a culture of flexibility, mobility, and lifelong learning among its students.
3. Skill development:	Dr. Babasaheb Ambedkar Marathwada University (BAMU) has emerged as a trailblazer in Skill Development, pioneering initiatives well ahead of the implementation of the National Education Policy (NEP) 2020. As early as 2013-14, the University established the Deen Dayal Upadhyay Kaushal Kendra (formerly known as the Center for Vocational Education & Training), laying the groundwork for skill enhancement programs. Since its inception, the university has been offering Bachelor of Vocational (BVOC) programs in Industrial Automation & Automobile, providing students with practical skills aligned with industry demands. Subsequently, in

2016-17, the University has introduced Master of Vocational (MVOC) programs in the same disciplines, further expanding opportunities for skill development at the postgraduate level. In line with the evolving needs of the industry and society, the University continues to innovate in the realm of skill development. The academic year 2021-22 saw the introduction of a new program, Master of Vocational Studies in Printing Technology, catering to the growing demand for skilled professionals in this field. Additionally, the University has promoted affiliated colleges to offer various vocational courses, ensuring that students across disciplines have access to skill-enhancement opportunities. These courses are structured in alignment with the National Skills Qualification Frameworks, ensuring their relevance and recognition in the job market. Moreover, the University places a strong emphasis on holistic education by offering a range of value-added courses aimed at nurturing positive attitudes and ethical values among learners. These courses cover a spectrum of humanistic, ethical, and constitutional principles, including truth, righteous conduct, peace, love, nonviolence, scientific temper, and citizenship values. Annually, Internal Quality Assurance Cell (IQAC) of the University collaborates with the Placement Cell to organize value-added courses across university departments, providing students with essential life skills and fostering a sense of social responsibility. A notable initiative undertaken by BAMU is the integration of compulsory 2-credit courses on the Indian Constitution across all disciplines, emphasizing the importance of constitutional values and democratic principles in shaping responsible citizens. Furthermore, the University embraces online learning platforms such as SWAYAM/MOOC to offer skill development courses, enhancing accessibility and flexibility for learners. In essence, University's commitment to skill development extends beyond traditional academic boundaries, aiming to equip students with the practical skills, ethical values, and civic awareness needed to thrive in today's dynamic world. Through its comprehensive approach to skill enhancement, BAMU continues to empower students to become competent professionals and responsible members of society.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Dr. Babasaheb Ambedkar Marathwada University (BAMU) aligns itself closely with the vision outlined in the National Education Policy (NEP) 2020, particularly in fostering a deep-rooted connection with India's rich cultural heritage and knowledge systems. Embracing the principles of the NEP-2020, BAMU has taken significant strides towards integrating Indian knowledge systems into its academic fabric. One notable aspect of this integration is the strengthening of language departments within the university, which offer a diverse array of programs in languages such as Sanskrit, Hindi, Marathi, Urdu, and Pali. These language departments serve as vehicles for imparting not only linguistic proficiency but also cultural understanding and appreciation. Additionally, the option of service courses allows students to explore language-related subjects, further enriching their understanding of diverse linguistic and cultural traditions. The University's commitment to promoting linguistic diversity and cultural exchange is exemplified by initiatives that facilitate multilingualism and cross-cultural learning. For instance, the university has introduced a pilot initiative in the Faculty of Commerce & Management, offering students the opportunity to write their question papers in both their mother tongue and English. This initiative not only promotes linguistic inclusivity but also empowers students to engage with academic content in a language that resonates with their cultural identity. Furthermore, the translation of books is an ongoing activity on our agenda. The University has launched PG Programme in Yogashastra, attracting enthusiastic enrollment from students eager to explore traditional Yogashastra. Additionally, in response to directives from the Government of Maharashtra, the University is heading "Santpeeth" at Shrikshetra Paithan, a dedicated center offering certificate courses on the teachings of revered Indian saints such as Tukaram, Eknath, and Dnyaneshwar. These courses delve into the philosophical and spiritual dimensions of Indian culture, fostering a deeper understanding of the country's rich spiritual heritage. Through these initiatives, the University endeavors to realize the objectives outlined in the NEP-2020 by nurturing a sense of pride and appreciation for India's diverse cultural heritage and knowledge traditions among its

	students. By integrating Indian knowledge systems into its academic offerings and providing opportunities for linguistic and cultural exchange, the University strives to equip students with the knowledge, skills, and values needed to contribute to the holistic development of society while upholding principles of human rights, sustainable development, and global well-being.
5. Focus on Outcome based education (OBE):	The National Education Policy (NEP) 2020 heralds a paradigm shift in education, centering on outcome-based models that prioritize students' ability to demonstrate their knowledge and skills. Departing from the traditional approach, which focused on what schools provided, this model emphasizes what students can do. This shift is imperative to address the evolving needs of contemporary society and prepare students for the future. Recognizing this imperative, our university has been proactive in transitioning to the Outcome Based Education (OBE) system since the academic year 2017-18. The Internal Quality Assurance Cell (IQAC) of the university has conducted numerous sessions to foster awareness and understanding of the OBE system among faculty members. We stand at the forefront of acknowledging the significance of outcome-based education and are committed to its genuine implementation. The integration of the OBE system is particularly pronounced in the Faculty of Science & Technology, where Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are meticulously defined using Bloom's Taxonomy. These outcomes serve as instrumental benchmarks in realizing the university's vision, mission, and strategic objectives. A robust mechanism has been devised and adopted to ensure the determination and monitoring of desired outcomes. Accordingly, program curricula, teaching methodologies, and supporting facilities are tailored to align with these outcomes. Prior to the commencement of each semester, dedicated faculty meetings are convened in every department, often involving industry experts. These meetings focus on defining teaching and learning modalities aligned with COs, POs, and the needs of industries and society. At the outset of each course, instructors routinely provide an overview, emphasizing its contemporary relevance and outlining the COs for students. They offer guidance

on the approach and mindset necessary for collaborative pedagogy to achieve these outcomes. Moreover, students are apprised of the importance of achieving these outcomes and their relevance to the modern era from the very first lecture. Workshops are conducted at both the university and departmental levels to develop Program Educational Objectives (PEOs) and Learning Outcomes (LOs), as well as to discuss COs, POs, and their assessment. These objectives and outcomes are explicitly stated in the curriculum of various departments and made accessible online through the respective departmental web portals. Through these concerted efforts, our university is not only embracing the principles of outcome-based education but also fostering a culture of continuous improvement and accountability. As we stride forward, we remain steadfast in our commitment to providing an education that equips students with the knowledge, skills, and attributes necessary for success in an ever-changing world.

6. Distance education/online education:	The Dr. Babasaheb Ambedkar Marathwada University is proactively responding to the transformative agenda set forth by the National Education Policy 2020 (NEP 2020), particularly in the domain of Distance and Online Education. Recognizing the imperative to enhance the Gross Enrolment Ratio (GER) to 50% by 2035, the institution has embarked on a strategic initiative to leverage digital technologies and flexible learning mechanisms. To this end, a dedicated Cell for Distance & Online Education has been established within the existing Department of Computer Science & IT, underscoring the University's commitment to broadening access to quality education. In line with NEP 2020 objectives, the University conceived new programs such as MBA (Online) and MCA (Online) under Open and Distance Learning (ODL). Despite encountering delays in the approval process, attributed to procedural complexities, the institution remains resolute in its mission to introduce these courses in the forthcoming academic year. In preparation for their implementation, the University is diligently working to develop the requisite technical infrastructure necessary to deliver robust online education experiences. Moreover, cognizant of the diverse regional demands for distance and online learning, the University has taken proactive measures

by establishing a committee to conduct a comprehensive study. This strategic approach aims to identify specific needs and preferences across different geographic areas, ensuring that the ODL programs are tailored to meet the educational requirements of diverse learner populations. By engaging with stakeholders and responding to regional dynamics, the University is poised to optimize its distance and online education offerings effectively. In summary, the establishment of the Cell for Distance & Online Education, coupled with the development of new ODL programs and infrastructure, underscores the University's commitment to advancing digital learning modalities in alignment with the transformative goals outlined in NEP 2020. Through strategic planning and proactive engagement, the institution is poised to play a pivotal role in expanding access to quality education and achieving equitable educational outcomes for all in the near future.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The university has a dedicated Student Development Section and National Service Scheme (NSS) Division to organize Electoral Literacy initiatives
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The Director of Student Development serves as the Nodal Officer for these initiatives, overseeing their implementation. Additionally, Student Coordinators are appointed by the Director of Student Development. Furthermore, 120 affiliated colleges have designated their own nodal officers and established Electoral Literacy Clubs (ELCs)..
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	The University has undertaken various initiatives to raise awareness about electoral processes, including voter registration camps, publication of flyers and banners, and webinars. Additionally, the Student Development Section of the University commemorates National Voters Day with a program held on campus to educate students about electoral processes, often with the proactive involvement of the District Collector's Office. Moreover, Electoral Literacy Clubs (ELCs) at affiliated colleges also

citizens, etc.	conduct similar initiatives, with activity reports shared with the University's Student Development Section.
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.	The University has been actively engaged in numerous socially relevant projects and initiatives related to electoral issues, demonstrating its commitment to advancing democratic values and fostering participation in electoral processes. Some of these initiatives include : • Surveys : Students from Department of Sociology, Education are conducting surveys to gauge public opinion on electoral issues, voter awareness, and satisfaction with electoral processes. These surveys help identify areas for improvement and inform decision-making by electoral authorities. • Awareness drives: Organizing awareness campaigns and drives to educate the public, especially students and youth, about the importance of electoral participation, voting rights, and the electoral process. These drives often include workshops, seminars, and interactive sessions with electoral officials and experts. • Creating content: Developing educational materials, including pamphlets, brochures, videos, and social media content, to disseminate information about electoral processes, voting procedures, and civic responsibilities. This content is designed to reach a wide audience and enhance public awareness and understanding of electoral issues.
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.	To address the extent of students above 18 years who are yet to be enrolled as voters in the electoral roll, the University, along with its Electrol Literacy Clubs (ELCs), has implemented several initiatives aimed at institutionalizing mechanisms to register eligible students as voters. • Voter Registration Drives: he University and its ELCs regularly organize voter registration drives on campus and at affiliated colleges to facilitate the enrollment of eligible students onto the electoral roll. • Awareness Campaigns: In addition to registration drives, the University conducts awareness campaigns to educate students about the importance of voter registration and the electoral process. • Collaboration with Electoral Authorities: The University collaborates closely with electoral authorities at the district and state levels to coordinate voter registration efforts and address any challenges or barriers faced by students in the registration process. • Monitoring and

	Evaluation: The University and its ELCs regularly monitor the progress of voter registration efforts and evaluate their effectiveness in enrolling eligible students as voters.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3868	3990	3955	3946	3624

File Description	Document
Institutional Data in prescribed format	[View Document](#)

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1523	1487	1453	1378	1324

File Description	Document
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of full time teachers in the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
168	175	180	186	197

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 197

File Description	Document
Institutional data in prescribed fomat	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
4083.15	3718.59	3964.03	6084.47	9160.32

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Dr. Babasaheb Ambedkar Marathwada University (BAMU) prioritizes the development and adoption of curricula that are not only academically rigorous but also relevant to the local, national, and global developmental needs. The University's approach to curriculum development is guided by the principles of Outcome Based Education (OBE), ensuring that learning objectives, program outcomes (POs), program specific outcomes (PSOs), and course outcomes (COs) are well-defined and aligned with the recent industry trends and conducted stakeholder feedback.

As per University Regulations Ref.No./Academic/2006/3173-207 dated 5th June 2006, each department at the University is provided with the academic autonomy, empowering them to undertake regular reviews of their curriculum at the Department Level. Stakeholders' feedback, including input from students, teachers, alumni, employers, parents, and experts from academia, industry, and research organizations, is systematically collected and analysed at the Department Level to identify emerging trends and demands. Major revisions in curricula are conducted at least once every three years.

1. **Review of Courses :** The review process involves comprehensive evaluation by departmental committees (DCs), which incorporate input from experts in academia, industry, and research organizations. Faculty members collaborate with these experts to draft revised course objectives, contents, learning outcomes, and assessment tools. The recommendations of the DCs are then submitted to the University's statutory academic authorities for final approval.
2. **Review of Programmes:** In addition to course reviews, the University conducts periodic evaluations of its academic programs. The Deans of the respective faculties lead committees tasked with analysing stakeholder feedback, local trends, and industry requirements to develop programs aligned with global needs. These committees define PEOs, POs, PSOs, semester-wise program structures, assessment plans, and competencies required by industries. The resulting recommendations are presented to the university's statutory authorities for approval.
3. **Academic Autonomy and Choice Based Credit System (CBCS) :** The University's commitment for providing is further evidenced by its implementation of the Choice Based Credit System (CBCS) since 2011-12. The CBCS offers students a flexible framework to pursue a diverse range of core, foundation, and elective courses, enhancing their academic acumen, employability, and entrepreneurial skills. Recent realignments of academic flexibility guidelines in 2022-23, in line with the National Education Policy - 2020, ensure continued relevance and responsiveness to evolving educational paradigms.

Furthermore, the University has embraced online learning through initiatives like Swayam courses,

allowing students to earn credits through online modules. The incorporation of research-based courses into the curriculum encourages students to engage in scholarly pursuits, leading to research publications, innovations, and patents. Collaboration with local industries through the University Industry Interactions Cell (UIIC) facilitates the development of industry-specific programs and provides opportunities for internships, field projects, and in-plant training.

File Description	Document
Upload Additional information	[View Document](View%20Document)
Provide Link for Additional information	[View Document](View%20Document)

1.1.2

The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Dr. Babasaheb Ambedkar Marathwada University (BAMU) prioritizes enhancing employability, entrepreneurship, and skill development through its curriculum, especially considering the majority of its students come from rural backgrounds. Over the past five years, the University has introduced various skill development components into its programs, aligning them with the evolving needs of industries and fostering innovative thinking among graduates.

Exemplary programs like the PG Course in Artificial Intelligence, Forensic Science, Printing Technology, and PG Diploma in Virology, Food Technology and Cosmetic Technology showcase this commitment. In addition, the University has established an Entrepreneurship and Skill Development Centre in collaboration with Aurangabad Electricals Limited's CSR Unit. This centre offers certificate courses in Industrial Automation Techniques, Robotic Process Test Engineering, Industrial Electrician, Mechatronics & Industry 4.0, Managerial Skill Development, and Entrepreneurship, among others.

Furthermore, the University has established the Deen Dayal Upadhyay KAUSHAL Kendra with a focus on imparting skill-based education to the students who wish to pursue their studies in the fields of Industrial Automation and Automobile. The University has been effectively running the B.VOC & M.VOC courses, with highest number of placement rate.

The notable initiative apart from curriculum is the DST-sanctioned project titled "Establishment of Science & Technology Hub for the Empowerment of SC/ST Population." This initiative has practically imparted skill education through KUSHAL (Knowledge Up-gradation through Skilling Human Abilities and Livelihood), HARIT (Herbal Agriculture Reform Intervention and Training), and CSTURI (Computer Skill Training under Reform Intervention) activities aimed at improving the livelihood of the target group through skill-based training in adopted villages. Total 273 residents of these villages have been trained and provided with certificates in various fields. Total eight micro-entrepreneurships have been initiated at the village with all first-generation entrepreneurs. An area for over 4 acres have been

brought under methodical cultivation of medicinal plants, for the first time in Marathwada

The University's IQAC collaborates with the Training & Placement Cell to organize Value-Added Courses and Employability Enhancement Courses annually. These courses cover Communication Skill Development, Personality Development, Behavioural Skills Enhancement, Stage Courage Development, and Interview Attending Skills. The Department of Foreign Language offers certificate, diploma, and advanced diploma courses in Chinese, French, and Russian Languages, making it the only department in the region to do so.

A significant initiative in the last five years has been the establishment of Incubation Facilities at the University Campus. Supported by funding from NITI Aayog and Maharashtra State Innovation Society (MSInS), the Incubation Center has provided guidance to young entrepreneurs, students and faculty, leading to the establishment of 66 start-ups.

Moreover, the institution regularly revises its course curricula to stay current with industry needs. A dynamic approach involving industry professionals, academics, and alumni ensures that the curriculum remains updated and relevant, preparing students for the challenges and opportunities they will encounter in the workplace.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 24.94

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 429

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years :**

Response: 1720

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

A value-based approach underlies the curriculum design at the University, empowering students to uphold high moral standards and contribute as both competent professionals and righteous individuals. To achieve this, the University has integrated various knowledge components into its academic curriculum to foster personal and community advancement. In particular, efforts have been made to incorporate cross-cutting issues relevant to gender, environment and sustainability, human values, and professional ethics.

Gender Sensitization:

The University has organized numerous gender sensitization programs for students and staff, embedding gender-related courses within various degree programs in the social science discipline as open or generic electives. Through these courses, students gain a comprehensive understanding of gender as a social construct and learn different approaches to promote gender equity within India and from a cross-cultural perspective. In addition, the Tarabai Shinde Women's Study Centre provides hands-on experiences handle the issues related to gender sensitivity.

Human Values and Professional Ethics:

A compulsory course on 'Human Values and Professional Ethics' is offered to all students of the DDUKK and Department of Management Science, focusing on ethical principles and professional conduct. The NSS unit organizes various activities to instil human values and professional ethics among students. Furthermore, the study of the 'Constitution of India' is mandatory for all postgraduate programs,

emphasizing the importance of legal and ethical frameworks in society. Research methodology courses also incorporate ethics and values essential for conducting research responsibly.

Environment & Sustainability:

The University integrates a course on 'Environment Management' into many academic programs, aiming to sensitize students to environmental issues and sustainability. Various activities such as seminars, workshops, guest lectures, industry visits, and field excursions are organized to further enhance students' understanding of environmental concerns. Additionally, the Department of Environmental Science celebrates events like Environment Day, Earth Day, and Water Day to raise awareness and promote sustainable practices.

The vision and mission of the University reflect a commitment to human values, social responsibility, and ethics, which are ingrained in the University community's value system. Through these initiatives, the University strives to cultivate well-rounded individuals equipped with the knowledge, skills, and ethical principles necessary to address complex societal challenges and contribute positively to the world.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years

Response: 58

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View 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 (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 91.36

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 74

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 81

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Feedback analysis report submitted to appropriate committee/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 and its report to appropriate committee/bodies	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.22

2.1.1.1 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2995	2995	2973	2913	2913

2.1.1.2 **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
2401	2503	2426	2392	2289

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Admission extract signed by the competent authority (only fresh admissions to be considered)	[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: 81.21

2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1201	1252	1213	1196	1145

2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1498	1498	1487	1457	1457

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the 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 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The University employs a comprehensive approach to assess the learning levels of students and organizes

special programs to cater to their differential learning needs. Each academic department of the University is granted with academic flexibility to tailor their assessment and support mechanisms according to the unique requirements of their students.

To ensure that incoming students are adequately prepared for their courses, all of the department conducts a thorough assessment of their learning levels. A minimal knowledge set required for first-semester students is determined through dedicated faculty brainstorming sessions. Once approved by the departmental committee, a test paper comprising multiple-choice questions (MCQs) is formulated to assess students' awareness of basic terminologies and concepts about the subject. Additionally, informal strategies are implemented to gauge students' learning levels comprehensively. Departments also consider students' socio-economic backgrounds, learning environments, and expectations through discussions conducted by department heads or assigned faculty members.

For Advanced Learners, the University Departments provide various opportunities to enhance their learning potential. These include issuing hands-on project materials, assigning additional/challenging assignments or project work, facilitating research avenues through assisting senior faculty members in research works and under institutional collaborations, encouraging participation for national and international fellowships and guidance for competitive examinations, and enrolling in summer and winter special programs. Advanced learners are also provided with resources both online (e.g., YouTube, SWAYAM, e-Pathshala) and offline (advanced laboratory instruments, library materials, tutorials) to further augment their learning levels.

For Slow Learners, special programs are designed to provide them with the necessary support and assistance. Departments organize supplementary and remedial classes tailored to individual student needs. Some departments conduct a 'Bridge Course' specifically aimed at aiding slow learners, which includes lectures followed by quiz sessions to assess progress. At the conclusion of the bridge course, faculty members engage in informal discussions with students to gather feedback and evaluate their confidence levels and knowledge appetite. These initiatives are implemented consistently across all departments of the University, ensuring equitable support for all students.

Overall, the institution's commitment to assessing and addressing the differential learning needs of students reflects its dedication to promoting inclusive education and fostering academic success for all learners.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 23.02

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

Response:

The University places significant emphasis on adopting student-centric teaching methodologies across all disciplines to enhance the learning experience. It employs a balanced blend of classic and modern teaching methods, with faculty members utilizing ICT-based tools alongside traditional chalk-talk methods for further illustration and explanation.

Practical components are integral to the curriculum, allowing students to apply their knowledge in real-world settings. Through laboratory experiments, field visits, and advanced surveys, students engage in experiential learning, fostering creativity, decision-making, initiative, and accountability. This hands-on approach encourages students to actively participate in their learning process.

The curriculum also emphasizes the application of logic and in-depth analysis through detailed research work components. Compulsory research components are introduced in every PG programmes, starting with research methodology in the first semester and progressing to practical research projects in subsequent semesters. Students work closely with the research community of the university or industry personnel, solving complex problems through evidence-based thinking and judicious decision-making.

Blended teaching-learning methods, incorporating both offline and online approaches, are employed to cater to diverse learning styles. Audio-visual techniques, regular discussions, and teamwork-based methodologies encourage students to express their ideas individually and collectively, fostering working compatibility with peers. Open seminars and presentation techniques further enhance students' oratory skills and confidence.

The University aims to cultivate spontaneous decision-makers and problem solvers among its students by fostering competencies in data gathering and solution framing. Faculty members employ various pedagogical approaches such as case study methods, critical pedagogy, reflective pedagogy, problem-

solving through scientific methods, and action research to develop students' problem-solving abilities.

To bridge the gap between academia and industry, the University organizes an annual University-Industry Summit where students interact with industry professionals to understand industry requirements. Students are encouraged to participate in inter-university competitions, technical competitions, sports competitions, and corporate competitions to hone their skills and gain practical experience.

In addition, the University offers skill enhancement courses tailored to the discipline of study to support students' personal and professional development. These courses equip students with industry-relevant skills and enhance their employability upon graduation.

Overall, University's commitment to student-centric teaching methodologies and experiential learning approaches ensures that students are well-prepared to meet the challenges of the real world and excel in their chosen fields.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

Dr. Babasaheb Ambedkar Marathwada University (BAMU), catering to a student population predominantly hailing from rural backgrounds with diverse socio-economic experiences, the University recognizes the critical need for effective support mechanisms to facilitate their academic adaptation and success. Hence, the implementation of the Mentor-Mentee Scheme within the University Departments stands as a pivotal initiative aimed at providing comprehensive support to students.

The Mechanism of Implementation:

At the commencement of each academic year, students (mentees) are systematically paired with faculty members (mentors) who serve as their guides throughout their academic journey. These mentor-mentee pairings persist across all semesters, ensuring continuity and fostering a sense of trust and familiarity between the students and their mentors.

Nature of Support Offered to Mentees:

- Regular Interactions: Mentors are encouraged to engage with their assigned mentees at least fortnightly, maintaining consistent contact to provide guidance and support as required. These interactions serve as valuable opportunities for mentees to seek advice, address concerns, and

receive encouragement.

- Continuous Monitoring: Mentors undertake the responsibility of closely monitoring the progress of their mentees, offering counselling, guidance, and motivation to help navigate the challenges of their educational pursuits effectively.
- Academic Guidance: Mentors play a crucial role in offering academic guidance to mentees, assisting them in making informed decisions regarding elective courses, projects, internships, and other academic opportunities aligned with their interests and career aspirations.
- Professional Guidance: Beyond academic matters, mentors also provide valuable insights and advice regarding professional development, career pathways, and the cultivation of essential qualities such as integrity, ethics, and professionalism necessary for long-term career growth and success.

Additionally, University offers support services to address students' psychological well-being, career aspirations, and overall holistic development. The Department of Psychology provides counselling services, while the Training & Placement Cell facilitates career counselling and placement opportunities. Furthermore, value-added courses conducted across departments contribute to students' professional and personal growth, fostering a conducive learning environment.

Through these concerted efforts, the University remains committed to nurturing a supportive and inclusive academic ecosystem that empowers students to thrive academically, professionally, and personally.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 63

2.4.1.1 **Total Number of Sanctioned year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
289	289	289	289	289

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[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 Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years

Response: 89.34

2.4.2.1 **Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 176

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 17.96

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 3018

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[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

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 15.8

2.5.1.1 **Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	16	15	16	17

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

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

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1587	1725	1685	1598	1538

File Description	Document
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

Status of automation of Examination division along with approved Examination Manual/ordinance

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	[View Document](#)
The report on the present status of automation of examination division including screenshots of various modules of the software.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	[View Document](#)
Copies of the purchase order and bills/AMC of the software.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The University has implemented Outcome-Based Education (OBE) for most of its academic departments with the principles outlined in the National Education Policy. This transition has necessitated a comprehensive revision of syllabus across all programs, with a clear focus on defining Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) using Bloom's Taxonomy. These outcomes serve as guiding principles instrumental in achieving the University's vision, mission, and strategic objectives.

Methodology Implemented :

To ensure the effective integration of learning outcomes into the assessment process, the University has implemented a robust mechanism. Prior to the commencement of each semester, dedicated faculty meetings are convened in every department, often with the participation of industry experts. These meetings are focused on aligning teaching and learning methodologies with the identified COs, POs, and the specific needs of relevant industries or society niches.

Mechanism of Communication

Communication of learning outcomes to students is prioritized right from the beginning of each course. Faculty members routinely provide a brief overview of the course, contextualizing its relevance in the modern era. They also elucidate the COs to students, offering guidance on the mindset and approach necessary for achieving these outcomes collaboratively. Emphasis is placed on the importance of achieving outcomes and their relevance to contemporary challenges.

Furthermore, workshops are conducted at both the University and department levels to develop Programme Educational Objectives (PEOs), learning outcomes, and strategies for their assessment. These workshops facilitate collaboration among faculty members and ensure alignment with institutional objectives.

Attainment of COs

To evaluate the attainment of COs, the University has established three levels of achievement.

- Level-1: 40% of students scored more than class average in the Semester End & Internal Examination.
- Level-2: 50% of students scored more than class average in the Semester End & Internal Examination.
- Level-3: 60% of students scored more than class average in the Semester End & Internal Examination.

The attainment of COs is calculated using a formula that weighs semester-end examination results and internal assessment scores.

Attainment of POs, PSOs :

Similarly, attainment levels for POs and PSOs are categorized into five levels,

- Level-1: Greater than 0.5 and less than or equal to 1.0 (Poor)
- Level-2: Greater than 1.0 and less than or equal to 1.5 (Average)
- Level-3: Greater than 1.5 and less than or equal to 2.0 (Good)
- Level-4: Greater than 2.0 and less than or equal to 2.5 (Very Good)
- Level-5: Greater than 2.5 and less than or equal to 3.0 (Excellent)

Overall, University's commitment to integrating and evaluating learning outcomes underscores its dedication to providing a holistic and effective educational experience for students, preparing them to meet the demands of the modern world and contribute meaningfully to society. Through systematic assessment and continuous improvement, the institution ensures the alignment of its educational offerings with the evolving needs of various stakeholders.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)

Response: 84.5

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

Response: 1287

File Description	Document
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the Controller of Examinations indicating the pass	[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 any additional information	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Dr. Babasaheb Ambedkar Marathwada University stands as a beacon of excellence in research, driven by a commitment to uphold the principles outlined in the National Education Policy across diverse disciplines. The University boasts a rich tapestry of research facilities that are continually updated to meet the evolving demands of academia and industry.

At the heart of our research ecosystem lies a diverse array of funding sources, including support from esteemed organizations such as the UGC, DST, MOFPI, MHRD, RGSTC, ICSSR, DPDC and internal grants. This financial backing enables us to maintain a dynamic environment equipped with cutting-edge equipment, software, and expertise, attracting the brightest minds from various fields of study.

Central to our research infrastructure are specialized facilities such as the Central Facility for Advanced Research & Training (CFART), the RUSA-Centre for Advanced Sensor Technology (RUSA-CAST), and the Paul Hebert Centre for DNA Barcoding & Biodiversity Studies. In addition, essential resources like the Animal House, Green House, Museum, Central Fabrication Facility, Digital Studio, and Research/Statistical Databases complement our state-of-the-art laboratories and research centers.

To ensure the continuous evolution of our research facilities, each department within the Faculty of Science & Technology meticulously monitors and assesses their requirements through departmental committees. These committees identify areas for improvement and submit proposals to University authorities for approval. Once sanctioned, necessary updates and enhancements are implemented to meet the changing needs of research endeavors.

Our commitment to fostering conducive environment for research is further exemplified by our transparent and comprehensive Research Policy, which is readily accessible on the university website. This policy delineates the guidelines and principles governing research and innovation activities within our institution, ensuring clarity and accountability at every stage of the research process.

Under the guidance of the Research Planning & Monitoring Committee, led by the Vice Chancellor and Pro-Vice Chancellor, the progress of funded projects is rigorously evaluated. Subject experts serve as mentors, providing invaluable insights and guidance to enhance the quality and impact of our research outcomes. Moreover, young faculty members are supported through seed funding in the form of Minor Research Projects, empowering them to embark on their research journeys and contribute to the advancement of knowledge in their respective fields.

In essence, University's unwavering commitment to research excellence, coupled with robust infrastructure and supportive policies, positions us as a hub of innovation and scholarly inquiry, driving progress and transformation across disciplines.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 31.23

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
91.78	0	3	31.95	29.43

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

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

Response: 16.75

3.1.3.1 **Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

Response: 33

File Description	Document
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.4

Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years

Response: 74.31

3.1.4.1 **The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

Response: 509

3.1.4.2 **Number of PhD Scholars enrolled during last five years**

Response: 685

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E copies of fellowship award letters (mandatory)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Governme006Et and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 3591.89

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 1.08

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years**

Response: 213

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
E-copies of the grant award letters for research projects sponsored by government agencies.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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:

Dr. Babasaheb Ambedkar Marathwada University has cultivated a vibrant ecosystem for research and innovation, fostering a culture of creativity and entrepreneurship.

At the heart of this ecosystem lies the Incubation Centre, established in collaboration with Bajaj Auto Pvt. Ltd. (CSR Funding of Rs. 1.5 Cr) and further supported by substantial funding from the Atal Innovation Mission (AIM), NITI AYOG (Funded Rs. 10 Cr), and the Maharashtra State Innovation Mission (MSInS) (Funded Rs. 05 Cr). This centre serves as a catalyst for nurturing budding entrepreneurs and translating innovative ideas into commercial ventures. Since its inception, the Incubation Centre has incubated 46 startups, with 14 of them securing funding from various sources, totaling Rs. 8.57 Crore. Notably, the Startup India Seed Fund has provided Rs. 3 Cr to incentivize the generation of novel ideas and their transformation into viable products.

In parallel, the University has established an Intellectual Property Rights (IPR) Cell to safeguard the intellectual property generated by its faculty, researchers, and students. This cell plays a pivotal role in raising awareness about IPR and guiding individuals in securing patents, copyrights, and trademarks for their innovative creations. Over the past five years, the University has been granted a significant number of patents (Granted : 19. Published : 08; Filed : 18, Granted Copyrights : 10) underscoring its commitment to protecting and commercializing cutting-edge research.

Furthermore, BAMU is deeply committed to promoting the Indian Knowledge System (IKS) as envisioned in the National Education Policy – 2020. Embracing India's rich cultural heritage and knowledge traditions, the University offers a postgraduate course in Yogashastra to advance the study and practice of yoga. In addition, in response to directives from the Government of Maharashtra, BAMU

spearheads "Santpeeth" at Shrikshetra Paithan, facilitating the dissemination of teachings from revered Indian saints. Through five certificate courses focused on Tukaramgatha, Eknathi Bhagwat, Dnyaneshwari Granth Parichay, Warkari Sampraday, and Mahanubhav Sampraday, the University aims to root these profound teachings in grassroots communities, fostering a deeper connection with India's spiritual and philosophical heritage.

Overall, Dr. Babasaheb Ambedkar Marathwada University's concerted efforts in creating an innovation-driven ecosystem, coupled with its commitment to protecting intellectual property and promoting India's indigenous knowledge systems, underscore its role as a catalyst for socio-economic development and cultural preservation. Through these initiatives, the University endeavours to harness the transformative power of research and innovation for the betterment of society and the advancement of human knowledge.

File Description	Document
Upload any additional information	[View Document](#)
Link for Additional Informationa	[View Document](#)

3.3.2

Total number of awards received for *research/*innovations by institution/teachers/research scholars/students during the last five years

Response: 76

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
e- Copies of award letters issued by the awarding agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The institution ensures implementation of its stated Code of Ethics for research

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

  1.**Inclusion of research ethics in the research methodology course work**

2.Presence of institutional Ethics committees (Animal, chemical,bio-ethics etc.,)
3.Plagiarism check through sofware
4.Research Advisory Committee

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Total number of Patents awarded during the last five years

Response: 29

File Description	Document
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
e-copies of letter of patent grant	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

Number of Ph.Ds awarded per recognized guide during the last five years

Response: 5.09

3.4.3.1 **How many Ph.D s were awarded during last 5 years**

Response: 703

3.4.3.2 *Number of teachers recognized as guides during the last five years*

Response: 138

File Description	Document
PhD Award letters to PhD students.	[View Document](#)
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.4

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

Response: 10.1

3.4.4.1 **Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 1990

File Description	Document
List and links of the papers published in journals listed in UGC CARE list and	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.5

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 10.04

3.4.5.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 1977

File Description	Document
List of chapter/book with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-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](#)

3.4.6

E-content is developed by teachers :

1. *For e-PG-Pathshala*
2. *For CEC (Under Graduate)*
3. *For SWAYAM*
4. *For other MOOCs platform*
5. *Any other Government initiative*
6. *For institutional LMS*

Response: A. Any 5 of the above

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Give links to upload document of e-content developed showing the authorship/contribution	[View Document](#)
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.7

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.8

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

Response: 0

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 23.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.33	2.51	1.32	2.99	7.83

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid	[View Document](#)
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
CA certified copy of statement of accounts as attested by head of the institution.	[View Document](#)
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Response:

The University is deeply committed to promoting holistic development and social responsibility through its extensive engagement with the neighbourhood community. Under the aegis of the National Service Scheme (NSS), faculty, students, and staff actively participate in a myriad of community-based activities aimed at addressing societal issues and fostering all-inclusive development.

Throughout the year, a plethora of programs and events are organized **under the NSS banner**, covering a wide spectrum of initiatives such as Cleanliness Drives, AIDS Awareness Camps, Beti Bachao, Blood Donation Camps, Workshops on Farmer Suicide Prevention, Training of Trainers, Leadership Development Programs, Tree Plantation, Swachh Bharat Abhiyan, Road Safety Awareness, Water Conservation, Disaster Management, Surveys of Student Dropouts, and Voter Registration Drives. These activities not only sensitize participants to pressing social issues but also empower them to take proactive steps towards positive change in their communities.

In addition, BAMU's **Earn and Learn scheme** provides students with opportunities to contribute to the National Swachh Bharat Abhiyan by dedicating two hours each day to maintain cleanliness in and around the campus. Moreover, students are encouraged to engage in self-entrepreneurship opportunities through this scheme, fostering a spirit of innovation and enterprise among the youth.

One of the institution's flagship initiatives, **the 'Science, Technology, and Innovation Hub for Empowerment of SC/ST Community,** sponsored by the Department of Science and Technology (DST), New Delhi, has been instrumental in addressing societal issues with a focus on marginalized communities. With a substantial budget allocation of Rs. 2.61 Cr over three years, this initiative has made significant strides in empowering residents of marginalized communities through skill development and micro-entrepreneurship initiatives within 06 adopted villages.

Amidst the challenges posed by the COVID-19 pandemic, BAMU has demonstrated exemplary resilience and social responsibility. The institution proactively **established Two COVID-19 Testing Laboratories** to address the urgent need for robust testing infrastructure. These laboratories, equipped with state-of-the-art equipment, facilitated prompt identification and isolation of COVID-19 cases within the University community and the broader neighbourhood. Through testing & evaluation, over 6,78,391 swab samples were tested at the University Campus, and 4,74,303 swabs were tested at the Sub-Campus Facility, contributing significantly to public health efforts.

Furthermore, volunteers from the NSS Unit provided **paramedical services to COVID-19 patients** quarantined at the University Guest House and distributed over 10,000 masks in the neighbourhood community, demonstrating their unwavering commitment to community welfare.

In addition to these initiatives, **the Department of Life Long Learning & Extension** organizes regular extension activities aimed at motivating people for adult and continuing education, further enhancing the institution's outreach and impact on the community. Through these endeavors, University continues to be a beacon of social responsibility and community engagement, driving positive change and holistic development in its surrounding neighbourhoods during the last five years.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

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

Response: 107

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	17	03	36	21

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Detailed list and 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](#)

3.7 Collaboration

3.7.1

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: 116

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 functiona MoUs/linkage/collaboration activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[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 facilities for

a. teaching - learning. viz., classrooms, laboratories,

b. ICT enabled facilities such as smart classes, LMS etc.

c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

Describe the adequacy of facilities within a maximum of 500 words

Response:

The University has lush green campus spans over 724.24 acres with a built-up area of 39033 square meter, set against the picturesque backdrop of hills featuring the Aurangabad caves. Additionally, the University boasts a 22-acre satellite campus in Osmanabad and a Marine Research Station in Ratnagiri on the West Coast.

The University boasts a comprehensive infrastructure and learning resources that align with the minimum specified requirements set by statutory bodies, ensuring an enriching teaching-learning environment. Across its campuses, the University has diligently developed modern facilities and resources to cater to the diverse needs of its academic programs and strategic objectives.

(a) Learning Resources:

The University's commitment to academic excellence is evident through its extensive learning resources. With a 54 number of academic blocks, 117 classrooms, 88 laboratories, the University provides ample space for various teaching-learning activities. The presence of a 101 number of research laboratories and 35 computer laboratories underscores the University's focus on fostering research and technological advancement. Moreover, the availability of 40 departmental libraries and a centralized Knowledge Resource Center further enhances access to scholarly materials, facilitating research and study across disciplines.

(b) Support Facilities:

University offers a range of support facilities to enhance the overall campus experience such as auditoriums (05) and seminar halls (26) where University accommodates various academic and cultural events, promoting intellectual exchange and artistic expressions. History Museum of the University is having sculptures, coins of british period, miniature paintings, lithographs, archeological excavates and historical documents of maratha period. Also, University is having Multipurpose Hall and Open Theatre further enriches the cultural landscape of the campus, providing platforms for artistic endeavors and community engagement. Moreover, University is having 14 Hostels for Girls & Boys, Guest House,

Faculty House and UGC-Malviya Mission Teachers Training Centre's Guest House. Additionally, 37 student common rooms offer spaces for relaxation and social interaction, contributing to a vibrant campus life.

(c) Utilities:

The University ensures the provision of essential utilities, including safe drinking water, washroom/restrooms, and HVAC systems, across all academic departments. These utilities are essential for maintaining a conducive learning environment and ensuring the well-being of students, faculty, and staff.

(d) Sports Facilities:

Recognizing the importance of holistic development, the University offers extensive sports facilities spread over 27 acres of land. These facilities include 01 football stadium, 02 basketball courts, tennis court (01), cricket fields (02), badminton courts (03), and a swimming pool (25*50 mtr), among others. The presence of a fitness center further promotes physical well-being and active lifestyles among students. Moreover, through collaboration with Sports Authority of India (SAI), the University extends its sports facilities, providing additional resources such as indoor halls, hockey grounds, boxing rings, and gymnastic facilities. This collaboration enhances opportunities for sports training and participation, fostering talent development and promoting sportsmanship values.

In summary, the University's infrastructure and learning resources meet the minimum specified requirements by statutory bodies, encompassing academic, cultural, recreational, and sports facilities. This comprehensive infrastructure underscores the University's commitment to providing a holistic and enriching educational experience for its stakeholders.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 42.54

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
1052.07	1416.30	2047.10	2201.53	4772.62

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Knowledge Resource Centre (Central Library) at the University stands as a beacon of academic excellence, equipped with modern digital facilities and resources to cater to the diverse needs of faculty and students. Utilizing the SOUL 2.0 Integrated Library Management System (ILMS), the library boasts a collection of 3.32 lakhs hard copy books, 12,992 journals, and access to over 4,163 e-books, including prestigious resources such as ShodhGanga and the World e-book Library through UGC-INFLIBNET and eShodhshindu.

The library's digital infrastructure enables SCOPUS & Web of Science Subscription, remote access to e-resources, empowering users to delve into a vast repository of knowledge comprising e-journals, e-books, and databases. This accessibility ensures that students and faculty can engage with scholarly materials beyond the confines of the physical library, enhancing their research capabilities and academic pursuits.

Moreover, the library has undertaken the digitization of 3,414 rare manuscripts, preserving valuable literary treasures for posterity and facilitating broader access to historical and cultural artifacts. This initiative reflects the institution's commitment to promoting scholarship and preserving intellectual heritage.

The library's physical space is thoughtfully designed to foster a conducive learning environment, with ample space for browsing, reading, and scholarly engagement. Carrels and dedicated research scholar/faculty rooms provide quiet spaces for focused study and reflection. Additionally, the library's accessibility features, such as ramps for differently-abled users, ensure inclusivity and equitable access to resources for all members of the University community.

In terms of technological infrastructure, the library offers comprehensive services through its Online Public Access Catalogue (OPAC) and web portal, facilitating seamless navigation and retrieval of library materials. The implementation of the SOUL 2.0 software has streamlined library operations, including circulation, cataloging, and serial control, enhancing efficiency and user experience.

Furthermore, the library's initiatives such as the issuance of Library Smart Cards and the installation of Web Cafe Management solutions demonstrate a commitment to leveraging technology for efficient management and enhanced user experience. The integration of smart card technology enables seamless access to library resources for all users, while Web Cafe Management solutions enhance operational efficiency and user accountability.

The library's CD/DVD library offers a specialized collection of multimedia resources, catering to diverse learning preferences and educational needs. This comprehensive infrastructure ensures that the Knowledge Resource Centre remains at the forefront of academic excellence, providing robust support for teaching, learning, and research endeavours across disciplines.

File Description	Document
Upload any additional information	[View Document](#)
Provide the Paste link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 0.84

4.2.2.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
103.28	45.47	0.23	4.81	72.54

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

4.3 IT Infrastructure

4.3.1

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

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

Response:

The University has demonstrated a strong commitment to providing cutting-edge IT facilities that facilitate teaching, learning, and research endeavours. Spearheaded by the University Network and Information Centre (UNIC) with dedicated team of 10 programmers, the institution boasts a robust IT infrastructure that encompasses a wide array of facilities and services.

One of the key components of the University's IT infrastructure is the well-equipped University Data Centre, which was established in 2010. This state-of-the-art facility operates 24x7 and houses advanced Intel Rack and Blade servers, including servers for Active Directory, Licensing, UTM, and log management. In 2016-17, the University further enhanced its IT capabilities with the deployment of HP Blade servers for hosting Examination Result Processing Server (ERPS) and Database Server, along with Dell EMC storage servers and Unified Threat Management (UTM) devices for enhanced security and redundancy.

The campus-wide connectivity is facilitated through Optical Fibre Cable (OFC) connectivity spanning approximately 17.2 kilometers, ensuring high-speed intranet and internet access for academic, administrative departments, student hostels, and staff quarters. In addition, LAN connectivity (CAT 5/6) has been established across the campus, providing seamless connectivity to teaching, non-teaching and administrative staff, as well as computer labs, with licensed software installed on all connected computers.

A notable addition to the IT infrastructure is the well-furnished digital studio, equipped with 50 Apple computers dedicated to e-content development, facilitating the creation of high-quality digital resources

for academic purposes set up at Department of Mass Communication and Journalism.

The University's commitment to digital transformation is further evident in its website update and up-gradation policies. The website is regularly updated by department heads and directors, ensuring timely dissemination of information about recent developments in specific domains. The UNIC update and up-gradation committee oversees updates in other domains, ensuring the website remains current and informative.

Wi-Fi connectivity plays a pivotal role in enhancing accessibility and flexibility within the University campus. In 2013-14, the Wi-Fi infrastructure was upgraded and deployed across the entire campus, providing 24/7 coverage and high-density connectivity for students' own devices and mobile computing equipment.

Furthermore, the University has significantly upgraded its internet bandwidth to meet the growing demands of stakeholders. From an initial bandwidth of 8 Mbps installed in 2005-07, the University now enjoys a robust internet connection of 1 Gbps under the NMEICT/NKN project, supplemented by an additional 1000 Mbps ILL from BSNL, resulting in a combined bandwidth serving near about 2 Gbps to University stakeholders.

Overall, the University's IT facilities, including Wi-Fi connectivity and internet bandwidth, have undergone substantial upgrades, reflecting its commitment to providing a conducive environment for digital learning and research.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.3.2

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

Response: 3.35

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

Response: 1156

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	**View Document**
Purchased Bills/Copies	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

4.3.3

Institution has the following Facilities for e-content development and other resource development

1. **Audio visual center, mixing equipment, editing facilities and Media Studio**
2. **Lecture Capturing System(LCS)**
3. **Central Instrumentation Centre**
4. **Animal House**
5. **Museum**
6. **Business Lab**
7. **Research/statistical database**
8. **Moot court**
9. **Theatre**
10. **Art Gallery**
11. **Any other facility to support research**

Response: A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	**View Document**
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	**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

Response: 46.02

4.4.1.1 *Expenditure incurred on maintenance of 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
2451.16	1861.86	1480.27	2978.69	3657.26

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA 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](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The University has comprehensive systems and procedures for maintaining and utilizing its physical, academic, and support facilities to ensure their optimal functioning and longevity.

1.   Infrastructural Maintenance: The Estate Office oversees maintenance activities, including buildings, classrooms, laboratories, hostels, sports facilities, and utilities. Skilled personnel handle civil work, electrical work, plumbing, carpentry and horticulture tasks.
2.   Green Areas: The Garden Superintendent's office is responsible for maintaining green spaces such as

gardens and lawns to uphold aesthetic standards across the campus. Dedicated gardeners are employed through outsourcing.

3. Electrical Department: Ensures uninterrupted power supply and maintains electrical assets like generator sets, lighting systems, power distribution, and solar panels according to preventive maintenance schedules.

4. Sewage Maintenance: Water pumping plants, sewage systems, and other equipment undergo regular preventive maintenance based on guidelines provided by suppliers to ensure their efficient operation.

5. Service Maintenance: Various student, faculty, and staff services like cafeterias, banking, ATMs, post office facilities, and departmental stores are maintained by respective service providers as per contractual agreements.

6. Vehicle Maintenance: The transport department manages maintenance for university vehicles, including cars, tractors, jeeps, and tempos, to ensure their safety and functionality.

7. Housekeeping Services: Housekeeping services are outsourced to ensure cleanliness and hygiene across campus facilities.

8. Equipment Maintenance Guidelines: Clear guidelines dictate the maintenance of various types of equipment. Laboratory in-charges oversee repair and maintenance in academic and research laboratories. Routine procedures handle minor equipment repairs, while major equipment is covered under annual maintenance contracts (AMCs). Teaching aids such as LCD projectors and computers are maintained by the University Network and Information Centre (UNIC).

9. Financial Procedures: The University follows the Account Code for Maharashtra Public Universities to manage expenses related to maintenance and repairs. The head of each department or section handles expenses below Rs. 5,000. Expenses between Rs. 5,000 and Rs. 3,00,000 are managed through quotations, while expenses exceeding Rs. 3,00,000 follow prescribed e-tendering process.

10. Library Facilities: The Knowledge Resource Centre (KRC) utilizes SOUL 2.0 for book database management, provides OPAC for book availability, and offers EzProxy Remote Access for accessing e-databases, ensuring efficient library services for students and faculty.

These policies and procedures ensure the effective maintenance and utilization of physical, academic, and support facilities across the university campus, promoting a conducive environment for teaching, learning, and research activities.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[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: 64.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
1758	4025	1945	2101	2639

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 (in English).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Dr. Babasaheb Ambedkar Marathwada University has taken significant efforts to provide comprehensive career counselling and guidance to its students over the last five years. The University's commitment to student success is evident through its dedicated Training & Placement Cell, which is led by a full-time Training & Placement Officer. This cell actively engages with students to provide them with career

counselling and opportunities for placements.

One of the unique features of the University's approach to career counselling is its "Mentor-Mentee" system. Under this system, each teacher oversees a small group of students, fostering personalized relationships between faculty and students. These mentors not only monitor students' academic progress but also offer guidance and support for their overall development. By limiting the number of students assigned to each teacher, Departments ensures that the mentorship is meaningful and impactful, creating an environment where students feel seen and supported.

In addition, University Departments organize special career counselling and guidance sessions at the departmental level. These sessions are tailored to the specific needs and interests of students within each department, providing targeted support and advice to help students make informed decisions about their future careers.

The University is also having an established pioneering initiative: the Pre-IAS and SET-NET Coaching Centre. This centre provides coaching and guidance for students aspiring to appear for prestigious competitive examinations such as the Indian Administrative Service (IAS) and State Eligibility Test (SET-NET). The centre draws upon qualified faculty with professional orientation to ensure that students receive the necessary support and guidance to excel in these examinations.

Furthermore, the Training & Placement Cell at the University organizes comprehensive training programs to enhance students' employability skills. These programs cover various aspects, including interview skills, recent trends in career opportunities, and the development of soft skills. Through these initiatives, students are well-prepared to face the challenges of the job market and succeed in their chosen fields.

Overall, University's efforts in providing career counselling and guidance reflect its commitment to student success and holistic development. By offering personalized mentorship, departmental sessions, coaching for competitive examinations, and employability training programs, the university equips its students with the skills and confidence needed to thrive in their future careers.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

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

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial**

skills)

4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	[View Document](#)
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	[View Document](#)
Report with photographs on Language & communication skills enhancement programs	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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
Report of 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](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[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 during the last five years

Response: 43.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
492	609	436	486	465

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 in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

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5.2.2

Percentage of graduated students who have progressed to higher education year-wise during last five years

Response: 31.07

5.2.2.1 **Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
152	245	254	402	400

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.3

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 3.48

5.2.3.1 *Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)*

Response: 249

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 (data template)	[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 won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years

Response: 106

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ 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
19	33	13	23	18

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

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies

within a maximum of 500 words

Response:

The University's commitment to fostering student participation and engagement remains steadfast despite the temporary suspension of Student Council elections. While elections are currently on hold as per the directive from the Government of Maharashtra since the Academic Year 2018-19, the institution continues to uphold a participative approach in its processes, ensuring that students are actively involved in academic and administrative bodies.

The University Students' Council, as outlined in the Maharashtra Public University Act 2016, is designed to represent the diverse interests of the student body. The Council typically comprises elected members such as the President, Secretary, Lady Representative, and representatives from marginalized communities, along with nominees from NSS, NCC, Sports, and Cultural activities. In addition, director of student development and physical education boards serve as permanent invitees, ensuring holistic representation and collaboration.

Despite the temporary halt in elections, students are actively engaged in various academic and administrative committees, providing valuable input and feedback. Through these committees, students have the opportunity to express their views and contribute to decision-making processes. Their involvement extends beyond mere participation, as they are empowered to organize domain-specific events, competitions, and conferences, fostering leadership skills and subject expertise.

Various clubs and committees serve as platforms for students to voice their opinions and explore their interests. These platforms offer a wide range of activities, including workshops, competitions, and intra-domain events, allowing students to develop essential skills such as communication, team management, and resource utilization. By providing practical applications of classroom learning, these initiatives enrich the overall learning experience and nurture confidence in students.

The Office of the Director, Student Development plays a pivotal role in monitoring the effectiveness and outcomes of club and committee activities. By disseminating best practices across the University, the institution ensures the continuous improvement and strengthening of student platforms for holistic development.

Although Student Council elections are currently suspended, the University remains committed to promoting student engagement and empowerment. Through active participation in academic and administrative bodies, students continue to play a significant role in shaping the University's policies and initiatives, contributing to their holistic development and fostering a vibrant campus community.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	[View Document](#)
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni contribution during the last five years to the University through registered Alumni Association

Response: 7.33

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
0	2.10	0.02	0	5.21

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	[View Document](#)
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The alumni network of Dr. Babasaheb Ambedkar Marathwada University (BAMU) plays a crucial role in the institution's development and success. Alumni contribute significantly through various means, including academic support, financial assistance, and active engagement with the university community.

One of the primary ways in which alumni contribute is by providing guidance and support to current students. As accomplished professionals in their respective fields, alumni serve as mentors, guest speakers, and visiting faculty members. They share their knowledge, expertise, and real-world experiences, enriching the educational experience of students and preparing them for their future careers.

Financial contributions from alumni also play a vital role in supporting the university's initiatives. Alumni generously contribute to fund scholarships, research projects, conferences, seminars, and other academic programs. These contributions not only enhance the quality of education and research opportunities available to students but also enable the University to undertake innovative initiatives that benefit the entire academic community.

Moreover, alumni actively engage with the university through networking opportunities and collaborations. They connect with fellow graduates, fostering new business partnerships, career opportunities, and professional relationships. Alumni also benefit from resources and services provided by the University, such as career counselling, library access, and continuing education programs.
Importantly, the reputation of the University is significantly enhanced by its distinguished alumni. Alumni who have achieved success in their careers serve as ambassadors for the University, promoting

its programs and accomplishments to a wider audience. Their advocacy leads to increased interest in the institution, increasing enrolment rates, and greater recognition in academic and professional circles.

The University has a prestigious list of alumni holding esteemed positions in various fields, that includes Sukhadeo Thorat (former UGC Chairman), Nirupama Rao (former Foreign Secretary), Sunil Gaikwad (MP), Padmashree Tatyarao Lahane, Former-Dean, J. J. Hospital, Mumbai, Shri Makrand Anaspure, (Renowned Actor), Madhusudan Manikrao Kendre, Varsha Usgaonkar (Marathi Film Actress), Yogesh Shirsath (Marathi Film Actor), Janardan Waghmare (Former Vice-Chancellor of SRTM University, Nanded), Adv.Pranita Deshpande (Legal Advisor and entrepreneur), Netherlands etc. Most of them are actively involved in overall development of University.

The University actively utilizes its alumni network in numerous ways, including inviting alumni for guest lectures, forums, workshops, and conferences. Alumni also participate as speakers, sponsors, and representatives of their organizations during recruitment drives and other events. They serve as visiting faculty members, contribute to industry advisory boards, and provide valuable inputs for quality enhancement through their involvement in various committees and boards.

In summary, the alumni of the University play a pivotal role in the institution's success by contributing their expertise, financial support, and active engagement. Their continued involvement strengthens the university's reputation, enriches the academic experience for students, and fosters a vibrant and supportive community.

File Description	Document
Upload any additional information	[View Document](#)
Provide the 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:

The governance and leadership of the institution are meticulously aligned with its vision and mission, which are succinctly articulated to guide its overarching objectives. The University's vision statement underscores its commitment to excellence in education, research, and societal impact, with a focus on inclusivity and innovation. The University aims to provide a platform for diverse groups, including rural, women, socially disadvantaged, and differently-abled individuals, to excel academically and professionally. Additionally, it seeks to bridge the gap between academia and industry by offering skill-based education and fostering entrepreneurial capabilities among students.

In adherence to the Maharashtra Public University Act-2016, the University operates under a framework comprising statutory authorities and committees, ensuring effective governance and leadership. The governance structure includes the Senate, Management Council, Academic Council, and various other committees, each playing a crucial role in decision-making and policy formulation. Hon'ble Chancellor, Vice-Chancellor, Pro-Vice-Chancellor, and other officers oversee the academic and administrative functions, ensuring alignment with the University's vision and mission

Decentralization and participative management are integral to the University's governance approach, facilitating wider stakeholder engagement and decision-making. Through the delegation of powers and the establishment of committees, the University fosters a collaborative environment where faculty and staff members contribute to policy discussions and recommendations. This participatory approach enables effective implementation and monitoring of policies and regulations at various levels.

The University's leadership emphasizes continual improvement through systematic audits, checks, and monitoring, supported by a robust Quality Assurance Framework. The strategic plan of the institution reflects its commitment to expansion, inclusion, and excellence across curricular aspects, teaching-learning methodologies, research, infrastructure, student support, governance, and institutional values. The plan encompasses short-term, intermediate, and long-term policies to address emerging challenges and opportunities in higher education as per National Education Policy - 2020.

Key highlights of the strategic plan include:
- Curricular enhancements to ensure relevance and employability
- Implementation of innovative teaching-learning practices
- Promotion of research, innovation, and extension activities
- Development of infrastructure and learning resources
- Support for student progression and alumni engagement
- Promotion of institutional values and best practices, including gender equity and environmental

sustainability.

Overall, the governance and leadership of the institution are deeply ingrained in its vision and mission, guiding its strategic direction and fostering a culture of excellence, inclusivity, and innovation. Through collaborative efforts and stakeholder engagement, the university remains committed to advancing its objectives and fulfilling its societal responsibilities.

File Description	Document
Upload any additional information	[View Document](#)
Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

University's strategic direction and operational priorities. Aligned with the institution's vision and mission, the plan encompasses diverse areas including curricular aspects, teaching-learning, research & innovation, infrastructure, student support, governance and institutional values. It adopts a multi-layered approach, addressing short-term, middle-term, and long-term objectives to ensure holistic development and sustainable growth.

• Under curricular aspects, the university conducts regular assessments to evaluate the relevance and acceptability of existing academic programs. It initiates new courses and programs based on emerging trends and industry demands, fostering innovation and employability among students. Furthermore, the institution collaborates with potential industrial partners to revise curricula and facilitate student internships, enhancing practical learning experiences.

• Teaching-learning and evaluation methodologies are continuously reviewed and reformed to cater to student diversity and improve academic outcomes. Pilot initiatives are introduced to implement new strategies, while faculty diversity is acknowledged and addressed through appropriate reforms. The University emphasizes the development of structured mechanisms for performance evaluation and feedback collection, ensuring continuous improvement in teaching quality.

• In the realm of research, innovation, and extension, thematic research areas are identified to address societal and industrial challenges. The institution promotes and supports intellectual property rights (IPR) activities, enriches departmental infrastructure, and facilitates consultancy services to bridge the gap between academia and industry. Continuous outreach activities and the establishment of Centers of Excellence (COEs) further enhance research and innovation capabilities.

• Infrastructure and learning resources are augmented to meet the evolving needs of students and

faculty. Investments are made in physical facilities, knowledge resource centers, and state-of-the-art technical infrastructure to create a conducive learning environment. Financial provisions are allocated for infrastructure development, ensuring sustainable growth and resource optimization.

• Student support and progression are prioritized through the development of inclusive policies and student-centric academic initiatives. Mechanisms are established to ensure positive outcomes for every student, including engagement with alumni for developmental activities and financial contributions to academic augmentation.

• In governance, leadership, and management, the University emphasizes the creation of pathways towards good governance and the promotion of quality measures. Regular reviews of the strategic plan facilitate adjustments and modifications to align with evolving needs and priorities. Faculty and administrative staff are empowered through professional development opportunities, recognition of achievements, and effective grievance redressal mechanisms.

The institutional setup adheres to the Maharashtra Public Universities Act, 2016, ensuring the establishment of statutory authorities and committees to provide policy frameworks and direction. Each authority, such as the Senate, Management Council, and Academic Council, plays a distinct role in decision-making and oversight, ensuring accountability and transparency. Additionally, decentralized management structures at the departmental level facilitate effective coordination and decision-making.

Service rules, academic freedom policies, and promotion policies are in place to govern the administrative setup, promoting employee satisfaction and welfare. The university also prioritizes gender equality and women empowerment through dedicated grievance redressal mechanisms and compliance with relevant legal mandates.

Overall, the deployment of the institutional perspective plan reflects the institution's commitment to excellence, inclusivity, and continuous improvement across all facets of its operations and governance.

File Description	Document
Upload any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

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](#)
Institutional data in the prescribed format (data template)	[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 University has a robust performance appraisal system for both teaching and non-teaching staff members, ensuring systematic evaluation and recognition of their contributions.

For teaching staff:
1.   Faculty members undergo assessment based on the API score of the PBAS proforma, aligned with UGC regulations on minimum qualifications and maintenance of standards in higher education.
2.   The PBAS proforma serves as the primary tool for evaluating faculty performance, with API scores determining eligibility for promotion under the Career Advancement Scheme (CAS).
3.   The filled PBAS proforma is verified by the Head of the Department and the establishment section, ensuring accuracy and completeness of the assessment.
4.   A scrutiny committee further reviews the proforma and recommends it to the selection/interview committee, adhering to the Maharashtra Public University Act and government regulations for final processing.

For non-teaching staff:
1.   Performance assessment is based on the grade secured in the Annual Performance Assessment Report, encompassing various parameters such as work output, personal attributes, and functional competency.
2.   Staff members are graded accordingly, with alpha-numerical grading contributing to the final

assessment and determination of rewards, including promotions.

This performance appraisal system has proven instrumental in evaluating employee performance, motivating them for better outcomes, and identifying areas for improvement. By analysing strengths and weaknesses, the institution can enhance its overall efficiency and effectiveness in delivering quality education and services to students. The systematic procedure adopted by the university underscores its commitment to excellence and continual improvement in all aspects of its operations.

Moreover, the University ensures effective welfare measures for both teaching and non-teaching staff to maintain their well-being and satisfaction:

1. Financial Assistance:
   - Support for attending National/International Conferences/Workshops.
   - Seed Money for Minor Research Projects.
   - Assistance for emergency medical expenses.

2. Career Development:
   - Encouragement for non-doctoral faculties to pursue Ph.D. through Fellowship Schemes.
   - On-campus medical facilities
   - Short-term advances for non-teaching staff.
   - Concessions in tuition fees for employees' wards

Additional Facilities:
- BAMU Clinic for healthcare needs.
- Yoga classes for holistic wellness.
- Wi-Fi connectivity for connectivity and communication.
- Dedicated cabins and workstations for faculty members.
- Creche facility for staff with young children.
- Cafeterias for meals.
- Banking and postal services for convenience.
- Recreational facilities like swimming pools and sports arenas.
- Maternity benefits and medical leave for staff welfare.

File Description	Document
Upload any additional information	[View Document](#)
Provide the 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: 4.86

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
37	0	0	0	7

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 27.7

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
46	42	64	58	41

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 (data template)	[View Document](#)
E-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

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The University employs a multifaceted approach to its resource mobilization, leveraging diverse funding sources and optimizing the utilization of resources to support its operations and initiatives. As a State University, the University receives funding and support from governmental bodies such as the Government of Maharashtra and Government of India, as well as non-government entities including NGOs, trusts, and philanthropists.

The resource mobilization strategy encompasses various avenues such as :
1.   Grants and Funds: The University secures research project grants from esteemed funding agencies such as UGC, ICSSR, DST, DBT, RGST, CSIR, BRNS, etc. These grants are instrumental in driving academic and research endeavors, fostering innovation and scholarly achievements.
2.   Revenue from Facilities: The revenue is generated by renting out facilities such as auditoriums, lawn tennis courts, badminton courts, and swimming pools to external stakeholders. The University utilizes marketing strategies to promote fruits and vegetables grown within the University campus, which is additional source of revenue.
3.   Participation Fees and Sponsorships: Also, charges from participation fees for various conferences, seminars, and events organized by the University, is contributing to revenue generation. The Departments attracts sponsorships from corporate entities and other organizations for events, conferences, seminars, etc. which is enhancing financial support.
4.   Industry Collaboration: The University has established collaborations with industries which has led

to initiation of skill based courses, industry-sponsored start-up support, fostering and facilitating research and development initiatives.

5.   Endowments and Donations: The University receives endowments and donations from benefactors, alumni, corporate entities, and philanthropic individuals to support specific programs or initiatives.

6.   Training and Consultancy: Research Centers from University offers training programs and consultancy services to external stakeholders, generating revenue through specialized training sessions, workshops, and advisory services.

The resource mobilization is governed by the Maharashtra Public University Act and the Maharashtra Universities Account Code, which mandates the procedures through Finance and Accounts Section to plan, coordinate, and oversee overall financial operations in the University. This section plays a pivotal role in examining accounts, monitoring expenditure progress, and evaluating proposals for new expenditures.

The process for preparing annual estimates of income and expenditure involves co-ordination between academic departments, administrative sections, and the Financial & Accounts Section. Proposed budgets are meticulously examined and approved by the Finance and Accounts Committee before being presented to the Senate for final consideration and approval.

Key steps in the procedure include:
- Academic departments and administrative sections propose annual financial plans aligned with academic goals and objectives.

- Respective heads of departments and administrative sections present proposed budgets to the Finance and Accounts Committee.

- Budget proposals undergo scrutiny and approval by the Finance and Accounts Committee.
- Administrative and financial approvals are obtained from the Senate in accordance with the provisions of the Maharashtra Public University Act.
- Financial guidelines, including allocations for various heads and departments, are published annually to ensure transparency and accountability.

Through these comprehensive policies and procedures, the University ensures effective resource mobilization, financial sustainability, and support for its academic and research endeavours.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III

and V)

Response: 323.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	150	58.76	0	114.52

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	[View Document](#)
Annual audited statements of accounts highlighting the grants received.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Over the past five years, Dr. Babasaheb Ambedkar Marathwada University has maintained a robust system of internal and external financial audits to ensure transparency, accountability, and effective financial management.

Here is an overview of the audits conducted:

Internal Audits :
1.   Regular Internal Audits: The University conducts periodic internal audits facilitated by a dedicated internal audit department comprising qualified chartered accountants and experienced audit personnel. These audits are conducted throughout the year to review financial transactions, adherence to internal

control policies, and compliance with accounting standards.

2. Committee Audits: Various committees comprising both teaching faculty and non-teaching staff are formed to conduct audits and physical verification of purchases in different sections and departments. These committee audits serve as additional checks to ensure accountability and identify any irregularities in financial transactions.

External Audits:

1. AG (Accountant General) Audit: The University undergoes through external audits conducted by the Audit General (AG) office. These audits are conducted in 2022-23 to review the financial statements, accounts, and overall financial management practices of the university. Objections raised during the AG audit are addressed promptly and efficiently.

Mechanism for Settling Audit Objections:

1. Review and Rectification: Upon identification of audit objections, the Finance and Accounts Department reviews each objection meticulously. Any discrepancies or lapses identified during the audit are thoroughly investigated, and corrective actions are taken promptly to rectify the issues.

2. Communication with Auditors: The University maintains open communication channels with auditors to address any queries or concerns raised during the audit process. This collaborative approach ensures effective resolution of audit objections and promotes transparency in financial management.

3. Documentation and Compliance: All audit objections and their resolutions are documented systematically to maintain a transparent record of audit findings and actions taken. Compliance with audit recommendations is ensured to prevent recurrence of issues in future audits.

4. Continuous Improvement: The University is committed to continuous improvement in its financial management practices. Insights and recommendations provided by auditors are carefully evaluated, and necessary measures are implemented to enhance financial governance and management control.

Through a combination of internal and external audits, our University demonstrates its commitment to financial integrity, accountability, and transparency. These audits play a crucial role in ensuring the efficient utilization of resources and upholding the highest standards of financial management within the institution.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

In alignment with the National Assessment and Accreditation Council's (NAAC) Action Plan for the assessment, accreditation, and quality enhancement of Higher Education Institutions, the University established the Internal Quality Assurance Cell (IQAC) in 2003. Initially functioning as a committee, it transitioned into a Cell in 2013 following the second cycle of assessments. Presently, the IQAC operates at two levels: University Level and Departmental Level, with each playing a crucial role in institutionalizing quality assurance strategies and processes.

At the Departmental Level, a dedicated Departmental Coordinator oversees regular meetings, ensuring that all academic and administrative activities are meticulously monitored and mapped through the Departmental IQAC. This close oversight at the department level facilitates targeted quality enhancements tailored to specific academic disciplines and administrative functions.

Conversely, the University Level IQAC is led by senior faculty member serving as Director, supported by a full-time recruited staff responsible for implementing quality sustenance initiatives across the University. This central IQAC is structured to include an Advisory Committee, as mandated by NAAC guidelines, along with criteria-wise coordinators tasked with overseeing parameter-specific upliftments. These coordinators convene monthly meetings to address specific quality improvement areas, while the Advisory Committee meets annually to provide comprehensive oversight and strategic guidance.

Over the years, the IQAC has been instrumental in instituting various best practices aimed at enhancing the quality of education and administrative processes within the University. Two such practices are highlighted below:

- **Incubation & Innovation Setup:** The IQAC spearheaded efforts to establish an Incubation Facility within the University Campus, leveraging external partnerships and funding opportunities. Initially proposed to Bajaj Auto Pvt. Ltd., the initiative sought Rs. 1.5 Cr in funding, ultimately resulting in the establishment of a vibrant innovation ecosystem within the University. This initiative has since evolved, with the University now hosting 65 young start-ups, fostering entrepreneurship and innovation among students and faculty.
- **Adoption of E-Governance in Administrative Procedures:** Recognizing the importance of e-governance in streamlining administrative processes, the IQAC led initiatives to promote awareness and adoption of e-governance practices within the University. Through strategic collaborations with University programmers, the IQAC developed and implemented several online utilities, including systems for data collection/consolidation, file tracking, leave management, recruitment, admission portals, alumni engagement, and academic/administrative

audits. These initiatives have significantly improved operational efficiency, transparency, and accessibility of administrative services, aligning the University with contemporary standards of governance and service delivery.

These practices exemplify IQAC's commitment to fostering a culture of continuous improvement and innovation, ultimately enhancing the quality and effectiveness of educational and administrative processes within the University.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.2

Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	[View Document](#)
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	[View Document](#)
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Response:

Over the past five years, the University has undergone significant transformations, guided by a series of quality enhancement initiatives as recommended by Peer Team during third cycle of accreditation. These initiatives have been instrumental in elevating the institution's academic stature and fostering development across various domains.

Recommendation during Last Peer Team Visit	Compliance
Recruitment of Regular Faculty & Non-teaching Staff *(In Process)*	The institution prioritized the recruitment of full-time faculty and non-teaching staff. Temporary teaching staff were appointed initially, with persistent efforts leading to approvals in subsequent years. University has floated advertisement for regular faculty recruitments in-process. Despite of this University is going to appoint full time contractual teachers for coming academic year.
Enhanced Placements and Employability	Training & Placement cell implemented initiatives

	aimed at augmenting placements and improving student employability. Through campus drives, industry connections, and skill development programs, institution witnessed notable increase in placements from 22.96% to 43.56%.
Integration of Incubation and Entrepreneurial Activities	Various incubation initiatives were consolidated under a unified framework, establishing the "AIC-BAMU FOUNDATION". This merger created a cohesive ecosystem conducive to entrepreneurial development and industry collaboration.
Support for Study Centers and Chairs	Increased financial support was provided to Study Centres and Chairs, with Rs. 6 lakhs allocated to each chair during the last five years. Additionally, efforts were made to secure funding from government and non-government sources, bolstering research and academic activities.
Establishment of a Special Project Unit	Research & Development cell was established to encourage faculty engagement in research and facilitate access to research funding. Operating in tandem with the Central Planning & Statistics Section, this unit has fostered a culture of research excellence within the institution.
Infrastructure Development in Science and Technology	Significant investments were made in strengthening infrastructure in Science and Technology, including the establishment of a Science & Technology Park and a DST-SEED Sponsored Science, Technology & Innovation Hub. Additionally, new building infrastructure was provided to departments within the Faculty of Science & Technology, alongside enhancements in scientific instrumentation facilities.
Accessibility for Disabled Individuals	Modifications such as installing ramps, handrails, and pathways for wheelchairs were made to make the campus more disabled-friendly, ensuring inclusivity and accessibility for all members of the university community.
Expansion of Infrastructure	New facilities, including an International Students Hostel and renovations in staff quarters, were undertaken to accommodate the growing needs of the university community. Additionally, a shopping complex zone was established within the university canteen premises to cater to the needs of students and staff.
Introduction of New Courses	In response to emerging trends and industry demands, new and innovative courses were introduced in areas such as virology, forensic science, artificial intelligence, pharmaceutics, hospital administration & management, cosmetic technology, printing technology etc.. These

	additions have diversified the academic offerings of the institution, catering to the evolving needs of students and society.
Consolidation of Departments	Smaller departments were consolidated into larger cohesive units, facilitating better coordination and resource utilization. This restructuring ensured the preservation of departmental identities while enhancing operational efficiency and academic collaboration.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[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:

The University is committed to fostering a culture of gender equity and ensuring a safe and inclusive academic environment. To achieve this, it has implemented a zero-tolerance mechanism against all forms of gender discrimination, harassment, and sexual misconduct, in accordance with The Sexual Harassment of Women at the Workplace (Prevention, Prohibition, and Redressal) Act, 2013.

A dedicated department, the Tarabai Shinde Women's Study Center, spearheads initiatives for promoting gender equity, including high-in-demand PG Course in Women's Studies. Additionally, the University provides comprehensive safety, security, and counselling facilities to both male and female students and staff.

Life skills education training is offered to students, faculty, and staff to foster professional relationships and create a conducive learning environment. At the beginning of each academic year, new students undergo department-wise induction programs to understand the diverse needs and concerns of their peers.

An advanced online grievance system ensures a prompt response to queries and grievances from students and faculty, enhancing transparency and accountability. Separate hostels with caring wardens and appropriate security measures are provided for both boys and girls, along with adequate restroom facilities across campus establishments.

University Departments has organized more than 86 programmes for gender sensitization and women empowerment. Some of them are listed below:

Title of the programme	Date and Duration (from)	Date and Duration (to)	Number of participants (Male)	Number of participants (Female)
Gender sensitivity	13-Jan-23	13-Jan-23	35	30
Empowering Women Through Tourism	27-Sep-21	27-Sep-21	27	32
National Seminar on "Hindu Succession	30-Nov-18	30-Nov-18	112	79

Act & Women"				
Gender Sensitization Workshop	02-Feb-19	02-Feb-19	21	28
Understanding Dr. Ambedkar's Theory & Practice"	21-Jan-19	25-Jan-19	35	49
Caste in India and Rethinking of Gender History	04-Oct-18	04-Oct-18	54	26
Property Rights and Women	09-Oct-18	09-Oct-18	11	14
Tarabai Shinde: The Great Indian Feminist Thinker	09-Apr-19	09-Apr-19	19	10
Samabhav Gender diversity film festival	08-Mar-19	09-Mar-19	66	52
Workshop on Digital Literacy for Women jointly with Maharashtra State Commission for Women Mumbai	09-Mar-20	09-Mar-20	0	140

The University has created gender sensitive environment in the campus. The academic ambience of the University promotes sensitivity and respect for each other.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Geo-tagged photographs of the facilities.	[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

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

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

Response:

The University has implemented robust waste management practices to minimize environmental impact and promote sustainability across its campus. With a focus on both energy conservation and waste segregation, the institution has taken proactive measures to manage various types of degradable and non-degradable waste effectively.

In terms of energy conservation, the University has instituted several practices to reduce electricity consumption. This includes encouraging individuals to turn off electric devices such as computers, fans, lights, and air conditioners when not in use. Moreover, the control of fans and lights in rooms is centralized, allowing for easy switching off/on of these utilities for entire buildings or specific areas. Additionally, the design and construction of new buildings prioritize natural light and air circulation, further reducing the need for artificial lighting and ventilation.

For waste management, the University has segregated waste into five categories: solid waste, liquid waste, biomedical waste, e-waste, and hazardous lab waste.

Solid waste generated from routine activities is segregated at its source and collected by administrative supervisors and block safai workers. Biodegradable waste, such as food and beverages, is processed in a biogas unit established on campus.

Liquid waste, including sewage and effluent from laboratories and cafeterias, is disposed of in designated pits near respective buildings to ensure effective disposal.

Biomedical waste is stored centrally at the University Health Centre before being transported to a final disposal site. Stringent measures are followed to properly seal and label waste containers, and transportation is conducted in closed vehicles to prevent spillage.

E-waste generated from electronic equipment is recycled properly, including components such as memory chips, motherboards, and cartridges. Non-recyclable e-waste is disposed of through authorized vendors.

Finally, **hazardous lab waste** is managed according to standard operating procedures, with designated collection points and government-approved agencies tasked with disposal. A Hazardous Waste Room has been designated for the safe storage of such waste until collection.

Overall, University's comprehensive waste management practices underscore its commitment to environmental sustainability and responsible stewardship of resources. By implementing efficient waste segregation, recycling initiatives, and energy conservation measures, the institution contributes to creating a cleaner, greener campus environment.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities.	[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](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The University is committed to promoting a green campus environment and sustainable practices across its sprawling 724.24 acre campus. With its naturally beautiful surroundings, the institution has prioritized the maintenance of a green ecosystem through various initiatives and practices.

Key green initiatives adopted by the University include:

Use of Bicycles: Both students and staff are encouraged to use bicycles as a mode of transportation within the campus, reducing reliance on gasoline-driven vehicles and promoting eco-friendly commuting options.

Pedestrian-friendly Roads: The University has constructed pedestrian-friendly roads throughout the campus, enhancing safety for pedestrians and further encouraging walking as a sustainable mode of travel.

Less Plastic Campus: Efforts are made to minimize the use of plastic on campus. The University actively discourages the use of plastic bags, utensils, and other plastic items, with NSS Volunteers playing a role in raising awareness about the importance of reducing plastic usage.

Paperless Office: Administrative, accounting, and academic transactions within the University are partially automated to reduce paper consumption. The implementation of a File Tracking System has streamlined inward and outward paperwork, contributing to a less paper-intensive office environment.

Green Landscaping: The University's horticulture section focuses on maintaining green landscapes with

abundant trees and plants, contributing to the overall aesthetics and environmental quality of the campus.

Additionally, the University embraces the principles of sustainable development and conducts detailed studies of environmental aspects to identify significant impact areas such as paper usage, plastic consumption, transportation, and energy usage. Operating Control Procedures (OCP) such as reuse, reduce, and recycle are devised and implemented to minimize adverse environmental impacts.

The University has taken specific steps to reduce gasoline-driven vehicle usage within the campus, with faculty and students opting for alternative transportation methods. Furthermore, the institution is purchasing the battery-operated vehicles for internal movements, aligning with sustainable transportation practices under recently sanctioned PM-USHA Grants.

In terms of afforestation efforts, the University has undertaken the plantation of over 7,500 saplings using the Miyawaki method, known for its effectiveness in creating dense and fast-growing forests. Additionally, the establishment of two ferrocement weirs in collaboration with Deogiri Nagri Sahakari Bank and Jaldoot NGO has contributed to water conservation efforts on campus. These weirs stores around 6 Lakhs litres of water.

Furthermore, the University has organized various campaigns and initiatives such as 'Adopt a Tree,' 'Plantation Drive,' and 'Awareness against Deforestation' to engage the campus community in environmental conservation efforts and promote the conservation of native plant species.

Through these concerted efforts, University continues to nurture a sustainable and eco-friendly campus environment, demonstrating its commitment to environmental stewardship and responsible citizenship.

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Institutional data in the prescribed format (data template)	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability 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](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Green audit report of all the years from recognized bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

Our University is committed to fostering an inclusive and accessible environment for all individuals, including those with disabilities. To achieve this goal, various components of a barrier-free environment have been meticulously incorporated into our campus infrastructure and facilities.

Built Environment with Ramps/Rails: Our campus is equipped with ramps and rails strategically located across buildings to ensure easy access to classrooms, offices, libraries, and other facilities for individuals with mobility impairments. These ramps and rails comply with accessibility standards, providing a seamless and safe transition between different levels of the campus.

Divyangjan-Friendly Washrooms: Washrooms are designed to accommodate the needs of individuals with disabilities are available in each building. These washrooms are equipped with features such as grab bars, wider doorways, and accessible fixtures to ensure comfort and convenience for users with varying mobility requirements.

Signage: The campus features comprehensive signage systems designed to aid navigation and orientation. Tactile paths, lights, display boards, and signposts with Braille and raised characters are strategically placed throughout the campus to provide clear directions and information, enhancing accessibility for all.

Assistive Technology and Facilities: Our institution recognizes the importance of assistive technology in facilitating equal access to education and information for individuals with disabilities. To support this, we offer a range of assistive technology and facilities, including:

- Screen-Reading Software: Access to screen-reading software is available in our libraries and computer labs, enabling individuals with visual impairments to access digital content and resources independently.

- Mechanized Equipment: Specialized mechanized equipment, such as adjustable desks and ergonomic seating, is provided in classrooms and study areas to accommodate the diverse needs of students with disabilities.

- Provision for Enquiry and Information: Our institution offers various support services and accommodations to ensure that individuals with disabilities have access to essential information and assistance, including:

- Human Assistance: Trained staff members are available to provide personalized assistance and guidance to individuals with disabilities as needed.

- Reader and Scribe Services: For individuals with visual or learning disabilities, reader and scribe services are available during examinations to facilitate equal participation and assessment.

- Soft Copies and Screen Reading: Reading materials are available in electronic formats, and screen-reading facilities are provided to enable individuals with visual impairments to access course materials and academic resources effectively.

- Font Enlargement: Font enlargement options are available on digital platforms and printed materials to accommodate individuals with low vision or visual impairments.

By integrating these components into our campus environment and facilities, we strive to create a welcoming and inclusive space where individuals of all abilities can fully participate in academic and extracurricular activities, pursue their educational goals, and thrive as members of our university community.

File Description	Document
Upload supporting document	[View Document](#)

7.1.8

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

Response:

Dr. Babasaheb Ambedkar Marathwada University (BAMU) is deeply committed to nurturing an inclusive environment that respects and celebrates diversity in all its forms. The institution views diversity as a source of strength and enrichment, essential for fostering a vibrant and harmonious community of students and staff. The University prioritizes the holistic development of its members, striving to instill values of tolerance, harmony, and mutual respect towards cultural, regional, linguistic, communal, socio-economic, and other diversities.

One of the key initiatives undertaken by BAMU to promote inclusivity is through its comprehensive curriculum, which includes subjects such as the Indian Constitution, professional ethics. These courses not only impart academic knowledge but also instill values, rights, duties, and responsibilities as citizens of the nation. By integrating these subjects into the curriculum, the university seeks to foster a sense of civic responsibility and respect for diversity among its students.

Moreover, BAMU actively celebrates various national festivals, birth and death anniversaries of national leaders, and social reformers through its NSS and Student Development Section. Students are encouraged to organize and participate in competitions, cultural events, and institutional fests, which serve as platforms for showcasing the rich cultural diversity of the nation. Important days such as Independence Day, Republic Day, and Constitution Day are celebrated with patriotic fervor, reaffirming the commitment to the ideals of democracy, liberty, and equality.

Furthermore, the University organizes theme-based activities and events to commemorate occasions such as World Tourism Day, World Physiotherapy Day, International Youth Day, Rashtrabhasha Diwas, International Yoga Day, and World Environment Day. These events not only raise awareness about pressing global issues but also promote cross-cultural understanding and appreciation.

BAMU also observes International Women's Day to highlight the achievements of women and advocate for gender equality. Additionally, Teachers' Day is celebrated to honor the contributions of educators, marking the birth anniversary of Dr. Sarvepalli Radhakrishnan. Martyrs' Day, commemorating the assassination of Mahatma Gandhi, is observed with a solemn two-minute silence in memory of Indian martyrs, reflecting on the sacrifices made for the nation's freedom.

The campus of BAMU exemplifies unity in diversity, fostering a familial atmosphere where individuals from diverse backgrounds come together in a spirit of mutual respect and understanding. By embracing and celebrating religious festivals and cultural traditions, BAMU creates a welcoming and inclusive environment for all members of its community. Through these efforts, the university remains dedicated to promoting tolerance, harmony, and global citizenship, shaping well-rounded individuals who are equipped to thrive in an increasingly diverse and interconnected world.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Dr. Babasaheb Ambedkar Marathwada University (BAMU) is deeply committed to fostering a sense of responsibility and citizenship among its students and employees by inculcating the constitutional values outlined in the Indian Constitution. The University recognizes the importance of educating its members about their rights, duties, and responsibilities as citizens of the nation. To achieve this objective, the University has implemented various activities and initiatives aimed at sensitizing its community to constitutional obligations.

One of the key initiatives undertaken by the University is the introduction of a compulsory two-credit course on the Indian Constitution. This course serves as a cornerstone in the university's commitment to imparting constitutional knowledge and values to its students. Through this course, students gain a comprehensive understanding of the principles, provisions, and significance of the Indian Constitution, empowering them to become informed and responsible citizens.

In addition to the compulsory course on the Indian Constitution, BAMU offers several value-added courses on topics such as human rights and duties of citizens. These courses provide students with opportunities to delve deeper into specific aspects of constitutional obligations, fostering critical thinking and civic engagement.

Furthermore, the University organizes various events and celebrations throughout the academic year to commemorate significant national occasions and historical milestones. BAMU actively celebrates Independence Day and Republic Day, instilling a sense of pride and patriotism among its members. These celebrations serve as reminders of the sacrifices made by our forefathers to secure the nation's freedom and the importance of upholding the values enshrined in the Constitution.

Another important event observed by BAMU is Indian Constitution Day, commemorated with a pledge reading ceremony where participants recite the preamble and other relevant sections of the Constitution. This event serves as a platform for reaffirming the commitment to constitutional principles and ideals, promoting a deeper appreciation for the democratic values that underpin our nation.

Moreover, BAMU commemorates Marathwada Muktisangram Din, which marks the liberation of Marathwada from the Nizam's dominance and its integration into the Indian Union. This event serves as

a reminder of the region's historical struggles for freedom and the importance of safeguarding the unity and integrity of the nation.

In addition, BAMU celebrates the birth and death anniversaries of great Indian personalities and social reformers such as Dr. Babasaheb Ambedkar, Chhatrapati Shivaji Maharaj, Mahatma Phule, Savitribai Phule, and Mahatma Gandhi. These celebrations honor the contributions of these leaders to the nation's progress and serve as inspiration for students to emulate their values of social justice, equality, and human dignity.

Overall, through a combination of academic courses, events, and celebrations, our University is dedicated to instilling values of responsibility, citizenship, and constitutionalism among its students and employees. By fostering a deeper understanding and appreciation of the Indian Constitution, the University strives to empower its community to contribute positively to society and uphold the principles of democracy and justice.

File Description	Document
Any other relevant information	[View Document](#)
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)

7.1.10

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

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

Response: A. All of the above

File Description	Document
Policy document on code of ethics.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice: 1

Title of Best Practice: E-governance

Objectives

- Structuring a Lean management system throughout
- Enhanced administrative efficiency
- Improved responsiveness to stakeholders
- Enhanced transparency and accountability

Context

Meeting the needs of financial, academic accountability and efficiency for University administration. UGC promotes e-governance to improve stakeholder responsiveness. Implementing reforms must navigate issues like institutional autonomy, resistance to change, capacity building, and digital disparities.

Over the past five years, the University enhanced its management system with continuous inhouse development of software platforms, fostering a robust e-governance system and saving huge financial resources of the University.

The practice

Over the past five years, the University Network and Information Centre (UNIC) has spearheaded efforts to provide cutting-edge Information Technology Enabled Services (ITES) to stakeholders. A dedicated team of 12 programmers from UNIC and IQAC identified niche areas, assessed stakeholder needs, and collaborated with the administration to develop a self-reliant ITES ecosystem. Through proactive in-house development, 14 indigenous software platforms were created, resilient to challenges such as data collection, financial constraints, and user adaptability.

Such efforts– on one hand have bridged the gap between the University administration and its stakeholders with enhanced transparency/ reliability and on other hand made it possible to keep the momentum of University unperturbed, even in the crisis days of COVID-19 pandemic.

Evidence of success

Following Modules have been indigenously developed under e-Governance Suite:

E-governance Details	Evidence of Success
University Administration	
Document Tracking System (DTS) Human Resource Management System (CAS, LEAVE) (HRMS) Centralized Inventory System (CIS) Payroll and Accounts System (PAS)	Enhanced Administrative Efficiency, resulting in over 2 lakh document transactions ensuring enhanced Transparency, Accountability and Reliability. Through last five years- 1. More than 3 lakh documents have been passed through DTS resulting in no misplace and timely disposal. Outside campus stakeholders have been immensely benefitted and enjoying real time status of their files. 2. The University staff (1264 no.) has taken the direct and indirect advantage of HRMS, CIS and PAS.
SSR Data capturing System	The facility acts as an ERP for the IQAC, streamlining data collection from academic and administrative units. Centralized data enhances IQAC's focus on niche areas, saving time, effort, and promoting environmental friendliness. Available campus-wide.
Students	
PG Admissions System Hostel Admission System Ph.D. Admission Process (Enrolment to Award) Foreign Student Cell Examinations Portal	This benefits students statewide and nationally, enabling access to admission and post-admission services remotely, contributing to the globalization of university facilities. Over 30,000 students have benefited.
Affiliated colleges	

College Affiliations System	Open access to information, exemplified by the completion of AAA for affiliated colleges, with availability of evaluation data in the public domain for 472 affiliated colleges is itself a mark of mammoth achievement.
Academic & Administrative Audit System	
College Staff Approval	

Problems encountered.

Initially challenging due to stakeholders' rural background and limited IT literacy, but addressed through continuous efforts such as e-governance tool training and dedicated support, resulting in a fully functional system.

BEST PRACTICE 2 :

Title of the Practice: **University for Sustainble Environmental Responsibility by Green Initiatives**

Objectives of the Practice

- Establishing a green ecosystem,
- Enhancing campus aesthetics,
- Developing a sustainable model,
- Conserving biodiversity,
- Implementing water conservation practices,
- Creating income opportunities,
- Promoting green consumption, solar energy usage, biogas production, and encouraging water and soil conservation through rainwater harvesting.

The Context

In the realm of green practices, higher education institutions are increasingly prioritizing environmental responsibility and sustainability. Leading by example, they not only reduce their environmental impact but also inspire communities to pursue constructive transformations towards sustainability. Amidst urbanization, population density, fragile environments, and climate crises, universities serve as models for environmental stewardship. The university fulfils its social obligation by providing green spaces, addressing environmental pollution, promoting a healthier urban environment and sustainability.

The Practice

The lush green campus of the University is spread over 723 acres at its main campus and its satellite campus at Dharashiv. Over 51636 trees were planted with a specific purpose. It includes plantation of 7335 plants under dryland horticulture for greenery, setting a demonstration unit for land use as well as sustainable income generation and training. Plantation of 44311 plants increased green cover, aesthetics and supported biodiversity. Details of plantation and income generation is shown below:

Name of plant	Numbers	Area (Acres)	Income generated in Rs.
Horticultural plantation			
Tamarind	1540	33.37	2,53,000.00

Amla	945	23.62	33,100.00
Mango	1325	21.19	13,08,000.00
Custard apple	3000	12.00	1,10,510.00
Sapota	415	10.37	2,19,140.00
Coconut	100	1.00	--
Total (A)	**7325**	**101.55**	**19,21,750.00**
Plantation and Gardening			
Nala side plantation	2800	41.03	--
Barren land plantation	1700	4.00	--
Miyawaki forest	13000	4.60	--
Gardens	3800	40.00	--
Botanical garden	4045	41.03	--
Roadside plantation	7800	6.00	--
Teak plantation	916	1.00	--
Babul	10250	3.00	--
Total (B)	**44311**	**140.66**	
Total (A+B)	**51636**	**239.21**	

University is promoting sustainable green practice, and addressing social demands through:

- Unique Green Charter.
- Plastic-free campus.
- Implementing eco-friendly green practices involves replacing Acacia trees with indigenous fruit-bearing varieties.
- Green energy initiative
- Sustainable waste management
- Creating rich aesthetic sense as well as implementing digital garden concept for public literacy.

These initiatives showcase our dedication to sustainability and environmental stewardship.

Evidence of Success

Thanks to proactive green initiatives, the campus now enjoys a refreshing environment with cooler and cleaner air.

It boasts a diverse ecosystem, hosting 156 plant species, 68 bird species, 10 reptile species, and 81 insect species, fostering biodiversity.

Effectiveness of our green efforts includes:

- Regular environmental audits ensure accountability.
- Energy and water conservation efforts significantly reduce utility bills.
- Energy generation through 100KW solar power plant, with 6,91,282 KWh transferred to the grid.
- Sustainable waste management, including biogas plants.
- Promotion of eco-friendly transportation options like battery cars and bicycles.

- Energy efficiency measures: LED lighting, energy-efficient fans, five-star inverter ACs, and Optimum Power Consumption Policy.

Integration of green pedagogy into the curriculum, offering numerous courses on environmental awareness.

Direct benefits accounted:

- Net O2 production   : 19500 Kg/day
- Net Carbon sequestered   : 18.224 tonn/year

Problems Encountered and Resources Required

- Continuous drought hampers campus greenery.
- Pandemic disrupts project execution.
- Locals' grazing animals damage plants.
- Termites threaten plant survival.

File Description	Document
Any other relevant information	[View Document](#)
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

"Among the Indian Universities, Unique Establishment of COVID-19 Testing Facilities"

Dr. Babasaheb Ambedkar Marathwada University (BAMU) has long been recognized for its commitment to societal welfare and its proactive stance on various social issues. This dedication has been exemplified through a range of initiatives aimed at promoting awareness and addressing societal concerns, including campaigns on voter awareness, health promotion drives, gender sensitization programs, and initiatives to enhance e-governance practices. However, the emergence of the COVID-19 pandemic in 2020 posed unprecedented challenges, prompting the university to respond swiftly and decisively to the crisis.

As the pandemic unfolded, it became evident that robust testing infrastructure was crucial in controlling the spread of the virus and managing the health crisis effectively. Unfortunately, many regions faced significant challenges in accessing adequate testing facilities and healthcare resources, exacerbating the

situation and increasing public anxiety. In this context, BAMU's Paul Hebert Centre for DNA Barcoding and Biodiversity Studies emerged as a beacon of hope, proposing the establishment of a COVID-19 testing RT PCR facility to address the pressing need for testing services for the community.

Utilizing existing research infrastructure and expertise, the centre embarked on a mission to set up a state-of-the-art COVID-19 testing laboratory. With the support of the university administration and funding assistance under CSR from the Aurangabad Industrial Township Limited (AITL), the facility was established with remarkable speed, showcasing the university's agility and commitment to public service. Notably, BAMU's laboratory was among the first non-medical facilities in the country to offer COVID-19 testing, underscoring its pioneering role in pandemic response efforts.

From the outset, the laboratory prioritized efficiency and effectiveness, aiming to deliver testing results within a remarkably short turnaround time of six hours. This commitment to rapid testing played a crucial role in facilitating timely diagnosis, treatment, and containment of the virus, thereby alleviating the burden on healthcare systems and reducing the spread of infection. Moreover, the laboratory's expansive testing capacity, capable of processing up to 7,200 samples per day, enabled widespread testing efforts across Aurangabad city and beyond, covering the entire district. The laboratory's war room facilitated prompt result delivery and cross-verification, significantly assisting patients, hospitals, and administrations in real-time support.

In addition to its primary mandate of testing, the laboratory also played a vital role in supporting public health initiatives and travel facilitation. By developing internationally accepted report formats for travellers, the laboratory helped ease travel restrictions for citizens, businesses, technocrats, and students, thereby fostering economic recovery and facilitating essential travel during the pandemic. Furthermore, the laboratory's strategic location and accessibility ensured equitable access to testing services for residents across Aurangabad and neighbouring districts, promoting inclusivity and community engagement.

Responding to the escalating demand for testing services, BAMU demonstrated its unwavering commitment to public health by establishing an additional COVID-19 testing facility at its Osmanabad sub-campus. This strategic expansion further solidified the university's position as a leader in pandemic preparedness and response, making it the first institution in India to operate two such facilities concurrently. The decision to establish multiple testing centers underscored the university's proactive approach and commitment to serving the needs of diverse communities.

A distinguishing feature of BAMU's COVID-19 testing laboratories was their innovative operational strategy, which involved the active participation of university students and staff. By leveraging the expertise and resources within the university community, the laboratories were able to optimize their testing protocols, minimize costs, and maximize efficiency, thereby ensuring uninterrupted service provision even during peak demand periods. Moreover, BAMU's life science students and research scholars played a pivotal role in developing customized testing protocols that significantly reduced reaction volumes and increased testing throughput, enabling the laboratories to operate 24/7 without facing consumable shortages.

Beyond their immediate mandate of testing, BAMU's laboratories also made significant contributions to genomic surveillance and research on virus infectivity patterns. By detecting the "DeltaPlus" strain of the virus and providing valuable insights to public health authorities, the laboratories played a crucial role in guiding policy decisions and enhancing preparedness efforts. Furthermore, BAMU's proactive approach

to data collection and analysis enabled it to identify emerging trends in virus transmission and provide timely recommendations to local authorities, thus strengthening the overall public health response.

Throughout the pandemic, BAMU's COVID-19 testing facilities remained steadfast in their commitment to social responsibility and community engagement. In addition to providing testing services to the general public, the laboratories also played a key role in training laboratory personnel from other laboratories and assisting in the establishment of new testing facilities, thereby extending their impact beyond Aurangabad and contributing to broader capacity-building efforts.

In conclusion, BAMU's COVID-19 testing laboratories exemplify the university's unwavering commitment to societal welfare, public service, and innovation. By pioneering the establishment of state-of-the-art testing facilities, implementing efficient testing protocols, and actively engaging with the community, BAMU has emerged as a beacon of hope and resilience in the face of unprecedented challenges. As the pandemic continues to evolve, BAMU's laboratories remain at the forefront of efforts to combat COVID-19, demonstrating the university's enduring dedication to its vision and mission of serving society and advancing knowledge for the greater good.

COVID 19 testing RT PCR laboratory at a glace

Particulars	Paul Hebert Centre for DNA Barcoding and Biodiversity Studies, Main Campus, Aurangabad.	Department of Microbiology, Sub-Campus, Osmanabad.
ICMR Code Lab Code	**BAMUAM**	**DBAMUOMH**
Date of Start	03/07/2020	21/07/2020
CSR fund obtained for initial instruments	Rs. 1,68,00,000.00	Rs. 52,66,000.00
No. of students working as staff	33	22
No. of Staff members	03	03
Total No. of Samples tested	6,78,391 nos.	4,74,330 nos.
No. of Positive samples	93,110 nos.	39,473 nos.
Expenditure incurred on salary	Rs. 48,52,750.00	Rs. 36,96,000.00
Expenditure incurred on consumables	Rs. 1,19,77,200.00	Rs. 1,32,90,040.00
Cost per samples	Rs. 24.80	35.80
Present status of the laboratory	Facility is utilized for COVID 19 testing, student training and Cancer research	Facility is utilized for COVID 19 testing and student training.

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

In addition to its academic prowess and cultural heritage, Dr. Babasaheb Ambedkar Marathwada University (BAMU) has embraced innovation and the reforms outlined in the National Education Policy - 2020 (NEP). A notable initiative within its ecosystem is the establishment of incubation centers, reflecting its commitment to fostering entrepreneurship and bridging academia-industry collaborations. These centers serve as incubators for budding entrepreneurs, offering vital resources, mentorship, and networking avenues, empowering them to translate innovative concepts into successful business ventures.

Aligning its policies and practices with the objectives of the NEP, BAMU endeavors to promote multidisciplinary learning and nurture holistic student development. Implementation of NEP initiatives such as flexible curricula, credit structures, and emphasis on experiential learning enriches the educational journey, equipping students with the adaptability needed to thrive in today's rapidly evolving global landscape.

Moreover, the university has benefited from PM-USHA funding of Rs. 100 crore under the Multidisciplinary Education and Research Universities component, enhancing the practical relevance of its programs and arming students with the competencies required to excel in their respective fields.

This additional information showcases BAMU's commitment to innovation, entrepreneurship, and alignment with national educational reforms. It underscores the institution's dynamic approach to driving educational excellence and societal advancement. By fostering an ecosystem conducive to innovation and entrepreneurship, BAMU not only equips its students with the skills needed for success but also contributes to the larger goal of socio-economic development. In conclusion, BAMU stands as a beacon of transformative education, poised to lead its students and the region towards a brighter future in line with the NEP's vision for inclusive and holistic learning.

Concluding Remarks :

Dr. Babasaheb Ambedkar Marathwada University (BAMU) stands as a testament to the visionary leadership of Dr. Babasaheb Ambedkar, embodying his dedication to bridging educational disparities in western Vidarbha, Marathwada, and North Maharashtra. Nestled amidst the historic splendor of Ajanta and Ellora, this esteemed institution has seamlessly woven ancient wisdom with modern advancements, serving as a beacon of excellence in higher education since its inception.

Sprawling campus spanning 724.24 acres, BAMU has remained steadfast in its commitment to addressing the educational needs of a region marked by financial constraints. Through meticulously crafted academic programs tailored to local demands and a steadfast emphasis on affordability, the university has been instrumental in transforming countless lives, paving the path to prosperity for millions.

With 472 affiliated colleges across Aurangabad, Jalna, Beed, and Osmanabad districts, BAMU has not only enriched the academic landscape but has also catalyzed the socio-economic progress of surrounding communities. Its blend of traditional wisdom and contemporary learning approaches ensures a holistic educational experience that uplifts individuals from all strata of society.

Bolstered by state-of-the-art facilities and a 22-acre satellite campus in Osmanabad, BAMU remains at the forefront of knowledge dissemination and research excellence. The university's Knowledge Resource Centre, renowned for its vast collection and accessibility, symbolizes its commitment to fostering a culture of lifelong learning beyond campus boundaries.

Furthermore, BAMU's extensive network of collaborations with national and international research bodies, institutions, and industries underscores its dedication to generating knowledge that is both timely and globally relevant. Through initiatives such as the establishment of 11 study centers focused on community-oriented programs, the university continues to be a catalyst for societal transformation.

In addition to academic pursuits, BAMU provides students with ample opportunities for holistic development through sports and cultural activities, nurturing well-rounded individuals poised to make meaningful contributions to society.

In essence, Dr. Babasaheb Ambedkar Marathwada University stands as a beacon of hope and opportunity, illuminating the path towards a brighter, more inclusive future for generations to come.

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