SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MAHATMA GANDHI VIDYAMANDIR'S SAMAJSHREE PRASHANTDADA HIRAY ARTS, SCIENCE AND COMMERCE COLLEGE, NAMPUR TAL. BAGLAN DIST. NASHIK

A/P- NAMPUR, TAL-BAGLAN, DIST-NASHIK
423204
https://mgvnampursr.kbhgroup.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Accredited Cycle-II in 2014 with a 'B' grade and a CGPA of 2.42, this affiliated center of higher learning is now volunteering for the III cycle of re-accreditation, submitting its SSR-2023, a faithful document conforming to NAAC's revised guidelines and unerringly records its testament to beliefs and pursuits of excellence during the last five years. Mahatma Gandhi Vidyamandir's **Samajshree Prashantdada Hiray Arts, Science and Commerce College, Nampur, Tal-Baglan, Dist-Nashik** is affiliated with Savitribai Phule Pune University, Pune. It was established in 1984. Its prime objective is to impart quality education in rural and hilly areas of Nasik district, to equip students with knowledge and skills, and to provide value-based education and opportunities for their all-around growth to face challenges in life successfully. Great visionary Late Karmveer Bhausaheb Hiray, the first Revenue Minister of Maharashtra and a guiding spirit in the co-operative sector, has founded the Institution, with the motto **'Bahujan Hitay, Bahujan Sukhay'**. The college is located in Nampur village, declared as a hilly area by the govt. of Maharashtra as per G.R. No. DV/V/1090/190/LP – 12, Mantralaya dated 30-01-1991. Ours is the first College in Nasik District accredited by NAAC in 2003. The majority of the students studying in this college belong to other backward classes and backward classes. The majority of the students are living below the poverty line. The college is well equipped with airy classrooms, laboratories, a library, reading rooms, a playground, a gymnasium with a Green Gym facility and botanical garden, etc. spread over an area of 10 acres. The College offers a B.A. with special subjects in Marathi, Hindi, English, Economics, and History, a B.Com. and B.Sc. Chemistry. It offers PG Courses in Marathi, Hindi, and Economics. We also carry out the NSS, Earn While Learn Scheme, and various student welfare activities for their all-round development.

   Today, the college is fully catering to the diverse needs of the students of this rural and hilly area. The college has the privilege of being the first rural center to get Central assistance for the construction of an indoor stadium from the Govt. of India.

Vision

Vision:

"Uplifting students from Rural to Global by imparting Quality Education"

Mission

Mission:

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1. To impart knowledge.

2. To develop skills and provide opportunities for excellence.

3. To endorse world-class education in synchronization with our students' aspirations.

4. To prop up the holistic development of the students.

5. To inculcate a sense of commitment among students towards society.

The vision and mission of the college are communicated effectively to the staff, students, and other stakeholders through-

1. Day-to-day interaction between teachers and students

2. Various formal and informal programs arranged by the mother Institution and the college

   for the quality development of its employees

3. Management -staff interaction through such programs

4. Through extension activities such as N.S.S., Earn while Learn scheme, Soft Skill

   Development Program

5. By providing modern teaching aids such as computers, internet, LCD projectors, etc.

6. Through various quality improvement programs such as seminars, workshops, conferences,

   lecture series, guidance for various competitive exams,

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths:

1. Smooth functioning of college in rural and hilly areas

2. Huge campus on about 10 acres of land.

3. Healthy environment with ample trees on the college campus.

4. Qualified, dynamic, and enthusiastic teaching staff

5. Library building with separate reading rooms for students.

6. Big indoor stadium and running track of 400 meters

7. Computer lab with internet facility

Institutional Weakness

1. Poor communication skills of students due to their rural background
2. Less flexibility in career options
3. Students with low merit, from regional medium
4. Insufficient Manpower for IT-related maintenance
5. The majority of the students are from economically backward classes.

Institutional Opportunity

1. To conduct workshops, conferences, and seminars.
2. To undertake minor and major research projects
3. To improve communication skills among the students
4. Too much scope for extension activities and development of infrastructure in the future.

Institutional Challenge

1. The students' strata lack basic subject knowledge at the entry-level

2. Difficult to retrieve UGC grants

3. Poor educational and economic background of the students.

4. Students lack the basic knowledge of English at entry-level

5. Hilly area poses different challenges

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being an affiliated college, the curriculum is designed and developed by the Board of Studies of SPPU's concerned subject. However, some of the staff members have been 'Members of BOS' as well as the 'Syllabus Revision Committee for some specific periods. The college has formed a 'Feedback Committee' which

monitors the feedback process. Teachers collect the feedback on curriculum from students and other stakeholders. It is analyzed and communicated by the concerned subject teachers of our college to BOS. Feedback on syllabus and teachers is collected and used to improve teaching and learning. After getting the prescribed syllabus, as per the norms of workload provided by the university, lectures are allotted for each topic in the syllabus. A proper timetable is set. The teachers maintain Teachers' diaries and make their lesson plans. New textbooks, reference material, teaching aids, lab equipment, etc. are made available in time. Test tutorials are arranged. The college provides a wide range of program options to the student. Academic flexibility is given to them in choice of programs and five special level subject options in Arts, two in Commerce, and one in Science are offered at UG level. There are four PG Departments in the subjects Marathi, Hindi, and Economics.

Teaching-learning and Evaluation

Admission to students is given based on their merit in the previous exam. Wide exposure to the admission program, lucidity in the admission process, open access to admission for all, online admission process, etc. are the main characteristics of the admission process. The teachers follow UGC and Savitribai Phule University norms regarding workload. Teachers are proficient in carrying out productively the teaching programs of the subjects concerned. The college provides remedial courses for educationally underprivileged students. It also initiates several programs to evaluate the teaching-learning process. Teachers are encouraged to make an annual teaching plan. Teachers conduct classroom activities, oral tests, etc., and evaluate the progress of students in concerned subjects. Tutorials, unit tests, and term-end examinations are conducted by the college for the internal assessment of students. The teachers make use of audio-visual aids such as O.H.P. and charts in classroom teaching along with modern teaching aids like LCD projectors for PPT. The performance of the faculty in teaching, research, and extension is evaluated regularly. The self-appraisal report of individual faculty members is discussed to strengthen the teaching-learning process. The students and Principal evaluate the performance of the teacher. The feedback is duly analyzed and suggestions, if any, are communicated to the concerned teacher for further improvement. 'Faculty Development' is always one of the first concerns. Teachers are encouraged to attend seminars, workshops, conferences, Orientation, Refresher Courses, etc. Workshops and Seminars are conducted by various departments a regular intervals as per the academic planning. The computer lab with an internet facility helps faculty to update and enrich their knowledge in the teaching-learning process.

Research, Innovations and Extension

The college encourages its teachers to contribute to research activity by making provisions of granting study leaves for the Faculty Development Programme, presentation at seminars and conferences and visit to the places helpful for research, provision remission in workload for research guides, providing library facilities to the students and the research scholars of all faculties with required reference books, research journals, periodicals, and research models for the study. The laboratories of the Science faculty are made available for the students for their studies. The college also provides computer and internet facilities for data analysis and advanced knowledge. As A Result of this four faculty members of Chemistry have got patents. Teachers regularly indulge in activities such as pursuing a Ph.D. degree and training research scholars. Research papers are also published by them from time to time in state, national, and international journals. The NSS department of the college arranges activities such as a Blood Donation Camp, AIDS Awareness Rally; H.B. Check-Up particularly for girl students, environmental awareness, tree plantation, Nirmal Gram Abhiyan, Tanta Mukti Abhiyan, etc. Every year 'Yuva Saptah' (Youth Week) is arranged in college on the occasion of Swami

Vivekananda's Birth Anniversary. A workshop on 'Value Education' is arranged every year. A Rally on 'Nirbhay Kanya Abhiyan' is arranged. Under the 'Adult Continuous Education Programme', the college organizes workshops on 'Women Empowerment, National Integrity, Adivasi Vikas, Value Education, etc. Consultancy services are being provided free of cost to the farmers in the vicinity regarding agricultural activities, particularly by the faculties of the Dept. of Botany, Dept. of Geography, and others as per the need.

Infrastructure and Learning Resources

The college is always aware to keep the infrastructural development in pace with its academic growth. The college has well-developed and well-constructed infrastructure on about 10 acres of campus to suffice the needs of the faculty and students with facilities for optimal use. The college is well equipped with classrooms, an administrative office, a well-established library building with separate reading rooms for male and female students with an internet facility, well-equipped laboratories, a big indoor gymnasium, a canteen facility, and a 400-meter running track on the playground. The library is enriched with several texts as well as reference books. All of the teaching aids are made available on demand. The infrastructure is developed and maintained properly as per the exigency of the institution.

Student Support and Progression

The college is very conscious in connection with students' support and progression. Every effort is made by the college authorities to ensure that the students taking admission in the first year of any course complete their graduation properly in the given period. There are various active cells in the college such as Student Counseling Centre, Women Empowerment Cell, Anti-Sexual Harassment Cell, Anti-Ragging Cell, Competitive Exam Centre, Alumni Association, Parent Teacher Association, and Placement Cell to assist the students. All of these bodies help students to solve their problems related to their day-to-day activities in the college. Apart from it, there are various academic and administrative committees which also prove to be very significant for students to carry out their regular academic work smoothly. The college arranges various extra-curricular and co-curricular activities like sports, debating and elocution competitions, annual social gatherings, youth week, etc. throughout the year to encourage students to show their skills. They are encouraged also to participate in various events arranged by other colleges. Sports uniforms and merit certificates are given to such candidates as showing exceptional performance in any of these events. Government scholarships and free ships are made available to eligible students to help them get monetary support to complete their education. The various extension activities carried out through the active NSS unit of the college help a lot to enlarge the overall personality of students. Human bondage was tightened among villages in the vicinity of Corona epidemic by NSS volunteers. The feedback mechanism helps us to improve our regular activities in college.

Governance, Leadership and Management

Our Management provides constant support and encourages the faculties to participate in all research-related activities. The participation of the staff is ensured in the planning stage of all teaching-learning and extra/co-curricular activities by conducting meetings in the presence of Management representatives. The staff members participating in the execution of the institutional activities are motivated and good work is appreciated in all management functions. The members of the Board of Management always guide us in the overall development. As per the provisions of Savitribai Phule Pune University, the College Development Committee (CDC) is constituted. Academic matters and a draft of the budget are discussed in CDC and recommendations are placed

before the management for policy decisions. Periodic meetings of the Heads of the Departments with the Principal are conducted to ensure the smooth and efficient running of the college, to prepare timetables, and to discuss various circulars from the University. Meetings of the teachers with their respective HODs are also conducted to discuss the allocation of the topics to be taught, completion of the topics, setting of the question papers, preparation of the departmental timetable, etc. The Head of the Institute (Principal) conducts meetings with the members of the Non-Teaching staff for their proper participation in regular activities. There are some special committees such as Admission, Examination, Attendance, Unfair Means Inquiry, and Library Committee, etc. which help in managing college administration. The Management encourages research activities for seminars, workshops, and conferences conducted on campus. College teachers are motivated to take the lead in the development of the college as a commitment.

Institutional Values and Best Practices

The prime aim of the college is the upliftment of all students through the pursuit of knowledge and excellence through various activities conducted in it. The institutional best practices have been continued are- as follows:

1. Inculcating Environmental Sensibility through a Host of Activities

2. Niramay Aarogya Kendra

3. Anti-Gutkha / Tobacco Campaign

4. Personality Development Programme

5. Free Consulting Service for the nearby farmers

7. Tree Plantation on a large scale in campus and nearby villages

8. Adaptation of orphan and poor students to complete their education

9. Felicitation of Working-Class Women

10. Social Awareness Programmes

11. Arrangement of 'Gender Equality Promotion Programmes' to emphasize Women Empowerment, Self-Protection, Laws for Women, Improvement of Mental Health, Cyber Law, etc.

12. Implementation of best practices such as the Promotion of Green Campus, Clean Campus Initiatives.

13. Development of physical infrastructure to carry out different social needs such as Community Welfare Programmes for the benefit of social development.

The institution has been recognized for certain of its attributes which makes it *'distinct'*, or, one of its kind. The attribute is explored in raising a helping hand to the orphan students of the college through the successful implementation of schemes like Orphan/Poor Students Assistance Scheme, Aarogya Sampada Scheme (Health Scheme), Niramay Aarogya Kendra, Apoorva Dattak Yojana, Text-Book Sets for Poor and Needy Students. Such attributes characterize the institution and are reflected in all its activities in focus and practice.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHATMA GANDHI VIDYAMANDIR'S SAMAJSHREE PRASHANTDADA HIRAY ARTS, SCIENCE AND COMMERCE COLLEGE, NAMPUR TAL. BAGLAN DIST. NASHIK
Address	A/P- Nampur, Tal-Baglan, Dist-Nashik
City	NAMPUR
State	Maharashtra
Pin	423204
Website	https://mgvnampursr.kbhgroup.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Dinesh Fakira Shirude	02555-234316	7391056013	02555-234215	sphnampur@gmail.com
IQAC / CIQA coordinator	Mahadev Rajendra Kshirsagar	02555-234216	9011222339	02555-234317	mmrk.sph@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	08-08-1998	View Document
12B of UGC	03-07-1999	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	A/P- Nampur, Tal-Baglan, Dist-Nashik	Rural	9.884	3193.33

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts,English	36	XII	English	144	90
UG	BA,Arts,History	36	XII	Marathi	144	111
UG	BA,Arts,Hindi	36	XII	Hindi	144	126
UG	BA,Arts,Economics	36	XII	Marathi	144	71
UG	BA,Arts,Marathi	36	XII	Marathi	144	136
UG	BSc,Science,Chemistry	36	XII	English	480	290
UG	BCom,Commerce,All Subject	36	XII	Marathi	360	157
UG	BVoc,Bvoc,Software Development	36	XII	English	150	52
PG	MA,Arts,Hindi	24	BA	Hindi,Marathi	120	22
PG	MA,Arts,Marathi	24	BA	Marathi	120	14
PG	MA,Arts,Economics	24	BA	Marathi	120	21
PG	MSc,Science,Inorganic Chemistry	24	BSC	English	48	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				12				27			
Recruited	1	0	0	1	11	0	0	11	8	2	0	10
Yet to Recruit	1				1				17			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				46
Recruited	27	0	0	27
Yet to Recruit				19
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				41
Recruited	20	2	0	22
Yet to Recruit				19
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	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.	2	0	0	5	0	0	2	1	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	6	0	0	5	1	0	12
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	7	0	0	7	0	0	0	0	0	14
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	591	0	0	0	591
	Female	443	0	0	0	443
	Others	0	0	0	0	0
PG	Male	28	0	0	0	28
	Female	29	0	0	0	29
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	30	46	74	147
	Female	71	81	73	70
	Others	0	0	0	0
ST	Male	25	24	141	48
	Female	59	55	104	84
	Others	0	0	0	0
OBC	Male	207	389	132	210
	Female	484	171	178	90
	Others	0	0	0	0
General	Male	84	112	183	137
	Female	173	188	157	198
	Others	0	0	0	0
Others	Male	56	86	130	83
	Female	131	105	78	59
	Others	0	0	0	0
Total		1320	1257	1250	1126

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	M.G.V.'s S.P.H. Arts, Science and Commerce College, Nampur Nashik has always strived to execute a multidisciplinary/ interdisciplinary and 'work for livelihood' generating approach in its academic and co-curricular activities. A multidisciplinary institution includes different departments and innovative programmes of a multidisciplinary nature to help widen learners' thinking and learning capabilities and train them to address emerging challenges. The IQAC Cell planned accordingly and got its plan approved by the C.D.C. of the college. After C.D.C. approval the academic activities/ various multidisciplinary courses are approved by the affiliated university. This plan of the

	institution helps students, • To offer qualitative Education to students in different disciplines • To guide the students in the overall development of their personality. • To create awareness of social responsibility among the students. • Entrust the students to maintain ecological balance. • To motivate the students to participate in co-curricular and extra- curricular activities. • To introduce modern technological devices to the students for their advancement. • To create a balance between educational outputs and social needs. • To inculcate the habit of self-discipline among students.
2. Academic bank of credits (ABC):	Encourage some science and commerce faculty students to register themselves for online courses through online mode, through National schemes like NPTEL. We are considering credits which will be earned by students against these courses. Planning to implement the academic Bank of Credits is in progress and it will be implemented as per the guidelines. (SPPU credit system notification ABC) The experts' committee on NEP has been formed: Sr. No Name Designation Position 1 Prin. D. F. Shirude Principal Chairman 2 Prof. S. T. Shelar Faculty Coordinator 3 Prof. C. R. Patil Faculty Member 4 Prof. R. K. Binniwale Faculty Member 5 Prof. M. R. Kshirsagar Faculty Member 6 Prof. M. S. Malik Faculty Member 7 Prof. E. M. Shaikh Faculty Member
3. Skill development:	The College offers B.Voc. as well as Certificate, and Add On Courses that are skill-oriented. Students are being trained in the fields of Mushroom Cultivation, Apiculture, Anuvad Kaushalya, and Dairy. Through these courses, students are presently being given hands-on training exposure to practical subjects of commerce and economics through internship programmes in banks and other goods shops. Students are getting an opportunity to identify their skills to fabricate some projects and learn the concepts through experiential learning. We are also implementing spoken English and communication skills along with Remedial Coaching that incorporates the communication skills of the students. Project work is mandatory for all PG students that enhance their practical skills. In future, we will try to get the new schemes launched by UGC's NSQF for providing skill-based education.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Department of History inculcates Indian culture and Indian history through the UG courses prescribed by the affiliating university. The department of Marathi which also runs UG and PG courses appropriate the knowledge of the regional language, Marathi along with other colloquial languages such as Ahirani, Varhadi etc which are the spoken languages of local people. Indian culture and traditions are made known to the students through the language courses of Marathi, Hindi and English. Indian Knowledge system which includes knowledge from ancient India to modern India including Indian Arts, especially Music is also imparted to students by the concerned Department. The college is planning to implement some certificate courses in classical, tribal, local languages, arts and culture.
5. Focus on Outcome based education (OBE):	The curriculum of all the faculties of Arts, Science and Commerce was revised step by step from the academic year 2019-2020 onwards by the affiliating university (SPPU). The re-oriented syllabus prescribed by the affiliating university focuses on Outcomes Based Education (OBE). The examination system was also reviewed and modified to measure the outcome learned by the students. Similarly, the institution implemented all the revised processes of the affiliating university for the teaching, learning and evaluation. The institution adheres to the modifications pertaining to outcome-based education. The Outcome Based Education (OBE) Committee has been formed to guide all the departments.
6. Distance education/online education:	The institution has successfully imparted all the course content delivery through online mode during the pandemic period of COVID-19. We also conducted online examinations as per the schedule of the affiliating university and as per our own schedule for Internal Examinations. Also, we organized a large number of online webinars for students and faculty members that covered various topics related to Health and Hygiene, society and education. The institution has registered for the local centre of NPTEL courses, through which we are planning to guide the students for SWAYAM courses or other online courses. The institution is planning to start a few degree courses at YCMOU.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, it has. Electoral Literacy Club (ELC): Sr. No Name Designation 1 Mr. R. S. Wagh Nodal Officer 2 Mr. Sagar Raundal Member 3 Prof. H. G. Bacchav (NSS Officer) Member 4 Prof. M. R. Kshirsagar (SWO Officer) Member
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 students' coordinator and coordinating faculty members are appointed by the college. The Electoral Literacy Club is made functional. It is representative in character. The club has been organizing a host of Electoral Literacy programs, viz., Voter Awareness Program, Mock-parliament, Mock-voting Program, etc.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	We conduct various activities to give the experience-based learning of the democratic setup. We also conduct Poster Presentation competitions, Essay writing competitions mock parliaments, and other programs which create awareness regarding electoral procedures. Through ELC, the Election Commission of India aims to strengthen the culture of electoral participation among young and future voters. Electoral Literacy Clubs are especially being set up in colleges all across India targeting the new voters, pursuing their graduation. An Electoral Literacy Club is a platform to engage college students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. Innovative programs and initiatives are undertaken by the ELCs: 1. Voter Awareness Program: This Program was specially arranged for the FYBA/Bcom and BSC. Students 2. An expert in the field was invited to provide more information on the EVM voting System 3. Assisting rural farmers to cast their vote successfully Voluntary contribution by the students was also sought in electoral participation in voter registration of and community members : https://mgvnampursr.kbhgroup.in/pdf/Institutional%20Initiatives%20for%20Electoral.pdf
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	Socially relevant initiative is taken by the College in electoral issues: Voting Awareness Drive: The importance of voting and the unfailing vote casting in EVM Machines was brought to the notice of the villagers in the vicinity. Mock-voting program was

electoral processes, etc.	organized for the First Year students- Virgin Voters. A lecture by an expert in the field was organized for electoral literacy among the students
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.	18 years of Voters in the electoral roll: The students of first-year classes in all branches are expected to be enrolled as voters. Arranging the expert's discourse of the context nab the enthusiasm of these virgin voters. Efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters: The Electoral Committee institutionalized mechanisms by arranging a voter gathering program wherein the new voters are enlisted. They are further guided to register on the Election Commission Website.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1126	1250	1257	1320	1427

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

2 Teachers

2.1

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

Response: 113

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	27	29	29	27

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
87.38	90.24	84.01	80.23	92.91

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution ensures effective curriculum planning and delivery through a well-planned and documented process, which includes the development of an academic calendar and the conduct of continuous internal assessment. Here's a detailed-

1. **Academic Calendar**: The institution establishes a comprehensive academic calendar that outlines the key milestones and activities for each academic year or semester. This calendar serves as a roadmap for the entire academic community, including faculty, students, and administrative staff. It includes important dates such as the start and end of semesters, examination periods, holidays, registration deadlines, and other significant events.

2. **Curriculum Planning**: Curriculum planning is a structured process that involves designing and updating course content and learning objectives to align with the institution's educational goals and standards. This process typically includes the identification of required courses, elective options, and the sequencing of subjects. Curriculum planning may also incorporate feedback from various stakeholders, including faculty, industry experts, and students.

3. **Documented Process**: To ensure transparency and accountability, the institution documents its curriculum planning process. This documentation includes detailed records of meetings, decisions, and the rationale behind curriculum changes. These documents are often made available to faculty and staff for reference and can be useful for accreditation purposes.

4. **Continuous Internal Assessment**: Continuous internal assessment is a critical aspect of curriculum delivery. It involves ongoing evaluation of students' progress and the effectiveness of teaching methods. This assessment may include quizzes, assignments, projects, class participation, and other formative evaluations in addition to traditional examinations. The results of these assessments help faculty and administrators identify areas for improvement and make necessary adjustments to the curriculum.

5. **Feedback Mechanism**: The institution should establish a feedback mechanism that allows students and faculty to provide input on the curriculum and the teaching-learning process. This feedback can be collected through surveys, focus groups, and regular meetings. Analyzing this feedback helps in refining the curriculum and addressing any issues or concerns.

6. **Quality Assurance**: An effective curriculum planning and delivery process also includes quality assurance measures. This may involve regular reviews and evaluations by academic committees

or external assessors to ensure that the curriculum meets industry standards and academic benchmarks.

7. **Flexibility**: The institution recognizes the importance of adaptability in the curriculum planning process. It should have mechanisms in place to respond to changing educational needs, emerging trends, and the evolving job market. Flexibility in curriculum planning allows the institution to remain relevant and responsive to the demands of students and the broader society.

In conclusion, the institution's commitment to effective curriculum planning and delivery through a well-planned and documented process, including the use of an academic calendar and continuous internal assessment, ensures that students receive a structured and high-quality education. It also enables the institution to adapt to changing educational landscapes and deliver education that meets the needs of its students and the demands of the modern world.

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

1.2 Academic Flexibility

1.2.1

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

Response: 23

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 21.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
539	00	378	269	217

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

An institution that integrates crosscutting issues relevant to professional ethics, gender, human values, environment, and sustainability in transacting the curriculum is one that recognizes the importance of preparing students not only for their careers but also for their roles as responsible and ethical global citizens. Here's a more detailed response:

1. **Professional Ethics**: The institution ensures that its curriculum includes a strong emphasis on professional ethics. This means that students are not only taught the technical aspects of their field but also the ethical considerations that come with it. Courses or modules on ethics, codes of conduct, and case studies in ethics are often integrated into the curriculum.

2. **Gender**: The institution actively promotes gender equality and inclusivity in its curriculum. This can be done by offering courses on gender studies, highlighting the contributions of women in various fields, and addressing gender-related issues in relevant subjects. It's important that gender is considered in all aspects of education, from course content to classroom dynamics.

3. **Human Values**: Integrating human values into the curriculum means teaching students about empathy, respect, cultural diversity, and the importance of humanitarian principles. These values can be woven into various courses, encouraging students to think critically about their personal values and how they align with societal needs.

4. **Environment**: In today's world, environmental sustainability is a critical concern. The institution should embed environmental education throughout the curriculum. This might involve courses on sustainability, environmental science, or discussions on the environmental impact of various professions and industries. The goal is to make students aware of the importance of sustainable practices and their role in protecting the environment.

5. **Sustainability**: Sustainability goes beyond just environmental issues. It encompasses economic and social sustainability as well. The curriculum should teach students about sustainable development, responsible business practices, and how their professions can contribute to long-term sustainability.

In summary, an institution that integrates these crosscutting issues into its curriculum is committed to producing graduates who not only excel in their chosen fields but also possess a strong ethical foundation, a keen understanding of gender issues, a deep respect for human values, and a clear awareness of environmental and sustainability concerns. This holistic approach to education prepares students to be responsible and socially conscious professionals who can contribute positively to society.

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

1.3.2

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

Response: 26.11

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

Response: 294

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 62.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
532	554	639	601	667

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

2021-22	2020-21	2019-20	2018-19	2017-18
974	974	974	974	924

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 67

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

2021-22	2020-21	2019-20	2018-19	2017-18
420	353	339	378	364

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

2021-22	2020-21	2019-20	2018-19	2017-18
569	569	543	543	543

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 48.96

2.3 Teaching- Learning Process

2.3.1

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

Response:

Teaching is the most effective tool when the learners actively participate in the pursuit. The institution consciously encourages students' participation to improve their in-depth comprehension.

Experiential Learning: Experiential learning engages students in critical thinking, problem-solving, and decision-making in contexts that are personally relevant to them. The institution consciously encourages students' participation in **field trips, and industrial visits/ training**. Field trips are arranged for students at botanical, zoological, geographical, and historical places. In these field trips, students observe places, collect samples or take photographs for further study. These field trips bring students near to the environment which helps to bridge the gap between classroom education and first-hand experience in the real world. Students from different departments visit industries such as **sugar, agriculture, and manufacturing industries**. These visits are important to help bridge the gap between textbook knowledge and hands-on experience. Discussion of students with industrial personnel allows them to know about current situations. Students from some departments are also sent to industrial training in different industries like the chemical industry.

Participative Learning: Teachers of our college act as facilitators and design different flexible strategies. Participative learning is one of the strategies found to be useful in this case. M**obile repairing, grafting, budding, bonsai making, Basic Microscopy, etc.** are arranged for students. Hands-on training increases students' engagement level in the topic understudy.

Geography week, Open Mind event, Mathematical Ability Awareness Programme, and Science Exhibitions are arranged for students. **Nature Club** was established in the college to increase students' participation in environmental conservation and to create awareness about changes in the natural cycle.

Opportunity is given to students to participate in **different campus/community activities**.

Collaborative Learning: In collaborative learning, problem-solving sessions are arranged for students, especially in science. Problems are given in groups and step-by-step guidance is given to them to solve the problems. **Computer-aided materials, computer-interfaced experiments**, Google Classrooms, and teach mint are some methods used for collaborative learning. Due to the use of these tools collaborations amongst students, teachers, and parents become easier. They can communicate and collaborate more effectively.

Some of the classroom innovative teaching approaches backed up with **ICT used by the faculty include:**

Concept Maps: These maps show the main concept and branching out to show breakdown into specific topics encourages students to brainstorm and generate new ideas/concepts and the propositions that connect them and integrate their learning more effectively.

Cell Phone Technology: Smartphones and Mobile apps such as **Telegram, WhatsApp, YouTube, and G-Classroom** are used by teachers to enhance students' verbal skills and visual learning.

Google Classroom, Teach-mint: Google Classroom as well as Teach-mint are used by the teachers to create and distribute assignments, communicate, share ideas and resources, and stay organized. Teachers have a real-time view of student progress and can offer feedback along the way. Teachers and

students can participate in online classroom discussions, and everyone can post **links** to informative resources within discussions or other sharing mechanisms.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 69.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	39	39	39	39

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

2.4.2

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

Response: 70.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	23	21	17	15

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college strictly follows the modalities of conducting the **Continuous Internal Assessment** (CIA) as prescribed by the SPPU. The college has appointed the College Examination Officer (CEO) who heads the **College Examination Committee**.

For CIA in UG programs having semester patterns, a minimum of **two unit tests** are conducted in each semester for each course. In addition to these, **assignments, seminars, and quizzes** are used to test students' knowledge.

The college has an internal squad to check malpractices. Answer sheets are evaluated in time and marks are communicated to the students.

For CIA during the two-year postgraduate degree program, CBCS is followed. Internal assessment for all the courses is for 50% of the marks. The performance of the student is evaluated through **assignments, unit tests, attendance, seminars, quizzes, and activity assessment through rubrics, projects, and group discussions/presentations.**

The summative assessment tools used for CIA of undergraduate classes are unit tests, projects, attendance, assignments, and presentations. Question papers for all tests and assignments are linked with **Course Outcomes** (COs).

For practical courses, the internal assessment includes **attendance, preparation, conduction of lab, post-experiment quiz, and practical journal**. An evaluation sheet is provided to each teacher.

Each practical/project session is assessed separately for continuous internal evaluation. For the project, the internal assessment includes attendance, Activity Assessment through rubrics, presentation, abstract-writing, paper-writing, and **participation in conference/Avishkar**.

Students' progression towards achieving learning outcomes is monitored by the teacher by using additional tools like open-book tests, oral exams, take-home tests (to test their ability of critical thinking), and general questions posed to the class, and instruction is modified as needed from time to time.

The transparency and effectiveness of the CIA are monitored by the College Examination Committee throughout the year.

The college has provided guidelines for faculty to ensure transparency and robustness in internal/ external assessment as follows:

For Transparency:

Create awareness amongst students and their parents regarding the assessment process through **showcasing notices, academic calendars** on **the website**, and notice boards.

Communicating the dates of assessments in each semester through notices on boards and email or **Google Classroom.**

Create awareness amongst students through orientation held at the beginning of the academic year acquainting them of the syllabus, internal assessment process along assessment tools. After the evaluation, the grades or marks are shown to the students.

For students who are not able to take internal exams at the scheduled time due to their engagements in sports or other co-curricular activities or due to personal valid reasons, the opportunity is offered to them to reappear for internal tests as per the SPPU circular.

The result of all the internal examinations is declared in time and model answers of the test are discussed with the students.

The grievance redressal system is time-bound and efficient

Students are given timely opportunities to discuss any concerns or grievances about assessment outcomes. Grievances related to assessment are conveyed to the university. The photocopy of the answer sheet is made available at students' demand. The rechecking and re-verification of the answer sheet provision pacify the grievances in time and efficiently.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The **Outcome-Based Education Committee (OBEC)** formulates guidelines concerning direct and indirect assessment tools to evaluate the attainment of POs and COs by collaborating with course instructors. Assessment of attainment of COs is done at the end of the course. COs assessment for every course is done at the individual student as well as the class level to identify attainment by students. Each CO has been assigned attainment levels from 1 to 5. Level 5 is the most challenging. The COs are mapped to POs and units, through the CO-PO and CO-Unit matrix respectively along with the correlation factor. POs attainment is achieved through courses and is computed from COs attainment. Since affiliating university focuses on summative assessment, we use direct and indirect tools for the attainment of POs/PSOs.

Direct assessment tools are Unit Tests, Tutorials, Quizzes, Assignments, Seminars, and University Examinations in theory courses. For Laboratory courses, the tools used are attendance, involvement, understanding, oral, journal writing and timely submission, and teamwork. Indirect assessment tools are effectively done through Google Forms for **Course End Survey** for each course and **Program End Survey** for each program.

Every unit-test question, quiz, and laboratory performance and the project are mapped to the respective COs. Assignments and unit-test questions are designed using Bloom's Taxonomy. Data for assessment is collected for each CO in a particular format.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

CO–PO Attainment Method:

The **digital course file** is maintained for each course which includes the following data:

- Syllabus and COs of the course
- **Mapping** of COs to POs and PSOs **with a correlation factor**
- Marks entry of direct assessment tools, with CO mapping.

Course end survey.

- Laboratory/ Seminar & Projects Assessment sheets

The MS Excel sheets are designed to generate a report on the attainment of COs and POs.

1. Attainment of COs:

- COs Assessment sheet contains marks obtained by students in each CO by using different assessment tools.
- For Internal Continuous Assessment, CO attainment is calculated from marks obtained in each CO in assessment and attainment level.
- For university exams, COs attained by each student are computed as (Marks of student*correlation factor of CO with the unit) / Unit-average.

2. Attainment of PO and PSO:

- COs and POs mapping sheets are prepared for each course using correlation 1. Slightly 2. Moderately or 3. Substantially.
- The target and level of attainment for COs-POs are decided by OBEC before the commencement of the semester based on last year's results.
- The average of CO (m) is computed for every PO from the CO-PO matrix with which it is mapped.
- Unit-average is calculated for each CO from the CO-unit matrix same as above.
- POs and PSOs attained by each student are computed as (Marks of student*correlation factor of PO with CO) / m.
- The target level of attainment for all POs and PSOs is pre-decided for each program. When the attainment is equal to greater than this, POs and PSOs are attained otherwise not.

80% weightage is given to direct assessment and 20% weightage to indirect assessment. Total final attainment is,

Final attainment = 0.8* Direct) + 0.2* Indirect.

sphcollege/IQAC/IqacOther/CO_PO_PSO_AssessmentPolicy.pdf

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

2.6.3

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

Response: 60.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
241	262	157	162	132

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

2021-22	2020-21	2019-20	2018-19	2017-18
295	335	281	342	336

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.91

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Innovation Ecosystem:

The College has created a very good ecosystem for the promotion of innovations and entrepreneurship on campus. The number of departments in the college, in their ways, are committed to contributing to the build-up of the innovation ecosystem through their liaisons with Industry players, in the jurisdiction of the affiliating university. The Department of **Chemistry**, **Physics, Zoology, Botany, and Commerce**, have taken up this cause in earnest. The number of courses and programs have 'projects' in their curriculum for students to encourage them to innovate. The college has a set of academic interconnections by forming **collaborations, linkages, and MoUs** with various institutions to sustain this innovation ecosystem. Along with this, the students have been participating in Avishkaar, Chemiad examination. The start-up program also initiates various innovative activities.

Two patents are on the credit of the faculty belonging to Chemistry, The college library is well-resourced with research journals and reference books to facilitate and update the knowledge of research work. **INFLIBNET, e-books, manuscripts**, etc., provided to the students for updating the recent developments in the relevant fields. Various collaborations and linkages are established with variegated social, industrial, and educational institutes and industries to avail the facility and expand the knowledge in related fields.

The institution's establishment of an ecosystem for innovations, known as the Indian Knowledge System (IKS), reflects its commitment to fostering a culture of innovation and knowledge transfer. This initiative encompasses various components, including:

1. **Awareness about IPR (Intellectual Property Rights):** The institution has taken proactive measures to educate its stakeholders about the significance of IPR. This includes copyrights, patents, trademarks, and trade secrets. Raising awareness about IPR is crucial for protecting the intellectual assets generated through innovation.

2. **Incubation Centre:** The presence of an incubation centre demonstrates the institution's commitment to nurturing early-stage innovation and technology development. Such a facility typically provides startups and innovators with infrastructure, mentorship, and access to resources, facilitating the growth of innovative ideas and their transformation into market-ready products or services.

The outcomes of these initiatives are evident in several ways:

1. **Successful Patent Filings:** The number of patent applications originating from the institution has likely increased, reflecting a heightened focus on intellectual property protection.

2. **Innovative Projects:** The institution may have launched a series of innovative projects, products, or services that have made a tangible impact on various sectors. This can include advancements in technology, healthcare, agriculture, or any area relevant to the institution's mission.

3. **Knowledge/Technology Transfer:** Collaborations with industry partners, government organizations, and other academic institutions may have been established to facilitate the transfer of knowledge and technology. This can lead to real-world applications and solutions derived from the institution's research and innovations.

4. **Economic Impact:** The institution's efforts in fostering innovation and knowledge transfer could have had a positive economic impact, such as job creation, increased revenue from technology licensing, and the growth of local businesses and startups.

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

3.2.2

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

Response: 34

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	03	04	06	02

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	03	00	00	01

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

3.3.2

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

Response: 0.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	07	01	01	01

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

3.4 Extension Activities

3.4.1

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

Response:

The college organized various innovative extension activities in thrust areas for students to sensitize them to work for social change in the field of education, awareness of current conditions, empowerment of women, and other social issues for an inclusive society.

The National Service Scheme, National Cadets Corps, and other committees were leading at the forefront for extension activities through community empowerment and involvement, focusing on issues such as **Gender**, **Public Health**, **Environment,** and other developmental programs.

Our NSS volunteers actively participate in the rallies on AIDS Awareness, Diabetic Health Awareness and check-ups, Swaccha Bharat Yatra, and International Yoga Day organized by Govt. Civil Hospital and Lions Club of Malegaon leave a positive impact on students regarding health awareness and personal hygiene.

Road Safety Awareness Programs were organized to aware the students about road safety and safety measures through **Street Plays, Road Safety driving,** Helmet awareness, and road safety lectures. Under the **'Police Mitra',** students help Malegaon Police for a smooth Ganesh festival procession rally.

Voting Awareness and Voter Registration Campaigns were organized in which students actively participated in rallies, street plays, and awareness drives. Experts in their respective fields were invited to guide students.

Environment degradation is a global issue! To sensitize the students, rallies, and lectures were arranged for environmental awareness and cleanliness drives. **A poster Exhibition**, **Cycle Rally, Harit Dindi, Sibling Plantation, etc.** campaigns were organized. Through **Nature Club** students were sensitized to save nature and the environment.

To develop a holistic approach amongst the students, Educational Material was distributed to the orphan students of Akshay Sansakar Rehabilitation Center, Malegaon. **Health Campaign,** Pulse Polio Campaign, **Literacy Campaign, Save Girl Campaign, Participation in Ekta Marathon Programme, Gas Safety Drive, etc. were organized by NSS volunteers.** These programs were arranged for students to sensitize them towards social issues and develop social responsibility. The college in collaboration with Govt. Health Center of Malegaon organized **Blood Donation Camps**. **Rubella Vaccination** and **Hemoglobin** testing program were organized with the help of **the Rotary Club** for college girls and provided them with iron tablets to maintain their calcium and iron levels. Health care measures, Health checkups, COVID awareness, hand wash awareness, and AIDS awareness activities were organized. For **Stress Management** and enabling the students and faculty to overcome the potential stress associated with life, the college organized physical exercise and yoga sessions for students in the college.

Activities were organized under **'Nirbhaya Kanya Abhiyan'** to promote Women's Empowerment and gender sensitivity through a Karate training workshop and Personality Development Workshops. In the troubled time of COVID-19, our students risked their lives to visit villages to create awareness among villagers about the pandemic and check their temperature along with distribution of sanitizers and masks.

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

3.4.2

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

Response:

Awards and Recognitions are constant sources of inspiration to the faculties. Awards are based on desired performance and expected returns. Recognition is free-flowing from person to person.

The industrious faculties of the institution have been bagging national, international, and state-level awards and recognitions. These awards and quality marks boosted M.G. Vidyamandir's reputation, setting it apart from the other institutions.

M.G. Vidyamandir has started conferring awards to its employees for boosting their morale and highlighting their achievements.

The identity of any workplace is to recognize the works and the personnel's achievements through certain recognitions furthering the positive responsibilities to be continued in order to serve the society and the nation. The awards and recognitions of the college beckon to the world that it has "arrived", to recognize the services of its employees. This recognition is an essential part of human needs in the workplace. If employees are acknowledged for their work, they feel valued and, further, put in more work to accomplish more tasks. Also, it's always good to encourage the desired behavior, as that motivates others to follow suit, which improves productivity. Not only the faculty but also the students of the college bagged awards as well as recognitions for their yeoman's service to the society. These awards range from state to international level. The Awardees Are As follows:

Sr. No.	Faculty Name	Award/Recognition	Agency	International/ National/State
1	Dr. S. P. Khairnar	National Gold Medalist Padma Award	Bharat Ratan Publishing House	**National**
2	Dr. S. P. Khairnar	Life Time Best Civilian of India Award	Bharat Ratan Publishing House	**National**
3	Dr. K. B. Gaikwad	Life Time Membership Award	Research India Foundation	**National**
4	Dr. K. B. Gaikwad	TIP Inspiring Educator Award	TIP	**National**

5	College Magazine	Yuva Sanman Sohala	Savitribai Phule Pune University	**State**
6	Prof. M.R. Kshirsagar	Mahatma Gandhi National Award for Best Teacher	Mahatma Gandhi Education and Welfare Society	**State**
7	Dr. S.T. Shelar	Mahatma Jyotiba Phule Aadarsh Shikshak	Shiv Swarajya Bahu-uddeshiya Sanstha	**State**
8	Prof. Bachhav H. G.	Mahatma Jyotiba Phule Aadarsh Shikshak	Shiv Swarajya Bahu-uddeshiya Sanstha	**State**
9	Prof. Mahale S. S.	Best Teacher	M. G. Vidyamandir, Nashik	**State**
9	Prof. Mahale S. S.	Best Teacher	M. G. Vidyamandir, Nashik	**State**
10	Prof. Suryawanshi J. S.	Best Teacher	M. G. Vidyamandir, Nashik	**State**
11	Prof. Pagar S.R	NSS Felicitation Award	SPU, Pune	**State**
12	Prof. Bachhav H. G.	Best NSS Team-leader	Savitribai Phule Pune University	**State**
13	Prof. Bachhav H. G.	Best Teacher	Taklibhan, Nager	**National**
14	Mr. S. K. Kedare	Best Registrar National Award	Bharatiy Patrakar Sangh , Nashik	**National**
15	Mr. R. P. Thakare	Shikashak Gaurav Sanman	Hindu Welfare Foundation, Panipat	**National**

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

3.4.3

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

Response: 43

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	09	07	07

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

3.5 Collaboration

3.5.1

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

Response: 22

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college has a campus area of about 10 acres with an adequate number of classrooms, laboratories, a central library, administrative office, conference hall, seminar hall, ladies' common room, washrooms; ramp for physically handicapped students, ICT enabled classrooms, indoor multi-gymnasium hall, indoor and outdoor gym, and playgrounds to support the academic as well as social activities. The college campus is supported by Wi-Fi.

Classrooms: The College has 14 classrooms and one seminar hall, with ICT-enabled facilities.

Laboratories: The College has 7 laboratories for UG. Each laboratory has a sufficient number of equipment and infrastructures required for practice and research. The laboratory has basic as well as major important equipment.

Computing Facility:

- Computers: 40
- Servers: 01
- License Software (General) for teaching-learning: Windows 10; MS Office 16;

Library:

The SPH Library is a central library that started with the establishment of the college in the year 1984; The Library has a separate building of 5544 sq. (36.52 Sq. Mts.) Including a separate reading room for boys & girls, the library is partially automated with Library Management Software VRIDDHI (Version 2.0 the Year 2019) previously and Campus 360 Version at present.

At present Library holds 23347 books including textbooks, reference books, various types of Encyclopedias, directories, and dictionaries, The Library subscribes to 14 periodicals, journals & magazines & 14 newspapers. The Library has well-furnished, reading halls with **100 students with a capacity that** is open daily from 8:00 am to 5:00 pm except holidays. We allow the Open Access system for the students to directly approach the bookshelves and choose the book they desire.

The library has subscribed the E-resources, and audio-video through the NLIST service of INFLIBNET

the college has access to over 6,000+ e-journals of international eminence and over 31,35,000+ e-books on various subjects, The **Library is under CCTV surveillance.**

Sports Facilities available to the sports personnel:

Indoor Facilities: -

The various games are being played in a specious Indoor hall of 22.5 x 18.5 meters with 02 standard badminton courts viz., Boxing, Table Tennis, Wrestling, Badminton, Judo, Yoga, Carom, Chess, etc.

Outdoor Facilities:- The physical education and Sports Department has separate grounds having an area of length viz., Kho-Kho 27X16 Sq.m., Kabaddi 13X10 Sq.m., Volley Ball 18X09 Sq.m., Basketball 28X15 Sq.m. Ball Badminton (24X12) Sq.m. Handball (40X20) Sq. m. Korfball (40x20) Sq.M., Netball (100x 60) feet., Softball (60x600 feet, Baseball(90x90) feet, 400-meter running track with 8 lanes (in progress). The college also boasts a multipurpose ground for variegated sports activities which include, Cricket, Football, Hockey, Baseball, Softball, Athletics, etc.,

Apart from this, the college is committed to innovating, modernizing, and updating the existing sports facilities.

Cultural Facilities: The vibrant **Cultural Committee** of the college provides a platform for students to exhibit their creative talent. It reverberates the imaginative and artistic potential of the effervescent and vivacious students. The Cultural Committee of this multi-faculty college strives to boost the creative talent of self-motivated artists. The Committee makes use of the **Seminar Hall** for dance, music, and drama practice.

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

4.1.2

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

Response: 15.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
21.03	18.74	10.35	11.03	8.05

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library of the college is a gateway of information to its users by making available various kinds of information resources subscribed as well as available open access. The library spans two floors which comprise a reference section, stack room, and reading halls. The library department is reviewed by the **Library Advisory Committee** which recommends suggestions. Four computer sets help to facilitate the staff and the students to complete the day-to-day library chores. The library is partially automated with Library Management Software VRIDDHI (Version 2.0 the Year 2019) previously and Campus 360 Version at present.

The Library has a qualitative collection of **23,347** books, 24 journals, and 14 newspapers. The seperate Reading Halls have a seating capacity of 120+ students. The Latest news and articles related to jobs and careers are displayed on the notice board of the library. The four computers with UPS backup facility help to facilitate the students to download, scan, and take printouts of the resources. Plug-in facilities for laptops with internet connectivity are made available. At the entrance Bar Coding scanners are placed. Information regarding the latest additions of reading material is showcased on the display board.

Remote access to an electronic database is provided to users by giving a web link to the E-resources. The library subscribes to **N-LIST of INFLIBNET every year** for our students and teachers. The registered user can access more than 6,000 e-journals, more than 3 lakh e-books, and other electronic resources using the N-LIST of INFLIBNET Ahmadabad. Institutional resources like previous year's question papers, syllabi, newspaper clippings, e-books, and presentations are made available to the users.

Every Year library conducts a User Education Program for the students to make them aware of various services and e-resources, available in the library, and how to access them. The birth anniversary of the former president of India Dr. A P J Abdul Kalam *Vachan Prerna Din* is celebrated every year with a book exhibition and other activities. There are books available in the Book Bank to issue for students

from financially weak backgrounds. The library has made earnest efforts to have **a separate collection of Competitive exams and a reading facility** in the library. **Pure drinking water**, **a separate washroom, ramp** are made available.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college has adequate IT facilities including Wi-Fi and a high-speed broadband Internet connection of 100 Mbps. Over the years, the college has been upgrading **hardware**, **software,** and **allied IT facilities** according to requirements. The college tries to introduce **the latest technology** in computing and IT fields regularly. Since the installation of the **Wi-Fi system** in 2015, it has been updated from time to time. Computers, printers, and scanners are available in the office, library, IQAC, and examination section along with most of the departments. The internet speed **is 100 Mbps**. There are **40** computers and **05 LCD** projectors. The Department of Commerce, Science, Laboratories are also equipped with computers and projectors. The college has a well-equipped Conference Hall. The college upgrades these facilities at regular intervals. It has **subscribed to the upgraded version of ZOOM** for academic purposes. It makes provisions in the annual budget for procurement, upgrade, maintenance, and purchase of accessories. A separate team of technicians is appointed by the parent Institution, M.G. Vidyamandir, to look after the IT infrastructure maintenance regularly. All ICT facilities are updated periodically as per the requirements. It continuously monitors the requirements of different departments and classrooms. The college has a proper policy for the up-gradation of IT infrastructure and e-waste management.

Sr.No.	Location of IT Facilities Available	Details
2	• **Science Laboratories:** • Physics • Chemistry • Botany	LCD projector with internet facilities

- Mathematics

- **Arts:**

- Sports

3	Central Library	Internet facilities and Vruddhi/ Campus 360 software installed
4	B.Voc.	
5	CCTV Cameras	CCTV cameras installed to enhance securities
6	Website	The institution also has been maintaining its website
7	Internet	Internet connection with 100 MBPS Speed
8	Antivirus	All desktops are secured with antivirus

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

4.3.2

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

Response: 28.15

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

Response: 40

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 6.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
4.54	13.91	2.73	4.60	0.99

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 60.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
641	647	716	868	971

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 31.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
460	0	487	534	526

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 61.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
188	76	88	127	112

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

2021-22	2020-21	2019-20	2018-19	2017-18
241	262	157	162	132

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

5.2.2

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

Response: 5.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	2	1	2	5

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

5.3 Student Participation and Activities

5.3.1

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

Response: 18

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	00	02	02	05

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

5.3.2

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	0	6	5	7

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The alumni association has been registered under the Society Registration Act 1860 with **Registration No. Maharashtra / 8071 / 2003 / Nashik dated on 26/05/2003**. The Association is constituted of **11** members an Executive **Committee** and a General Body comprising all registered members.

The **College Development Committee** and **IQAC** have one representative member from the alumni association. These members can express their views in the meetings and make a suggestion for the functioning of the college.

The Alumni Association has created a Facebook page to spread awareness about activities conducted on the Facebook page. The following facilities were executed in the last five years:

Alumni contributed through initiatives such as:

- **Wheelchair to Divyangajan.**
- **Books donated**
- **Water filters and Coolers (Cost Rs.11900**)
- **Aqua filter donated**

Besides the provision of these facilities, certain programs were arranged by the Alumni Association.

- **Guest lectures** by noted Alumni.
- The Alumni **interact with the Principal, the Management, and the Faculty** regarding the overall development of the college.
- Scholar alumni from various fields **delivered lectures**.
- Alumni collection of funds about 60000

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

Self Study Report of MAHATMA GANDHI VIDYAMANDIR'S SAMAJSHREE PRASHANTDADA HIRAY ARTS, SCIENCE AND COMMERCE COLLEGE, NAMPUR TAL. BAGLAN DIST. NASHIK

Page 59/92   16-03-2024 10:15:49

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 Sanskrit slogan "***Bahujan Hitay, Bahujan Sukhaay***" is the motto of our institution which means- 'the welfare of masses and for their wellbeing'. The Vision and Mission of the institution is as follows:

Vision

"Uplifting students from Rural to Global by imparting Quality Education"

Mission

1. To provide hi-tech educational facilities.

2. To impart knowledge.

3. To develop skills and provide opportunities for excellence.

4. To promote world-class education in harmony with our students' aspirations.

5. To promote the holistic development of the students.

6. To inculcate a sense of commitment among students toward society.

The vision and mission of the college are communicated very effectively to the staff, students, and other stakeholders

      The Management, Principal, and Faculty strive to bring into practice the vision and mission of the institution. The management has various bodies such as the **Executive Council**, Governing Council, Board of Trustees, **College Development Committee** (CDC), **Purchase Committee**, Building Construction Committee, etc. Important points are circulated by the Principal and other members of the Management. They are discussed and finalized by the top Management authority. The Principal implements the finalized decisions. The Management has **regular meetings** with the college Principal along with the Heads. In every meeting, a review of past work is taken into consideration and future activities are discussed and allocated. The Principal forms various committees in consultation with the Vice-Principal to look after the various activities in the college. The faculty members are also involved in most of the decision-making process at the college level. The Principal arranges meetings with IQAC, and various committees to carry out and give effect to the decisions of the Management. Importantly, the

Principal in association with faculty of various departments involved in strategies and decision-making for academic growth. The Chairmen of various committees and HoDs arrange meetings with their respective members to discuss and implement the plans and policies. The **recommendations of the HoDs** and Chairmen of various Committees are submitted to the College Development Committee and the Management takes suitable decisions for implementation.

- **Governance and Leadership**

The top Management with the help of the Principal and veteran professor of the institution organizes interactive training sessions for faculty that discuss the issues related to college development, administration, appointment, and infrastructural needs.

1. Able Leadership for Organizational Change

Our leadership is always vigilant in observing changes in the global academic situation and updating the program and facilities of the institution according to global change.

2. Interaction with Stakeholders.

The faculty is proactively involved in interacting with the stakeholders. The teaching and non-teaching staff, the students, and the parents play an important role in the functional operation of the academic plan. The Management, the Principal, and the Faculty are proactively involved in interacting with the stakeholders through:

i) Alumni Meet, ii) Students, iii) Community Bonding iv) Parents' Meet

Under the able supervision of the Principal, Heads of Departments and various committees prepare plans for organizing curricular, co-curricular, and extracurricular activities.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The IQAC through deliberations with the stakeholders made a **perspective plan** in June 2017**(2017-2018 to 2021-2022)** for the development of academic, administrative, and infrastructural facilities, and approval was taken from LMC (now **CDC**) and M. G. Vidyamandir's Management. The purpose of the plan was to strengthen the quality of the UG and PG. In the committees related to infrastructural development, teachers are the main partakers while in the issues related to financial and administrative matters, members of the Management Committee are involved.

Aspects included in the perspective plan:

1. Faculty development and addition of new courses.

2. Introduction of innovative Short-Term / Value Added/ Certificate/ Diploma, and Add-On

Courses.

3. Organization of seminars, conferences, and workshops.

4. Social responsibility programs.

5. Career development and placement services.

6. Students-Parents-Teachers relation development.

7. Evaluation of teachers by students.

8. Alumni activities and development programs.

9. Qualitative and quantitative strengthening of existing programs.

10. Extension activities through NSS.

11. Augmentation of infrastructure and academic facilities.

12. Effective and extensive use of ICT in teaching and learning

   systems.

13. Effective and efficient use of computer applications in admission, administration,

   examination, and accounting processes.

15. Plan for seeking more financial aid under UGC/BCUD/ICSSR/ DBT/DST etc., for Research

   Projects.

16. Sources of finance-college/MGV/others.

17. Priority recommendation regarding educational needs.

18. Implementation of Academic Activities- Best Practices.

19. Forming collaborations- MoUs and Linkages.

20. Planning of Parent-Teacher Meetings.

21. Collecting feedback from the stakeholders.

22. Preparation for NAAC Assessment and Accreditation- III Cycle.

The functioning of the institution is strictly adhering to the apex educational bodies such as MHRD, UGC, and SPPU Pune and it is well reflected in the vision and mission of the college. Accordingly, the appointments in the governance and administration are done in order to achieve the objectives of the institutions in which students are kept at the center of each and every activity executed since we believe in the nation's development through the holistic development of an individual i.e. student.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The effective welfare measures of the institution are as follows:

- General Provident Fund (GPF) for grantable staff investment of 12 % of the basic pay with returns as per government rules.
- Defined Contribution Pension Scheme (DCPS), now recognized as NPS, for grantable staff that has joined the services after 01/11/ 2005.
- The facility of Reimbursement for Medical claims is provided through the Joint Director of Higher Education, Government of Maharashtra.
- A pension scheme is observed as per the rules and regulations of Govt. of Maharashtra.
- Group Insurance Scheme is available to permanent teachers at a premium of Rs. 80/- per month with accidental or death benefits up to Rs. one lakh.
- Free Medical check-ups and dental treatment at the institution's KBH Dental College, Panchvati, Nashik.
- Karmveer Bhausaheb Hiray Sahakari Patsanstha, the employees' Credit Cooperative Society, Malegaon Camp, Nashik made available the instant loan as per the requirements of the employee.
- Sevak Kalyan Nidhi contributed an amount of medical aid in case of an accident or accidental death of the faculty.
- Maternity leave for 180 days.
- Medical leave for 20 days.
- Earn leave is available for the employees.
- Staff members are felicitated for qualifying SET/NET, Paper Presentations at Conferences, Publishing Books, and achieving a Ph.D. degree.

Comprehensive Evaluation

The performance of faculty is monitored through the **Academic Performance Indicator (API)** and Performance-Based Appraisal System (PBAS) as per **the guidelines of UGC**. Every faculty has to submit PBAS forms to the IQAC at the end of the academic year. PBAS of the faculty is scrutinized and discussed with the faculty by the IQAC. For the Career Advancement Scheme (CAS), the PBAS report is taken into consideration.

Self-Appraisal Method

M. G. Vidyamandir has formulated the self-appraisal method for all the teaching and non-teaching staff members. The teaching and non-teaching staff are asked to evaluate themselves by filling out **Confidential Reports (CRs)**. After the self-evaluation of the faculty and the administrative staff, the Heads of Departments and the Principal put their remarks on the Self-Appraisal Reports. **Confidential Reports (CRs)** are submitted to the central office of the M.G.V's Management. The Management uses these reports to evaluate the overall performance of the faculty and staff. If necessary, the faculty members are communicated with by the Central Office for the necessary guidance, suggestions, and improvement.

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

6.3.2

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

Response: 11.11

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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	10	5

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

6.3.3

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

Response: 16.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	7	26	2	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	27	27	27	27

16-03-2024 10:15:49

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college mobilizes funds from different govt. agencies and uses it optimally for its regular academic activities and development.

Salary grants from the Government of Maharashtra.

- General development grants and financial assistance for different **schemes from UGC.**
- Financial assistance received from **UGC for B.Voc. Courses**.
- Fees collected from students in non-aided courses.
- Examination grants from SPPU, and financial assistance received under SC/ST/OBC and EBC scholarships from the government.

The funds received by the college are utilized properly. Financial assistance received under UGC schemes is utilized as per the guidelines of UGC. The utilization certificate is submitted and **NOCs are taken**. Fees received from students are used for the development of the college, and non-grant faculty and staff salaries, are properly audited.

Library, Sports, and Laboratories services are strengthened, and augmented, and **IT infrastructure** is improved.

The institution conducts internal as well as external financial audits regularly.

The mechanism for Internal Audit and External Audit is as follows:

Internal Audit: Internal audit is a continuous process that ensures after each financial transaction. The auditor is appointed by the parent institution M.G. Vidyamandir.

- The audit takes place on receipt and payment matters.
- The receipts of the fees collected from the students are checked by the auditor.
- The official correspondence, funds received, and bank statements are checked by the internal auditor.
- At the payment level, the auditor checks the purchase bills, and vouchers are recorded in various ledgers.
- All the vouchers and bills are signed by the Principal.

External Audit: The external audit is conducted annually at the end of every financial year. The Chartered Accountant is appointed by the parent institution M. G. Vidyamandir.

The internal and external audit programs are carried out on a yearly basis on 31st March.

The external auditor checks records at three levels viz.,

1) The checking of the accession record of the library.

2) All the purchase records and dead stock of the laboratories.

3) The dead stock and equipment of the gymkhana and respective departments.

The nature of the payment is categorized into

1) Capital Expenditure

2) Revenue Expenditure

This is also checked by the auditor.

The vouchers and proper records of the concerned Department of Capital and Revenue Expenditure are checked and verified.

Library Accession Register, Dead Stock Registers/Purchase Registers are physically checked. After the final checking of records, the external auditor signs the receipts and payment slips.

For the grants received from the UGC utilization certificates are prepared according to the guidelines on expenditure under various heads. This is duly checked by the CA and submitted to the corresponding authorities. This is also audited by the external auditor nominated by M. G. Vidyamandir.

Statutory Audit has been conducted by the Auditor General of the Government of Maharashtra.

Audited statements of utilization of UGC are uploaded on the Public Financial Management System (PFMS) portal.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC has taken the following initiatives for the institutionalization of the quality culture in the college:

- **Preparation of Perspective plan** of Academic Calendar and **formation of college committees.**
- IQAC introduces **new academic programs**.
- IQAC conducts periodical meetings.
- Timely submission of AQARs to NAAC Head office.
- IQAC conducts **Academic and Administrative Audit**
- Collection and analysis of feedback from all the stakeholders.

One of the main functions of the IQAC is to review the teaching-learning process, structures, and methodologies of operations, and learning outcomes at periodic intervals. The IQAC is committed to a learner-centric approach regarding teaching-learning progression and has designed the policy to assess and evaluate it intermittently. Accordingly, it provides support and guidance to the faculty. Teaching-learning activities are improvised, and modified after taking the review, and suggestions are implemented from time to time.

The IQAC has designed **graduate attributes** like **academic excellence, communication skills, personality development, leadership, and global citizenship** etc. To achieve learning outcomes, the IQAC periodically reviews the teaching-learning process and suggests gradual and regular expansion, up-gradation, and addition of the requisite material, equipment, infrastructure, etc.

This process is prominently evident in the **implementation of outcome-based education and the attainment of learning outcomes.**

To enhance the teaching-learning process and to keep a tab on the learning outcomes, the IQAC implemented Outcome Education and designed Continuous Internal Assessment **Strategies for monitoring the POs, PSOs, and COs**. Through deliberations, each department of the college has prepared Programme Outcomes, Programme Specific Outcomes, and Course Outcomes. For this purpose, the IQAC prepared **the 'Academic Policy'** of the college which includes Policies for the Conduction of Theory Courses, Practical Courses, Continuous Evaluation, and Monitoring of

Academics. The strategies for the attainment of POs, PSOs, and COs are prepared and communicated to teachers for implementation.

Through the academic policy, the following measures are taken:

- Academic Calendars at the college level and department level are prepared.
- Continuous evaluation sheets for each practical session and project are introduced.
- Training sessions were arranged on POs / COs / PSOs and their assessment strategies for teachers.
- Academic policy contains guidelines for the Conduction of Lectures, Tutorials, Homework, and Assignments; and the identification of slow and advanced learners.
- Feedback on the curriculum in specified formats is collected and analyzed and reports are prepared for further action.

IQAC and **Outcome Based Education Committee** reviewed the above process regularly by interacting with teachers and students and necessary measures are taken to improve it.

Gradual increase in the use of ICT for Teaching-learning enhancement:

- Internet and WI-FI facilities were improved gradually to 100 Mbps.
- Faculties were encouraged to develop e-learning materials.
- **Learning Management System** is introduced through Google Classroom, Google Meet, Zoom, etc.
- The online feedback system is introduced for feedback on the curriculum, and teaching-learning which is analyzed, and the consequence is discussed with the respective teachers.

Outcome: The Use of upgraded and modern technology enables the students to be at par with the current times and make creative use of technology in their learning and professional lives.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

In the era of co-education, having nearly 50% female students in the college roll is a matter of pride for us. We ensure security and safety for all the female students and the faculty by observing the Directive Principles laid down by the Constitution of India and also try to foster the spirit of chivalry amongst boys. In order to achieve gender equality the following measures are observed:

1. Safety and Security:

Protected Campus: The college campus is fully fortified with a strong wall compound and 24/7 deployment of security. A trespasser dares not even peep in through the campus.

CCTV Surveillance: Along with the security personnel, the campus has a CCTV vigilance system deployed at various locations of the college campus. The live footage is monitored in the Principal's office. The CCTV footage monthly backup is available to monitor.

Security Staff: The 24X7 security is managed by duly appointed security guards. This ensures the safeguarding of the students, especially girls, and staff. Security and College Discipline Committee shoulder the responsibility to deal with security glitches if there are any. A Complaint Box has been installed in the very façade of the college porch and follow-up is taken by the Students Grievance Committee.

Student Welfare Committees: Students' welfare as well as awareness programs are arranged to groom their personality. Programs such as Personality Development for Girls and *Nirbhay Kanya Abhiyan* include 'Self Defense Training', an enrolment drive for NCC cadets, Hygiene and Sanitation, Psychological Counseling, etc.

Other Committees: Women Redressal Cell, Anti-Harassment Committee, and Anti-Ragging Committee organize various programs for Women Empowerment like HB checkups and Rubella Vaccination camps and the installation of the Complaint Box on the college porch. These committees organize various programs along with lectures on gender sensitivity-related topics.

2. Counseling:

The Counseling Cell addresses the problems related to the issues such as psychological, social, and familial, stress, study, phobia related, etc. Our college Counseling Cell works under the guidance of the

commerce department. Counseling services are easily available to students and focus mainly on female students' problems.

Staff and Students: Students' queries related to admissions or scholarship are effectively dealt with by the Non-teaching staff with counseling on the overall technical understanding. Career Counseling is provided by faculty to improve the academic performance of the students to better their careers. Special attention is given to female students as they are from rural and semi-urban backgrounds. Counseling helps to nib the issues in the buds. The Mentor-Mentee system is implemented in the college.

3. Common Room:

The college provides a ladies' common room for female students. One lady teacher monitors the area for discipline in the ladies' common room. A separate reading section is made available for female students in the library. The college organizes Programs on Days of National importance as well as Death/Birth anniversaries of great personalities such as **Teachers Day** is celebrated on the 5th of September.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Higher Education Institution is a cross-section of society where the diversity existing amongst people in the community is reflected. In our college, an increasing number of learners from diverse backgrounds get admitted which reinforces the importance of making college more inclusive. In this context, an HEI and teachers are expected to transfer the understanding and position about diversity into the classroom processes, identify and recognize the threads of diversity among learners to address the corresponding issues and challenges concerning curriculum design, teaching-learning practices, and processes, and learning materials, so that subsequently the different learning needs of students are met. The college makes colossal efforts to imbibe tolerance and harmony towards cultural, regional, linguistic, communal socio-economic, and other diversities through following unique initiatives, activities, and practices:

- The observance of International Non-violence Day: 2nd October (faculty discourse)
- Students counseling on Gender sensitization (Counseling Centre at Commerce Department)
- Environment Day, Population Day, Women's Day, Voters Day, Constitution Day, Ozone Day, etc. celebrated with great zeal and zest.
- Faculty discourses on the occasions of Chhatrapati Shivaji Maharaj and Dr. Babasaheb Ambedkar's birth anniversary

In tune with the National Education Policy (NEP) and national goals, the college sensitizes the students and employees of the institution to constitutional obligations such as constitutional values, rights, duties, and responsibilities of citizens. In this context the institution always strives to sensitize the students and employees to the same cause through the following initiatives:

- Celebration of 'Democratic Week' to inculcate democratic values
- 'No Tobacco Oath' was taken by students and faculty
- Awareness campaign on the pandemic 'Covid19'
- Organization of the 'Blood Donation Camp' to promote human values and empathy.
- Blood Typing Camp to identify the blood group to create the database of voluntary donors.

The Institution has been making continuous efforts to provide an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal, and socio-economic issues to the students and faculty. The initiatives have already been taken to sensitization of students and employees. This resulted in the inculcation of the observance of constitutional obligations including values, rights, duties, and responsibilities of citizens amongst the students and faculty.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice- 1. Inculcating Environmental Sensibility Through a Host of Activities

Goal of Practice:

- To plant flora on a large scale inside and outside the college campus
- To inculcate a sense of commitment amongst students towards the environment.
- To develop intimate relations with a society that has an agricultural background

The Contexts:

The college is situated in a rural, hilly, and drought-prone area. The chief occupation of the surrounding people is farming. So we have got a quiet natural environment for this practice. Also, it will help us to develop healthy and intimate relations with various stakeholders along with the protection of the environment.

The Practice

The college has planted different types of plants in the Botanical garden. There is a Forest tree Garden, too, on the campus where various forest trees can be seen. The college has a quiet green campus with about 470 big and small trees on the campus. These trees are watered daily through dripping. Students work hard removing weeds and increasing the beauty of the college campus. As per the syllabus of the undergraduate level, Students have been bringing a variety of plants that add a beautiful touch to the botanical garden and campus garden.

of NSS Department and Grampanchayat Nampur tree plantation program has been carried out under the scheme of MANEREGA.

- Right from the beginning the college has carried out *Labeling of Plants* on the college campus which helps students to understand the botanical names and specifications of the plants.
- The college has preserved *Flora* on the campus and documented the *Flora with photographs.*
- *Signboards/Posters* are displayed on the college campus to encourage ideas of

Plastic-Free Campus, Noise Pollution, and Environmental Awareness.

- For *Solid Waste Management* the college has a functional *Vermicomposting* unit on the campus.
- The Energy Audit of the Consumption of Electricity in the college was conducted recently by a certified external auditor
- LED bulbs are installed in the college buildings to save electricity.

- The college has made an agreement with the agency for e-waste management.
- The college has a Solar Power Generation Plant

Evidence of the Success:

Plants add beauty along with a fresh atmosphere to the campus and its vicinity. For planting, 1200 trees in Utrane, and 300 trees in Tembhe, the villages in the vicinity, during the NSS special winter camp, the college NSS unit has procured an Excellent Unit Award from the affiliating University of Pune in 2012-13. It is also appreciated by the Sarpanch Grampanchayat of Tembhe, Nampur and

The location of Nampur Village is actually in a hilly and drought-prone area. There are about 470 trees of various kinds on the campus. The trees help to maintain the ecosystem. NSS department has constructed a small soil water storage dam with a capacity of up to 0.5 TMC.

Problem Encountered and Resources Required:

We do not face any serious problem due to the agricultural background. However financial support is required to continue the practice smoothly.

The practice, if followed on a large scale by other colleges also, can bring fruitful results regarding the nurturing of the valuable environment.

Best Practice- 2

NIRAMAY AAROGYA KENDRA

1. **Objectives of the Practice:**

- To create awareness amongst staff and students about Health
- To develop nutritional consciousness among them
- To Arrange Yogic Exercises
- To Arrange Health Check-up Camps
- To figure out anemic female students and provide them with remedy
- To extend the activity for society's benefit

Context:

The majority of the female students of our institution belongs to the rural and hilly area. lack of nutritional awareness amongst them resulted in iron deficiency which ultimately makes them acutely prone to anemia.

'Sound Mind Resides in Sound Body', the college tries to bring this dictum into practice by establishing the Health Centre, 'Niramay Aarogya Kendra' in the college. The COVID-19 pandemic underlined the exigency of health centers in college premises. *'Aarogya Sampada'* is proving a very fruitful activity that extends the health-related services in society.

Practice:

The institution has deputed medical practitioners on campus. \ The hemoglobin level of the female students is measured. A total of 172 female students' hemoglobin estimation was recorded. Anemic female students are also supplied with folic acid capsules with the help of the local government medical hospital.

'Aarogya Sampada' collaborates with *the Rotary* Club of Malegaon Mid Town and Life Protector 100 and holds Eye Check Ups of the female students and their mothers. The eyes of 105 girls as well as their mothers were checked. Spectacle Numbers were allotted to them. Diya Eye Care of Malegaon made the spectacles available at a 50% discount. Malegaon Blood Bank, Cipla Breathe Free organized, 172 girls responded to the call.

The Sports department is arranging Yogic Exercises at regular intervals under the aegis of *Niramay Aarogya Kendra*.

Evidence of Success:

The doctors counseled these anemic-detected students and also gave them a diet plan along with medicines. The future health risks before these students have nabbed in this way.200+ female students HB levels were checked and those found anemic were provided with the tablets. In an Eye Check Up Camp 105 girls as well as their mother's eyes were checked. 172 girls' lung capacity to breathe was also checked. Yogic exercises are arranged at regular intervals.

Problems Encountered and Resources Required:

Female students, at first, hesitated for medical advice in college on this issue. Difficulties encountered while obtaining the questionnaire.

Notes (Optional):

The COVID-19 pandemic strongly underlined the need for healthy habits. The habits can be developed only through persistent practice, Yogic Exercises, Green Gym Exercises, and health check-ups at regular intervals. So that the diseases can be curbed in the nib. The health-related problems can be tackled effectively through NGOs.

Contact Details:

Name of the Principal: Dr. D. F. Shirude

Name of the Institution: Mahatma Gandhi Vidyamandir's S.P.H. Arts, Science and Commerce College, Nampur (Nashik)

Website: https://mgvsphsr.kbhgroup.in

E-mail: prin.sphcollege@mgvnasik.org

Cell No. :   7391056013

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The distinctiveness of the Institution:

"Effective Implementation of Variegated Schemes for Students Welfare"

The distinctiveness of the college lies in implementing the schemes for students, viz., the Orphan Student Assistance Scheme, Apoorva Dattak Yojana, Aarogya Sampada (Health Centre), and Earn and Learn Scheme.

Mahatma Gandhi Vidyamandir's S.P.H. Arts, Science, and Commerce College, Nampur, Nashik is situated in the Mofussil region. It has been successfully executing all its responsibilities as a higher educational institution, and continuing its journey of education with the dictum, 'Bahujan Hitaay, Bahujan Sukhaay.' The rural and poor students studying in the vicinity are having difficulties in acquiring Higher Education. The college has recognized their need and it has been playing a yeoman's role in the academic upliftment of these students. Many times it becomes difficult for some of these students to continue their higher education. They are facing uncertain conditions. Female students have also fallen victim to anemic conditions. Lack of money to continue higher education, unawareness about health and hygiene, and orphan state, are proving main culprits to stifle academic life and strangling the career of these students. Taking all these conditions into consideration the college authority, with the consultation of M.G.V. Management, started various Students Welfare Schemes:

- **Orphan Student Assistance Scheme:**

The college is encouraging students of Poor and unsupported backgrounds to aspire to higher education. Through an innovative scheme, **the 'Orphan Student Assistance Scheme'** for unsupported and

economically backward students of the college is given financial support. The college has accepted the parental responsibility of 10 orphan students by paying all their educational expenditures from the corpus. The corpus fund of Rs. 95,591/- has been raised by the faculty of the college. The orphan and poor students have been assured of a homely experience by providing them additional guidance, study material, and a reading room to pursue career building. In addition to it, the college led to publishing the collection of poems by one of these students.

- Corpus Fund Made Available:
- The corpus fund of Rs. 95,591/- is made available.
- The total number of beneficiary students under the Orphan Scheme is- 27.
- **Benefits under the Scheme:** To support their education.
- To educate them by providing Certificate/Value-Added Courses.
- To create awareness among them about health

· **Text-Book Sets for Students:** Provides syllabus related Sets to orphan/poor students, MPSC/UPSC books availability, and late reading permission

· The orphan girl student **Ritika Rajendra Dighavkar** who lost her father in Covid19 pandemic was helped with a **Health Insurance Policy of Rs. 1,00000.00** on the occasion.

- **Apoorva Dattak Yojana:**

  The present scheme has been named after Hon'ble Dr. Apoorvbhau Hiray, the coordinator, M.G. Vidyamandir, as his birthday gave impetus to commence this scheme-'**Apoorva Dattak Yojana'**. The scheme facilitates access to higher education for orphan/economically poor/Divyangjans students in the college. It offers financial aid to the adopted students, mainly, orphan/economically poor/Divyangjans students, by the faculty. It was started in 2019-20. The benefits, of the scheme are as below:

- **Benefits Under the Scheme:**
- Seven students benefitted
- Aiding fees to the orphan/economically poor/Divyangjans students for UG/ PG Programmes
- To pay his/her admission, and examination fees by the faculty
- To provide educational study material

- **Aarogya Sampada (Health Centre)**

'Healthy Mind Resides in Healthy Body'. The college has grabbed the golden opportunity to nurture the health of the students on the special occasion of the birthday of Hon'ble Sampadadidi Hiray, the Trustee of M.G. Vidyamandir and Adiwashi Seva Samiti, Nashik. Health Centre, *'Niraamay Arogya Kendra'* has been started on the college campus. The appointed doctor has been doing medical check-ups of the students and prescribed them the medicine. Students are getting help from the Health Centre.

- **Benefits Under the Scheme:**
- Dighavkar Ritika Rajendra lost her father in the epidemic and was helped
- Establishment of the Health Center on the college premises for the students
- Health check-ups of the students
- To organize Blood Donation Camps to help the Blood Banks
- To inculcate the habits of Hygiene and Sanitation

- Hemoglobin Testing of Female Students

The auspicious occasion of the birthday of Hon'ble Dr.Smitatai Hiray, Trustee, M.G.V., Nashik provides the opportunity for the college to organize 'Hemoglobin Testing' among the female students. For those female students who are found below average range of hemoglobin levels, the diet history of such students is obtained. The concerned students have been advised of a proper diet and recommended to introduce more leafy vegetables to their diet. Anemic female students are also supplied with folic acid capsules with the help of a local government medical hospital. This practice helps to figure out hemoglobin deficiency among female students, To safeguard them to nib the deficiency in the bud, To get a proper diet rich in leafy vegetables, and To supply folic acid capsules.

- **Earn and Learn Scheme:**

The Scheme granted by Savitribai Phule Pune University takes impetus from Karmaveer Bhaurao Patil to help the downtrodden students by offering them work opportunities. The poor orphan students find the scheme helpful for overcoming their financial difficulties. The college figures out such needy students and effectively implements this scheme. The college reaps two-fold benefits of the scheme- the needy students are helped financially and various petty neglected works of the college are

got done by its students.

- **Benefits Under the Scheme:**
- The needy student's help was sought by the office, library, etc. departments.
- The students get financial aid
- The habit of work inculcated among the students
- 'Work is Worship', no work is small, imprinted in the minds of students
- Rs. 1,10,000.00 disbursed to students
- Twenty students benefited from this scheme.

The college has been innovatively planning and effectively implementing these schemes to give a boost to the financial conditions of the students so that their academic life will be safeguarded to shape their future.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Since its establishment, it has been a leading college in the Nashik District region successfully run under the aegis of the Mahatma Gandhi Vidyamandir, Nashik. In the course of its glorious journey of over 40 years. The College has been catering to the educational and cultural needs of the society since its inception with a motto of *" Bahujan Hitay, Bahujan Sukhay"* and realizes the importance of need-based regional, national, and global level studies.

At present, the college is recognized as one of the multi-faculty colleges in several faculties with adequate infrastructure, facilities, and support services in hilly areas.

The college works based on the following core values:

Academic Excellence: We are committed to academic rigor and integrity that assures students in-depth and extensive knowledge, understanding, and skills in their chosen discipline and understanding of the interconnectedness of different disciplines.

Accountability: We assume and demonstrate our accountability for personal and professional growth. We will continuously evaluate and improve our policies and procedures.

Assessment and Improvement: We will continuously improve the assessment of students' learning outcomes. And based on the assessment we will improve the teaching-learning process.

Work Culture: We create an environment that continually builds students' capacity to work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, use their organization skills to plan and manage their workload, and take pride in their professional and personal integrity.

Honesty and Integrity: The motto of our Institution is "Bahujan Hitay, Bahujan Sukhay" which means, "welfare and happiness of the masses". Keeping this in mind the college upholds the highest ethical values, integrity, professionalism, and an unwavering commitment to the welfare of disadvantaged sections of society.

Social Responsibility: An understanding of social and civic responsibilities and readiness to accept them. An awareness and appreciation of social and cultural diversity and secularism. An awareness and appreciation of human rights, equity, and ethics.

Concluding Remarks :

Great visionary Late Karmveer Bhausaheb Hiray, the first Revenue Minister of Maharashtra and a guiding spirit in the co-operative sector, has founded the Institution, with the motto **'Bahujan Hitay, Bahujan Sukhay'**. His next worthy generations Loknete Late Vyankatraoji Hiray, Smt. Pushpatai Hiray, Hon. Dr. Prashantdada Hiray, the General Secretary, Hon. Dr. Apoorva Hiray, Coordinator MGV, Hon. Dr. Sampada Hiray, Trustee, and Hon. Dr. Advay Hiray, Trustee, MGV fulfilled his dreams. At present, the Institution runs

KG to PG educational institutions, such as, Pharmacy College, Dental College, D.Ed., B.Ed., Hotel Management, and other professional institutes in the state of Maharastra and Rajastan.

The College organizes lectures of eminent persons and teachers and conducts workshops and seminars to enrich our students. This helps us to provide quality education. The college has progressed by leaps and bounds with the aid received from the various educational development schemes of the Govt. of India, Govt. of Maharashtra, the University Grants Commission, and Savitribai Phule Pune University. Today, the college is fully catering to the diverse needs of the students of this rural and hilly area. The college has the privilege of being the first rural center to get Central assistance for the construction of an indoor stadium from the Govt. of India. All the faculty members are actively involved in social and cultural activities along with their regular academic responsibilities.

Future Plans of Action of the Institution for the Next Academic Year:

- Extending Internet facility to almost all departments
- To achieve complete computer literacy among faculties
- To organize seminars and workshops in different disciplines
- To organize remedial courses/career-oriented courses and lecture series Encouraging more and more students and teachers to research
- Establishing more socio-cultural extension activities
- To continue the practice of performance appraisal of teachers by students
- Nurturing curricular and co-curricular activities for the all-rounded development of the pupil
- Getting active participation of the Alumni and the Parent-Teacher Association in academic activities
- Administrative improvement of the non-teaching staff

Nowadays the college has become the proud glory of the region and progressing academically, including social and cultural activities, with leaps and bounds.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :23 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>539</td><td>00</td><td>378</td><td>291</td><td>217</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>539</td><td>00</td><td>378</td><td>269</td><td>217</td></tr></table> Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 439 Answer after DVV Verification: 294 Remark : As per clarification received from HEI, DVV input is recommended.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1039	1031	963	1063	1123

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
420	353	339	378	364

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1201	1201	1148	1123	1123

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
569	569	543	543	543

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
41	41	41	41	41

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
39	39	39	39	39

Remark : As per clarification received from HEI, and excluding Librarian and Physical Education director, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	13	.5	0	6.5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	04	08	06	02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	03	04	06	02

Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
52	26	20	21	29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	03	00	00	01

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	10	04	02	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	07	01	01	01

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	7	20	9	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	09	07	07

Remark : As per clarification received from HEI, DVV input is recommended.

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

Answer before DVV Verification :
Answer After DVV Verification :22
Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21.68	18.77	10.71	11.55	8.07

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21.03	18.74	10.35	11.03	8.05

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

| 5.1.2 | *Following capacity development and skills enhancement activities are organised for improving students' capability* |

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above

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

| 5.2.1 | **Percentage of placement of outgoing students and students progressing to higher education during the last five years** |

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
188	76	88	127	110

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
188	76	88	127	112

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
224	257	167	162	137

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
241	262	157	162	132

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	3	1	6	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	2	1	2	5

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	0	10	9	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
09	00	02	02	05

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

recommended.

5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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77	0	36	62	75 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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7	0	6	5	7	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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11	0	31	27	17 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
0	0	0	10	5	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	16	74	61	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	7	26	2	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27	27	27	27	27

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

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 148 Answer after DVV Verification : 113
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	29	34	31	29

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	27	29	29	27

2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	26	19	23	16

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
87.38	90.24	84.01	80.23	92.91