SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GIRIVASI SEVA MANDAL KALYAN'S MURLIDHAR NANAJI MOHITE GURUJI COLLEGE OF ARTS, COMMERCE AND BMS

AT POST KHODALA, TAL. MOKHADA, DIST PALGHAR
401604
www.mnmgcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The educational institute Murlidhar Nanaji Mohite Guruji Arts, Commerce and BMS College, Khodala run by 'Girivasi Seva Mandal' Kalyan was established in 2010 by ambitious likeminded people with a vision to provide quality education and empower students with knowledge and skills for their future endeavours with the dedicated efforts of a group of visionary educators who recognized the need for higher education institution in the tribal region through their relentless pursuit of excellence and support from the community the college took the present shape. In the beginning, it started as a modest institution with a handful of resources and a limited number of programs. Over the years it expanded its academic offerings and invested in infrastructural facilities to provide practical exposure and real-world experiences to the students. The college stands as a beacon of education, fostering intellectual growth, skill enhancements, cultural diversity and lifelong learning for its students, who go on to make significant contributions to society.

Tribal students often face significant challenges in accessing education, primarily due to the unavailability of colleges in their vicinity. This lack of nearby educational institutions poses a major hurdle to their pursuit of higher learning. Without accessible colleges, these tribal students are deprived of the opportunities to acquire knowledge, skills and qualifications that can empower them for a brighter future.

Hence, the tribal students hail from the surrounding region and they don't afford to take education in bigger cities nearby Nashik or Palghar districts. To render educational services to these students, the college is the only Institute of higher education, which has been approved by Govt. of Maharashtra and is affiliated with the University of Mumbai. The students hail from remote villages Pada where the transport facilities are not available. The students face transportation issues. 61.72 % of students in college are belonging to backward classes. Due to personal circumstances, and financial constraints students who discontinued their studies are also brought into the stream of education by providing them a second chance with a distance mode of education through YCMOU.

Vision

- To develop students intelllectually, psychologically, physically and culturally to face the challenges of future.
- To remove blind faith, addiction and superstition from tribal and backward communities of society.
- To empower and uplift tribal communities through quality education

Mission

- To transform the social life of tribal and underprivileged and empower them through quality higher education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The strength of a degree college in a tribal area lies in its ability to empower and uplift the tribal community through education, fostering positive change and driving socio-economic development. The college's greatest strength is its commitment to providing accessible education, breaking down barriers that have historically hindered tribal students from pursuing higher education. By establishing a college in the tribal area, students no longer need to travel long distances or face financial constraints to access quality education.

The institutional strength includes as follows:

o   Education at the doorstep in remote areas.
o   Education is affordable for anyone.
o   Government scholarship facility available for students of socially and economically downtrodden students.
o   Pollution-free campus, green and healthy environment.
o   Special Events during covid-19 such as Online Teaching: Teachers visited the doorstep for the admission of students. At the same time, the college conducted Student Vaccination Drive for COVID-19. And conducted R.T.P.C.R. Tests for the teachers.
o   For Motivation to teachers the college organized National Conference on April 2023, The faculties presented 41 research papers, Out of which 08 papers were published by College teachers.
o   Social Responsible Activities
o   Cultural Program – College and Village Level.
o   National Service Scheme Unit.
o   D.L.L.E Unit.
o   National Constitution Day Celebration Collaborated with NGO.
o   Social Awareness Skits, Play conducted By NSS Unit.
o   Opportunity for the Development of Tribal
o   Students are forced to fill out scholarship forms.
o   Health Awareness Program.
o   Principal Association Scholarship.
o   Services Provided by the college:
o   Separate College Building.
o   Digital Room.
o   Pure and Enough Drinking Water.
o   Separate Seminar Hall.
o   Internet service.
o   Separate CAP Room.
o   Computer Lab.
o   Big Playground available.
o   Separate Class Rooms and Laboratories with Adequate Furnished Material.
o   Accessible and Committed management.
o   Healthy relations with Staff, Students,

and management.
o   Academically encouraging Staff.
o   In all 61.72 % of Students belong to economically backward classes.
o   Computer facility is available in office and library.
o   One Ph. D. & M.Phil. guide of the University of Mumbai and Solapur University.
o   The College has 2 MOUs with other colleges and has 3 with the YCMOU.

Institutional Weakness

Our college in tribal areas plays a crucial role in providing education and opportunities to the tribal population, however, we often face certain institutional weaknesses that can hinder effectiveness and impact. One such weakness is the lack of adequate infrastructure and resources. Due to limited funding and remote locations, degree colleges in tribal areas may struggle to provide modern facilities, well-equipped laboratories and updated educational materials. This can limit the quality of education and hinder students' learning experiences. Another institutional weakness is the shortage of qualified and experienced faculty members. Recruiting and retaining competent teachers in remote tribal areas can be challenging. This can result in a scarcity of subject matter experts and experienced educators, which may affect the quality of instruction and limit students' access to specialized knowledge.
o   Most of the students are first-generation learners.
o   Most student is economically and socially backward from the weaker section of society.
o   Lack of transport facility around the college.
o   The College is self-funded / Unaided so facing a financial crunch for many things.
o   There is no funding for Infrastructure from the state Government.
o   Resource mobilization is not possible due lack of industrial support.
o   Problems faced to the creation of job opportunities due to lack of modern farming, processing sector and industrialization.

Institutional Opportunity

The College is uniquely positioned to capitalize on numerous opportunities that can significantly benefit both the institution and the tribal community it serves. These opportunities hold the potential to bring about positive change, empowerment and socio-economic development.

One significant opportunity lies in addressing the educational gap and promoting higher education among tribal students. By providing accessible and quality education, the college can empower tribal individuals with the knowledge and skills needed to excel in various fields. This opportunity not only enhances individual prospects but also contributes to the overall upliftment of the tribal community by creating a knowledgeable and skilled workforce.

Moreover, the college can act as a catalyst for preserving and revitalizing tribal culture and traditions. By integrating tribal knowledge, languages, and arts into the curriculum, the college can instil a sense of pride and identity among students. This opportunity allows the college to promote cultural heritage, safeguard traditional practices, and encourage intergenerational learning, fostering a strong connection to tribal roots.

The college can also leverage partnerships with industries, government agencies, and non-profit organizations to create internships, apprenticeships, and job placement opportunities for its students. This opportunity enables students to gain practical experience, develop essential skills, and enhance their employability. It also establishes strong linkages between academia and industry, facilitating knowledge

transfer and fostering entrepreneurship and economic growth within the tribal area.

The following are existing opportunities for the institution;

o   The College has an opportunity to impart education to poor and needy students.

o   The College is located in a Tribal and Hilly Area.

o   To start the P.G. Departments for the faculty of science which will enable research culture at the educational institution.

o   The college has an opportunity to promote research at UG /PG levels

o   The college has more scope for the eradication of social issues i.e. Superstitions, alcohol consumption addiction, malnutrition and health issues.

o   Scope for Presentation of Tribal culture.

o   Scope for inter-college MOU and programs.

o   More scope for improvement in teacher qualification.

Institutional Challenge

A degree college in a tribal area faces several unique challenges that can hinder its effective functioning and impact. These challenges arise from the socio-economic, geographical and cultural context in which the college operates. Understanding and addressing these challenges are crucial for ensuring the college's success and its ability to cater to the needs of the tribal community. limited employment opportunities within the tribal area can impact the college's ability to provide job placements for its graduates. Creating linkages with industries and fostering entrepreneurship initiatives are crucial for addressing this challenge and ensuring that students are equipped with the skills and opportunities to secure meaningful employment. limited connectivity, poor transportation infrastructure, and long distances can make it difficult for students to access the college. It may result in low student enrollment rates and hinder the participation of students in extracurricular activities, academic events and industry collaborations.

Cultural barriers and low awareness of the value of higher education pose further challenges. In some tribal communities, there may be traditional beliefs and practices that discourage or prioritize other activities over formal education. Overcoming these cultural barriers and promoting the importance of higher education can be a complex and ongoing process.

Financial constraints among tribal families often present a significant obstacle for students aspiring to pursue higher education. Many students face financial hardships, making it challenging to afford college fees, books, and other educational expenses. Limited access to scholarships and financial aid programs further exacerbates this challenge.

Following are some of the challenges faced by the institution;

o   Improvement in the confidence among the students and teachers.

o   College is Unaided and P.G. courses are permanently self-finance.

o   Making a skill-based education to improve the morale of the students.

o   Improvement in the communication skills of students for interpersonal relations.

o   Students should be strong enough for competing in today's World.

o   Lack of information technology facility due to financial crunch.

o   Addition of more infrastructure facilities.

o   Challenge to fill the online teaching-learning gap.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Planning and Implementation.

The College is an affiliated College of the University of Mumbai, which strictly implements the prescribed Syllabus and the Annual Academic Calendar notified by the University. Every semester, the Timetable Committee of the College Devices Department and class-wise master timetables, according to the workload specified in the Government Regulations, are sent to each Department with guidelines regarding the allotment of classes.

Each Department distributes the classes to the teachers, keeping in mind specializations and expertise. The individual and class timetables are then sent back to the Timetable Committee for approval and finalization. The Committee then officially notifies the timetable to each teacher and formally displays it on the College Website www.mnmgcollege.ac.in. During COVID-19, all classes were held online mode via Google Meet, Zoom & YouTube Links platforms, providing a single interface for the entire College. The individual timetables are uploaded on the online platform itself.

The seamless execution of curriculum delivery is ensured through departmental meetings regarding detailed Lesson Plans for each paper and appropriate pedagogy for each topic is identified. Special lectures, workshops on communication and writing skills and panel discussions are organized from time to time to expose the students to the latest research related to the curriculum, in the dual mode during the academic session 2022-23. All the faculty members devote extra time to schedule remedial sessions.

Curriculum Enrichment

The College has institutionalized mechanisms to sensitise students regarding professional ethics, human values, gender and environmental sustainability through its various academic and extracurricular activities. In the classroom, teachers engage with students using an inclusive approach pertaining to important socio-cultural issues. The student volunteers of the National Service Scheme (NSS) have been actively involved in community services. Anti-drug addiction campaigns and programmes for disaster management, senior citizens welfare, adult education, personality development, environment and health awareness, are some of the activities conducted by the NSS and the Outreach Committee.

Feedback System: The institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc.

Teaching-learning and Evaluation

The college has a transparent admission process catering to students from Tribal peoples and minorities from below the poverty line and first–generation learners. The admission process follows rules laid down by the University of Mumbai as per reservation policy. The college applies various student-centric teaching-

learning methods and tools such as field projects, survey methods, and project-based learning in the projector room, classrooms etc. incorporated for enhancing   Teaching – learning process.

The teaching, learning, and evaluation methods implemented in a degree college for tribal areas are designed to cater to the unique needs and circumstances of the tribal population while ensuring quality education and effective assessment.

A total of 33 teachers are employed on a full-time basis for UG and PG courses during the last academic year continuous evaluation of students through the semester wise and CBCS pattern of the University of Mumbai additionally college-level exam tests are conducted for internal evaluation. Evaluation methods involve class assignments, tutorials, oral examinations, projects, and classroom seminars. Teachers use ICT-enabled teaching-learning processes through e-resources, PowerPoint presentations, video-conferencing, etc. IQAC initiated positive steps for slow and advanced learners.

The institution organizes field visits, special counseling, and lecture sessions for the effective delivery of the course curriculum. Average pass percentage, special counseling, and lecture sessions for effective delivery of course curriculum. The average pass percentage for the last five years is above 85% for all programs and the result is higher than the university average percentage. The bonding between students and teachers due to such practices helps in keeping the morale of the students high. The faculty are highly qualified committed and experienced and show greater participation in curriculum enrichment programs and syllabus-related workshop

The student's performance and learning outcomes based on education are integrated into the system the program outcomes and course outcomes are defined in the syllabus and implemented properly which has resulted in improvement in the pass percentage, knowledge skill, competencies and overall holistic development of students.

Research, Innovations and Extension

Research, innovation and extension are integral components of a degree college, fostering a culture of intellectual exploration, creativity, and community engagement. These three pillars work in tandem to propel the college towards academic excellence and societal impact.

Research forms the foundation of knowledge creation and advancement within a degree college. Our faculty members and students engage in cutting-edge research across various disciplines, pushing the boundaries of existing knowledge and seeking solutions to complex problems. Through rigorous experimentation, data analysis and critical thinking, research in a degree college contributes to scientific discoveries, innovative practices, and intellectual growth. It not only enhances the academic environment but also provides students with valuable opportunities to actively participate in the generation of knowledge.

Following are the glimpses of research and innovation in our college.

- To create a research culture among the student and teachers, the college conducted one National Conference in 2022-23. More than 41 research scholars have participated in research papers, and out of the 8 research papers read by our teachers and conference journals will be published soon in peer-reviewed journals.
- Our faculty published 05 research papers in UGC care listed Journals, 03 in peer review journals and 04 in impact factor journals and Other 17 research papers published in State and National Conferences

Proceeding.
- Our faculty contributed to publishing a book in 2017.
- Our one faculty is Ph. D. guide two research students have been awarded Ph. D. Degrees and 03 students have submitted synopsis.
- Our two faculty recently registered for PhD and one Applied for M. Phil.
- We organized career guidance programs at the Ashram School of Devgoan, Karegoan, Dahalewadi, Adhoshi, and Vaitarna.
- Our faculty was awarded by various NGOs, Institutions and Universities.
- We have conducted around 92 extension and outreach Programs through NSS & DLLE.
- Institution has also run the YCMOU center for students, more than 500 students benefited by the year 2022-23 in distance learning.
- The college has made collaboration with NGO's and the Primary Health Centres center for various program & have collaborated 05 MoUs and YCMOU with other colleges.

Infrastructure and Learning Resources

The infrastructure of a college in a tribal area is designed to provide a conducive environment for the learning, growth, and holistic development of students. Recognizing the unique needs and challenges of the tribal community, the college aims to create a physical space that reflects inclusivity, cultural sensitivity, and modern educational facilities. The college also provides specialized facilities such as laboratories, computer centres and libraries that are equipped with up-to-date resources and technology to support research, practical learning, and information access.

The college has developed a good infrastructure to support the teaching and learning activities. The old building is added up with the new building and administrative block for which financial support of Crores of Rupees is supported by the management. The college functions through 2 separate buildings. Building 1 (old) is for administrative purposes with a seminar hall, Science labs, Gymkhana and Sports, Principal's office, YCMOU Center, Subjects Departments and exam department; Building 2 (New) contains a computer lab, spacious classrooms, a library reading room, NSS room, well equipped Digital classrooms, staff room, Principal rest room, guest room, Further the college campus is having a canteen, staff quarters, security guard room, vehicle parking, botanical garden and a playground.

The library is having software named Microsys (Comlib). The college library is enriched with 8563 books comprising great novels, autobiographies, encyclopedias, reference books, textbooks, Dictionaries, yearbooks, directories etc. and Library has 39 rare books. The college has a good focus on updating IT facilities. Further, the internet facilities are constantly upgraded with recent advancements having a speed of 30 Mbps. The college also gives equal importance to maintenance activities and allocates a good amount of budget for maintenance. Further, for maintenance-related activities, the college has made AMC with 'Microsys software' for the exam, and MKCL agencies for online admissions from the University. AMC is made of Examination software.

Student Support and Progression

Student support and progression are integral components of the college's mission in a tribal area, aiming to provide comprehensive assistance and guidance to students, enabling them to excel academically, personally, and professionally. The college recognizes the unique challenges and aspirations of tribal students and is committed to nurturing their talents, building their self-confidence, and facilitating their overall growth.

The college offers a range of student support services to ensure a positive and inclusive learning experience. Academic support systems, such as tutoring programs, study groups and mentoring initiatives, are implemented to assist students in their coursework and enhance their learning outcomes.

Murlidhar Nanaji Mohite Guruji College of Arts, Commerce and BMS College work keenly for students' support and progression. Our college is located in a tribal and remote area and to support the education of students the college has availed various scholarships to students. The beneficiaries of the government scholarship account for 45.00 % on average in the last 5 years. The college runs various programs for developing communication skills, and life skills among the students. These capacity-building and skill-enhancement programs are conducted for the students each year. There is a competitive examination centre through which students are benefited from the guidance of competitive exams. Along with the expert talk, regular coaching is provided to the students under a competitive exam centre.

The college has constituted three different committees for resolving student grievances. These committees work with a specifically designed mechanism. Our college has shown good progression and placement during the last 5 years. More than 1000 outgoing students progressed from the college during the last five years. While 01 students have qualified for the State Eligibility Test (SET) for the post of Assistant Professor. Our students have obtained participant certificates in Youth Festival Organised by Mumbai University 65 Students for outstanding performance in cultural activities organized by the university and other institutes. Every year, the college organizes various competitions and encourages students to participate in the competitions. On average more than 25 sports and cultural competitions are organized each year for the students.

Governance, Leadership and Management

The governance, leadership and management of a degree college in a tribal area play a vital role in ensuring its smooth functioning, academic excellence and overall development. The college embraces a transparent and inclusive governance structure that promotes accountability, participation and responsiveness to the needs of the tribal community it serves. At the core of the college's governance is a dedicated and visionary leadership team. The college appoints experienced and qualified individuals who possess a deep understanding of the unique challenges and aspirations of the tribal community. The leadership team provides strategic direction, establishes institutional goals and fosters a culture of continuous improvement and innovation.

The management of the college involves efficient administration and effective utilization of resources. It encompasses the planning and implementation of academic programs, infrastructure development, financial management and human resource allocation. The management ensures compliance with regulatory guidelines and works towards maintaining a conducive learning environment for students and faculty.

Girivasi seva mandal, Kalyan is the tribal area educational institution in Maharashtra state. To provide higher educational facilities to the tribal students and prepare them to compete with urban students and contribute their

services to nation-building by promoting education is our statement vision. The mission of our college is let's help one another to make life comfortable, and peaceful and help one another to uplift the standard of lives of the poor, especially of tribal people. At the college level committees work concretely and have the necessary freedom to implement educational policies and initiatives in a decentralized manner.

The college provides financial support to the teaching and non-teaching staff for attending seminars, workshops and conferences. The teachers of the college are relieved to participate in refresher courses, Summer/Winter Schools, etc. Management has appointed a required number of teachers temporary and contractual basis. The college has a system for internal and external auditing from the parent institution. The IQAC is consistently working to magnify the quality culture in all spheres of college activities through channelized efforts towards promoting holistic academic excellence. IQAC acts as a mediator between management and the college and provides inputs for the sustenance of quality in each sphere of college activity.

Institutional Values and Best Practices

Institutional values and best practices form the foundation of a college in a tribal area, guiding its mission, operations and interactions with students, faculty, staff, and the community. These values and practices shape the college's identity, culture, and commitment to excellence, equity, and inclusivity.

The college regularly conducts programmes to address gender equity. Security is provided to the students through CCTV cameras and the entire campus is protected by a chain-linked compound wall. The college has separate common rooms and separate washrooms for boys, girls and faculty. The open well is available as a source of water consumption and there are facilities for rainwater harvesting. Rainwater is percolated inside the open well recharge the same and uplift the groundwater level.

Steps are taken to save energy through the use of renewable energy resources coupled with LED lamps that helps to minimise the power requirements. Provisions are made for green initiatives and waste management. 2.7 KV capacity. Efforts are being made for Carbon neutrality through tree plantation, practising the use of one-side blank pages for printing, zero waste and plastic free campus. Most of the bio-degradable waste is recycled in Ghanta Gadi." Gram panchayat" the College takes steps to promote the message of Eco-mission through direct participation of staff and students in cleanliness drives and environmental awareness programmes.

The college has completed the green audit and energy audits. Generous donors contribute to the development of the tribal community through donations to help tribal students with various careers and training programmes, improve their health and help in raising their standard of living as a whole. The spirit of national integrity is instilled by organizing national festivals, celebrations of culture and heritage, socially relevant events and birthdays of illustrious Indians. The college took initiatives for online teaching learning and environmental sensitization in Khodala of Palghar District along with awareness programs amongst tribal students of Adivasi Ashramshala etc. are the best practices of our college.

By embracing these institutional values and best practices, a college can create an environment that empowers students, promotes academic excellence, strengthens community bonds, and contributes to the overall socio-economic development of the tribal community.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Girivasi Seva Mandal Kalyan's Murlidhar Nanaji Mohite Guruji College of Arts, Commerce and BMS
Address	AT POST KHODALA, TAL. MOKHADA, DIST PALGHAR
City	KHODALA
State	Maharashtra
Pin	401604
Website	www.mnmgcollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Anil Narayan Patil	0251-2200744	9422666366	-	mnmgcollege@gmail.com
IQAC / CIQA coordinator	Yashwant Jethu Shid	-	8805042640	-	yash1987shid@gmail.com

Status of the Institution	
Institution Status	Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular

22-07-2023 11:40:56

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Buddhist
Linguistic	
Any Other	

Establishment Details		

State	**University name**	**Document**
Maharashtra	University of Mumbai	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
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	AT POST KHODALA, TAL. MOKHADA, DIST PALGHAR	Tribal	3	1689.25

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	Integrated(UG),Arts	36	HSC	English,Hindi,Marathi	720	313
UG	Integrated(UG),Commerce	36	HSC	English	372	348
UG	Integrated(UG),Commerce	36	HSC	English	180	20
UG	Integrated(UG),Commerce	36	HSC	English	180	26
UG	Integrated(UG),Science	36	HSC	English	360	219
PG	Integrated(PG),Arts	24	GRADUATION	Marathi	120	24
PG	Integrated(PG),Arts	24	GRADUATION	Marathi	120	33
PG	Integrated(PG),Commerce	24	GRADUATION	English	120	74

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				33
Recruited	0	0	0	0	0	0	0	0	3	0	0	3
Yet to Recruit				0				0				30
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				33
Recruited	0	0	0	0	0	0	0	0	26	3	0	29
Yet to Recruit				0				0				4

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	0	0	0	0
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	13	2	0	15
Yet to Recruit				1

22-07-2023 11:40:56

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	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	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	24	4	0	28
UG	0	0	0	0	0	0	0	0	0	0

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

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	674	0	0	0	674
	Female	252	0	0	0	252
	Others	0	0	0	0	0
PG	Male	82	0	0	0	82
	Female	45	0	0	0	45
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	118	117	90	68
	Female	65	59	29	22
	Others	0	0	0	0
ST	Male	334	351	286	267
	Female	100	121	93	107
	Others	0	0	0	0
OBC	Male	43	42	33	26
	Female	36	18	11	11
	Others	0	0	0	0
General	Male	217	271	268	194
	Female	78	88	84	71
	Others	0	0	0	0
Others	Male	24	20	14	13
	Female	8	10	3	2
	Others	0	0	0	0
Total		1023	1097	911	781

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In the year 2020, the Government of India unveiled the National Educational Policy. The government wants to stop the commercialization of education in the nation and restore the old system while using contemporary technology through the NEP. Aside from this, one of the goals of NEP is to promote Indian languages and safeguard Indian culture and values. The Policy's objective is to instill in learners a strong sense of pride in being Indian—a pride that extends beyond thought to spirit, intellect, and deeds—as well as to the development of knowledge, skills, values, and dispositions that underpin that pride. According to the institution, a true global citizen is one who is committed to human rights, sustainable living, and global well-being. In order to implement the NEP-based curriculum in accordance with the national vision throughout all of its programmes, the institution set up a committee. A number of subcommittees were also established, each headed by the head of a department, and they were tasked with establishing academic standards and benchmarks for the quality and excellence of the education provided at Girivasi Seva Mandal Kalyan's Murlidhar Nanaji Mohite Guruji College of Arts, Commerce, and BMS. The committee established expectations for the academic staff working at Girivasi Seva Mandal Kalyan's Murlidhar Nanaji Mohite Guruji College of Arts, Commerce, and BMS in terms of teaching and related academic activities. The committee believed in providing clear, understandable, and consistent guidelines on teaching and learning standards. Finally, the committee emphasised on providing Girivasi Seva Mandal Kalyan's Murlidhar Nanaji Mohite Guruji College of Arts, Commerce, and BMS students with a top-notch education in order for them to realise their full potential through student-centered learning. The institution has revised all of its academic programmes to include multidisciplinary and interdisciplinary courses as electives in light of this. Every curriculum is created to provide students as much freedom as possible when selecting electives from other Departments. It may be claimed that the institution is actively working to put the NEP's recommendations into practise.
2. Academic bank of credits (ABC):	The work has started in the college under the new Academic Bank of Credits (ABC) rules. Also, the

	college is also working to make ABC ID for the new admission students this year. In order to help these students benefit from the ABCs associated with the new educational policies (NEP) of the Govt. Also, instructions from the university are being received from time to time in this regard. Accordingly, the work is going on by the university. With Academic Bank of Credits (ABC), the college strives to make students easily able to access their results through their own login. and as per the university guidelines, the college has appointed faculty-wise Nodal Officers for the ABC.
3. Skill development:	Through a number of institutions, including the Research Innovation and Incubation Centre for Entrepreneurship, the institution supports students' development of soft skills and vocational education. In accordance with the Skill India Mission, the idea of a "Skill Bank" has been developed, which aids in honing, developing, and fine-tuning students' abilities to meet the demands of new social and industrial prospects. Students register their desired Psychomotor and special talents during the admissions process, and they enrol in a variety of certification programmes through the Skill Bank.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Murlidhar Nanaji Mohite Guruji College of Arts, Commerce, and BMS in Girivasi Seva Mandal Kalyan uses a choice-based credit system (CBCS) for all of its programmes. Each Discipline Core (DSC) is worth four credits under the NEP framework, whereas Ability Enhancement Compulsory Course (AECC), Open Elective Course (OEC), and Skill Enhancement Course (SEC) are each worth three credits. Now that exit choices are available to them at various stages, the students will have more flexibility. One credit is equal to one hour of lecture, one credit is equal to one hour of tutorial (with the exception of languages), and one credit is equal to two hours of practical.
5. Focus on Outcome based education (OBE):	With a personalised lesson plan manual that clearly defines the course outcome, program-specific outcome, and programme outcome, the institution already practises outcome-based education. Through the curriculum and orientation programme, students are made aware of the numerous course outcomes and program-specific outcomes. At the conclusion of the programme, the achievement of the outcome is

	examined and evaluated.
6. Distance education/online education:	The organisation supports teaching-learning using online resources. Faculty members have enough expertise using technological tools for teaching and learning and creating electronic content. The school uses cutting-edge teaching techniques and has a learning management system (LMS) for academic practise.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club (ELC) has been set up in the College.
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?	Student's co-ordinator and co-ordinating faculty members are appointed by the College and the ELCs are functional. District Election Officer has organized a meeting on New Voter Registration Process for Educational Institute. and we Deputed a teacher for the said meeting.
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.	Voter awareness campaigns are conducted through the NSS unit in the college. It also helps the election administration in various polling programs. The rally is conducted under the voter awareness programme.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Various social programs are conducted through the college, in which public awareness is created about voting and information about our democracy is given
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.	Various programs are conducted through the college to register the names of students above 18 years in the voter list.

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
1023	1097	911	781	655

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: 53

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
24	22	26	20	19

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
36.49955	35.42586	38.82961	37.26654	29.87659

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:

1.Girivasi Seva Mandal's Muralidhar Nanaji Mohite Guruji College Of Arts, Com. & BMS Khodala – Jogalwadi, Tal. Mokhada Dist. Palghar **College is a constituent College of the University of Mumbai**, which strictly implements the Syllabus and the Annual Academic Calendar notified by the University.

2. Every semester, the Timetable Committee of the College Devices Department and class-wise master timetables, **according to the workload specified in the Government Regulations**, are sent to each Department with guidelines regarding the allotment of classes.

3. Each Department distributes the classes to the teachers, keeping in mind specializations and expertise. The individual and class timetables are then sent back to the Timetable Committee for approval and finalization. The Committee then officially notifies the timetable to each teacher and formally **displays it on the College Website www**.mnmgcollege.ac.in. The timetable is sacrosanct and once notified changes cannot be made without prior permission of the Timetable Committee. The process is completed before the commencement of each semester.

4. For the past year, all classes are held in online mode via the Google Meet & Zoom Links **platform**, providing a single interface for the entire College. The individual timetables are uploaded on the online platform itself.

5. The seamless execution of curriculum delivery is ensured through departmental meetings regarding detailed **Lesson Plans** for each paper and appropriate pedagogy for each topic is identified.

6. Conventional chalk and board method is **integrated** with ICT-based methods of flipped classrooms and blended learning. The faculty of Arts, Commerce are study part know about the practicle knowledge in the field of department like industrial visit, historical visit, and field visit.

7. Departments regularly assess and evaluate the percentage of syllabus covered and discuss any problems encountered by the students and teachers.

8. Special lectures, workshops on communication and writing skills, and panel discussions are organized from time to time to expose the students to the latest research related to the curriculum, in the dual mode during the academic session 2022-23.

9. An **Ability Enhancement Course on Marathi/ English/ Hindi Communication** helps the students to improve their verbal, non-verbal, and written language skills.

10. All the faculty members devote extra time to schedule remedial sessions. The students are divided into

smaller groups for better attention and interaction with each one of them, as per their requirement(s).

11. Furthermore, **a system of allocation of mentor-mentee and identification of Advanced and Slow learners** has been designed by the College for promoting peer learning and developing a more personalised teacher - student collaboration. This is enhanced by a continuous evaluation mechanism in the form of presentations, group discussions, assignments, research projects and tests to assess students' learning and identify the gaps in their preparedness before the Final Examination.

12.The study material for every subject, both offline and online, is made available by the Library, which enables an enriching curriculum delivery.

1.Girivasi Seva Mandal's Muralidhar Nanaji Mohite Guruji College Of Arts, Com. & BMS Khodala – Jogalwadi, Tal. Mokhada Dist. Palghar **College is a constituent College of the University of Mumbai**, which strictly implements the Syllabus and the Annual Academic Calendar notified by the University.

2. Every semester, the Timetable Committee of the College Devices Department and class-wise master timetables, **according to the workload specified in the Government Regulations**, are sent to each Department with guidelines regarding the allotment of classes.

3. Each Department distributes the classes to the teachers, keeping in mind specializations and expertise. The individual and class timetables are then sent back to the Timetable Committee for approval and finalization. The Committee then officially notifies the timetable to each teacher and formally **displays it on the College Website www.**mnmgcollege.ac.in. The timetable is sacrosanct and once notified changes cannot be made without prior permission of the Timetable Committee. The process is completed before the commencement of each semester.

4. For the past year, all classes are held in online mode via the Google Meet & Zoom Links **platform**, providing a single interface for the entire College. The individual timetables are uploaded on the online platform itself.

5. The seamless execution of curriculum delivery is ensured through departmental meetings regarding detailed **Lesson Plans** for each paper and appropriate pedagogy for each topic is identified.

6. Conventional chalk and board method is **integrated** with ICT-based methods of flipped classrooms and blended learning. The faculty of Arts, Commerce are study part know about the practicle knowledge in the field of department like industrial visit, historical visit, and field visit.

7. Departments regularly assess and evaluate the percentage of syllabus covered and discuss any problems encountered by the students and teachers.

8. Special lectures, workshops on communication and writing skills, and panel discussions are organized from time to time to expose the students to the latest research related to the curriculum, in the dual mode during the academic session 2022-23.

9. An **Ability Enhancement Course on Marathi/ English/ Hindi Communication** helps the students to improve their verbal, non-verbal, and written language skills.

10. All the faculty members devote extra time to schedule remedial sessions. The students are divided into

smaller groups for better attention and interaction with each one of them, as per their requirement(s).

11. Furthermore, **a system of allocation of mentor-mentee and identification of Advanced and Slow learners** has been designed by the College for promoting peer learning and developing a more personalised teacher - student collaboration. This is enhanced by a continuous evaluation mechanism in the form of presentations, group discussions, assignments, research projects and tests to assess students' learning and identify the gaps in their preparedness before the Final Examination.

12.The study material for every subject, both offline and online, is made available by the Library, which enables an enriching curriculum delivery.

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: 0

File Description	Document
Institutional data in the prescribed format	View Document

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

1. Girivasi Seva Mandal's Muralidhar Nanaji Mohite Guruji College Of Arts, Com. & BMS Khodala – Jogalwadi, Tal. Mokhada Dist. Palghar. College has institutionalised mechanisms to sensitise students regarding professional ethics, human values, gender and environment sustainability through its various academic and extracurricular activities. In the classroom, teachers engage with students using an **inclusive approach** pertaining to important socio-cultural issues.

2.**The Centre for** Girivasi Seva Mandal's Muralidhar Nanaji Mohite Guruji College Of Arts, Com. & BMS Khodala – Jogalwadi, Tal. Mokhada Dist. Palghar. is a resource centre for imparting value-based education to generate awareness regarding the complementary nature of skills and ethical values.

3.The Gender Champions of the **Women Development Cell (WDC)** organise academic, medical, cultural and social events, aimed at creating a gender sensitised community.

4.The student volunteers of the **National Service Scheme (NSS) have been actively involved in community services**. Anti-drug addiction campaigns and programmes for disaster management, senior citizens welfare, adult education, personality development, environment and health awareness, are some of the activities conducted by the NSS and the Outreach Committee.

5.**The Outreach Committee,** has been involved in the education of the underprivileged children of the nearby local community.

1. Girivasi Seva Mandal's Muralidhar Nanaji Mohite Guruji College Of Arts, Com. & BMS Khodala – Jogalwadi, Tal. Mokhada Dist. Palghar. College has institutionalised mechanisms to sensitise students regarding professional ethics, human values, gender and environment sustainability through its various academic and extracurricular activities. In the classroom, teachers engage with students using an **inclusive approach** pertaining to important socio-cultural issues.

2.**The Centre for** Girivasi Seva Mandal's Muralidhar Nanaji Mohite Guruji College Of Arts, Com. & BMS Khodala – Jogalwadi, Tal. Mokhada Dist. Palghar. is a resource centre for imparting value-based education to generate awareness regarding the complementary nature of skills and ethical values.

3.The Gender Champions of the **Women Development Cell (WDC)** organise academic, medical, cultural and social events, aimed at creating a gender sensitised community.

4.The student volunteers of the **National Service Scheme (NSS) have been actively involved in community services**. Anti-drug addiction campaigns and programmes for disaster management, senior citizens welfare, adult education, personality development, environment and health awareness, are some of the activities conducted by the NSS and the Outreach Committee.

5.**The Outreach Committee,** has been involved in the education of the underprivileged children of the nearby local community.

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

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

Response: 17.99

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

Response: 184

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: C. Feedback collected and analysed

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 60.25

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
366	403	416	345	292

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

2021-22	2020-21	2019-20	2018-19	2017-18
780	792	684	444	324

File Description	Document
Institutional data in the prescribed format	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	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: 56.35

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
290	310	257	212	214

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
584	566	493	317	317

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: 42.63

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:

College has been actively attempting to change its culture from one of teaching to one of learning. The college creates a stimulating environment by implementing innovative and useful pedagogies that are collaborative and learner-centered, which helps spark the desire to learn, unlearn, and relearn.

1. The teachers combine traditional pedagogy with hands-on learning by incorporating group activities, role-plays, movie screenings, group debates, and relating the curriculum to real-world experiences.

2.Remedial classes and tutorials, workshops, seminars at the college/national/international level, and contact with experts and industry professionals are all added to the teaching-learning process.

3. The college also makes plans for the students to visit businesses and offers them summer internships so they can gain practical experience.

4.Case studies and micro-research projects give the students the chance to critically evaluate the material covered in the curriculum and develop a problem-solving mindset.

5.To enhance experiential learning, teachers use ICT-enabled Smart Classrooms with projectors, the newest audio-visual equipment, and Wi-Fi access.

6. Through the use of relevant software and programming skills, such as Tally, ICT tools and applications are used to solve problems in business.

7.The College has chosen MS Team as the online teaching platform for COVID-19, enabling improved teacher-student interaction interfaces.

8.Other online tools like Google Meet, YouTube, Whatsapp, and Zoom have made it easier to use the flipped classroom and blended learning models.

10. Departmental societies, fests, extracurricular activities, extension and outreach programmes create a space for students to practically use their classroom knowledge in the greater society.

11. Students have the chance to learn about market dynamics through various competitions based on case studies and business ideas, which helps them value and fulfil deadlines/targets and handle pressure.

12. The College places a strong emphasis on interdisciplinary and multifaceted approaches to better prepare students for cross-cultural communication and collaboration in a globalised society.

13. The personality development course, for hands-on and imaginative learning methods in order to help an increasing number of students obtain better placements in the modern labour markets.

The students are given a strong sense of commitment by the college to the learning process, which enables them to comprehend the practical significance of that information and map out a course for their lives in which they may contribute significantly to society.

College has been actively attempting to change its culture from one of teaching to one of learning. The college creates a stimulating environment by implementing innovative and useful pedagogies that are collaborative and learner-centered, which helps spark the desire to learn, unlearn, and relearn.

1. The teachers combine traditional pedagogy with hands-on learning by incorporating group activities, role-plays, movie screenings, group debates, and relating the curriculum to real-world experiences.

2.Remedial classes and tutorials, workshops, seminars at the college/national/international level, and contact with experts and industry professionals are all added to the teaching-learning process.

3. The college also makes plans for the students to visit businesses and offers them summer internships so they can gain practical experience.

4.Case studies and micro-research projects give the students the chance to critically evaluate the material

covered in the curriculum and develop a problem-solving mindset.

5.To enhance experiential learning, teachers use ICT-enabled Smart Classrooms with projectors, the newest audio-visual equipment, and Wi-Fi access.

6. Through the use of relevant software and programming skills, such as Tally, ICT tools and applications are used to solve problems in business.

7.The College has chosen MS Team as the online teaching platform for COVID-19, enabling improved teacher-student interaction interfaces.

8.Other online tools like Google Meet, YouTube, Whatsapp, and Zoom have made it easier to use the flipped classroom and blended learning models.

10. Departmental societies, fests, extracurricular activities, extension and outreach programmes create a space for students to practically use their classroom knowledge in the greater society.

11. Students have the chance to learn about market dynamics through various competitions based on case studies and business ideas, which helps them value and fulfil deadlines/targets and handle pressure.

12. The College places a strong emphasis on interdisciplinary and multifaceted approaches to better prepare students for cross-cultural communication and collaboration in a globalised society.

13. The personality development course, for hands-on and imaginative learning methods in order to help an increasing number of students obtain better placements in the modern labour markets.

The students are given a strong sense of commitment by the college to the learning process, which enables them to comprehend the practical significance of that information and map out a course for their lives in which they may contribute significantly to society.

File Description	Document
Upload 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: 82.22

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
33	33	33	18	18

File Description	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: 30.63

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
07	06	07	09	05

File Description	Document
Institution data in the prescribed format	[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:

Grievances relating to internal examinations: The college publishes the internal examination schedule in the academic calendar. Exam schedules and syllabi are distributed well in advance.

The teacher gives the class members the assessed answer sheets to look at in order to maintain openness.

Internal grades are posted on the notice board in the classroom, and students have four days to file complaints.

Within two days, the concerned department must remedy the complaint.

To resolve the unresolved complaints, the Principal may, if necessary, appoint a different committee.

Grievances relating to external examinations: The affiliating university announces the external examination schedule.

The University receives inquiries about the exam schedule, and the University responds to them right away.

The affiliating University provides hall passes and seat numbers. If there is a question, the college communicates it to the university, which then takes the appropriate action. The college examination committee informed the university of the issues regarding the question paper, such as repeated questions that weren't on the syllabus, incorrect marks, etc.

The issue is addressed before the test.

The student has ten days from the time the results are announced to file a complaint with the university if there is any difference in the marks.

The evaluated answer sheet can also be requested by the student, who will get it in 15 days.

Students talk with the appropriate teacher after obtaining the photocopies, and if necessary, they move on to review or reevaluate the sources.

concerns regarding online exams: The university gives instructions for submitting concerns regarding issues with internet connectivity, cameras, submissions, etc.

Within five days, complaints regarding online exams can be posted on the student profile on the university portal.

Grievances relating to internal examinations: The college publishes the internal examination schedule in the academic calendar. Exam schedules and syllabi are distributed well in advance.

The teacher gives the class members the assessed answer sheets to look at in order to maintain openness.

Internal grades are posted on the notice board in the classroom, and students have four days to file complaints.

Within two days, the concerned department must remedy the complaint.

To resolve the unresolved complaints, the Principal may, if necessary, appoint a different committee.

Grievances relating to external examinations: The affiliating university announces the external examination schedule.

The University receives inquiries about the exam schedule, and the University responds to them right away.

The affiliating University provides hall passes and seat numbers. If there is a question, the college communicates it to the university, which then takes the appropriate action. The college examination committee informed the university of the issues regarding the question paper, such as repeated questions that weren't on the syllabus, incorrect marks, etc.

The issue is addressed before the test.

The student has ten days from the time the results are announced to file a complaint with the university if there is any difference in the marks.

The evaluated answer sheet can also be requested by the student, who will get it in 15 days.

Students talk with the appropriate teacher after obtaining the photocopies, and if necessary, they move on to review or reevaluate the sources.

concerns regarding online exams: The university gives instructions for submitting concerns regarding issues with internet connectivity, cameras, submissions, etc.

Within five days, complaints regarding online exams can be posted on the student profile on the university portal.

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:

As a constituent institution of the University of Mumbai, _Girivasi Seva Mandal's Muralidhar Nanaji Mohite Guruji College Of Arts, Com. & BMS Khodala – Jogalwadi, Tal. Mokhada Dist. Palghar. College follows the guidelines and norms of the University with respect to offered programmes and course curriculum/syllabus.

1.The University of Mumbai , under the Choice Based Credit System (CBCS), has revised the syllabus/course curriculum with targeted learning outcomes for each course/subject, based on the UGC-Rules & Regulations.The learning outcomes of each paper is mentioned in the syllabus and is available on the University Website.

2.The College publishes the Prospectus on its website that provides the link to the University of Mumbai syllabus and guidelines, clearly stating the outcomes of each programme and course.

3.The syllabus, the course outcomes and the credits allotted to each paper are communicated during the Orientation Programme of the first year students. Each individual teacher apprises the students of the learning outcomes of the specific paper at the beginning and conclusion of the semester. The entire pedagogy is geared towards achieving the stated learning outcome of the paper.

4.Under the CBCS system of the **University of Mumbai**, the undergraduate programme is divided into

various components, comprising Core papers, Generic Elective papers, Ability Enhancement Compulsory papers, Skill Enhancement papers and Discipline Specific Elective papers. **Each of these components in themselves have specific learning outcomes**, which give a better understanding as to how and why the specific subject/topic is being taught. Course Outcomes as well as Learning Outcomes depend upon the nature of course and the subject concerned. The choices that the students make, based on the specified learning outcomes, help in a holistic understanding of the course, thereby enriching the teaching-learning process.

5.The Programme Specific Outcomes are closely related to the content of the syllabus and may vary as per the subject. Teachers design Lesson Plans for all the courses/subjects at the beginning of each semester to ensure that the pedagogy is in sync with the PSOs. There are some universal learning outcomes also which are inherent in every syllabus.

6. The students are encouraged, and guided to learn and imbibe the course outcomes. The students are not only communicated the course outcome in the classroom but also made to experience them through **participation and organizing of co-curricular and extra-curricular activities**. Every department plans and conducts all activities in light of the programme outcomes and course outcomes.

7. The Lesson Plans and Self-Evaluation Document of each teacher is submitted to the IQAC, as part of external and internal audit. The IQAC reviews the successful incorporation of program and course outcomes in pedagogy. On the basis of the quality inputs of the IQAC, the **teachers are advised to communicate to their parent departments** the required updation and changes to the existing programme and course outcomes to make it further enriching for the students.

As a constituent institution of the University of Mumbai, _Girivasi Seva Mandal's Muralidhar Nanaji Mohite Guruji College Of Arts, Com. & BMS Khodala – Jogalwadi, Tal. Mokhada Dist. Palghar. College follows the guidelines and norms of the University with respect to offered programmes and course curriculum/syllabus.

1.The University of Mumbai , under the Choice Based Credit System (CBCS), has revised the syllabus/course curriculum with targeted learning outcomes for each course/subject, based on the UGC-Rules & Regulations.The learning outcomes of each paper is mentioned in the syllabus and is available on the University Website.

2.The College publishes the Prospectus on its website that provides the link to the University of Mumbai syllabus and guidelines, clearly stating the outcomes of each programme and course.

3.The syllabus, the course outcomes and the credits allotted to each paper are communicated during the Orientation Programme of the first year students. Each individual teacher apprises the students of the learning outcomes of the specific paper at the beginning and conclusion of the semester. The entire pedagogy is geared towards achieving the stated learning outcome of the paper.

4.Under the CBCS system of the **University of Mumbai**, the undergraduate programme is divided into various components, comprising Core papers, Generic Elective papers, Ability Enhancement Compulsory papers, Skill Enhancement papers and Discipline Specific Elective papers. **Each of these components in themselves have specific learning outcomes**, which give a better understanding as to how and why the specific subject/topic is being taught. Course Outcomes as well as Learning Outcomes depend upon the nature of course and the subject concerned. The choices that the students make, based on the specified

learning outcomes, help in a holistic understanding of the course, thereby enriching the teaching-learning process.

5.The Programme Specific Outcomes are closely related to the content of the syllabus and may vary as per the subject. Teachers design Lesson Plans for all the courses/subjects at the beginning of each semester to ensure that the pedagogy is in sync with the PSOs. There are some universal learning outcomes also which are inherent in every syllabus.

6. The students are encouraged, and guided to learn and imbibe the course outcomes. The students are not only communicated the course outcome in the classroom but also made to experience them through **participation and organizing of co-curricular and extra-curricular activities**. Every department plans and conducts all activities in light of the programme outcomes and course outcomes.

7. The Lesson Plans and Self-Evaluation Document of each teacher is submitted to the IQAC, as part of external and internal audit. The IQAC reviews the successful incorporation of program and course outcomes in pedagogy. On the basis of the quality inputs of the IQAC, the **teachers are advised to communicate to their parent departments** the required updation and changes to the existing programme and course outcomes to make it further enriching for the students.

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:

1.The institutional priority is in the academic development of the teachers and students. The courses and syllabus are designed by the respective Department of the University of Mumbai. The Programme Outcomes (POs) and Course Outcomes (COs) are intrinsic within the design of the Programme/Course.

2.The teachers actively participate in seminars, workshops and curriculum meetings, regularly organized by the respective Departments at the University level to discuss the POs and COs.

3.The College periodically keeps track of academic course completion and co-curricular events taking place within the Institution. The conduct of classes is planned at the beginning of each semester in departmental meetings, wherein TICs establish a time frame for the preparation of course outline and Lesson Plans for each subject in tune with the academic calendar.

4.The teachers employ different mechanisms and strategies, like tutorial classes, special remedial classes, mentor-mentee system, to assist the slow and advanced learners to better achieve the POs and COs.

5.The College collects online feedback from students every semester regarding the teaching-learning process and infrastructural facilities. Analysis of the data collected is carried out by the Feedback

Committee of the College. Ideas and suggestions are addressed to concerned personnel for required implementation. This also ensures smooth and effective fulfilment of POs and COs.

6.The IQAC reviews the POs and COs on a regular basis through Self-Evaluation Documents (SEDs) and Lesson Plans submitted by each faculty member as part of the process of internal and external academic audits. The IQAC guides the teachers to map the objective to the outcomes to analyse and document their attainment.

7.The focus of the POs and COs have been maintained even when the classes have transited to the online mode. Talks, discussions, guest lectures, webinars, e-resources, quizzes and online evaluation process, on a single platform of MS Teams ensured efficient functioning of the institution in the same direction.

8.The performance of students in University examinations and in different internal examinations is a parameter of outcome assessment. For the assessment of students, summative and formative approaches are followed to get intended learning outcomes.

9.Over the years, the institution has consistently exhibited student progression in terms of improved results. There has been a steep rise in the number of students passing out with higher CGPA, including positions in the University merit list. This is also a parameter by which the institution demonstrates successful and effective delivery of POs and the COs.

10.The academic and professional achievements of the students act as a yardstick to assess the efficacy of the outcomes. Taking cue from this, the Departments of the University review, modify and upgrade the course curriculum, syllabus and outcomes from time to time.

1.The institutional priority is in the academic development of the teachers and students. The courses and syllabus are designed by the respective Department of the University of Mumbai. The Programme Outcomes (POs) and Course Outcomes (COs) are intrinsic within the design of the Programme/Course.

2.The teachers actively participate in seminars, workshops and curriculum meetings, regularly organized by the respective Departments at the University level to discuss the POs and COs.

3.The College periodically keeps track of academic course completion and co-curricular events taking place within the Institution. The conduct of classes is planned at the beginning of each semester in departmental meetings, wherein TICs establish a time frame for the preparation of course outline and Lesson Plans for each subject in tune with the academic calendar.

4.The teachers employ different mechanisms and strategies, like tutorial classes, special remedial classes, mentor-mentee system, to assist the slow and advanced learners to better achieve the POs and COs.

5.The College collects online feedback from students every semester regarding the teaching-learning process and infrastructural facilities. Analysis of the data collected is carried out by the Feedback Committee of the College. Ideas and suggestions are addressed to concerned personnel for required implementation. This also ensures smooth and effective fulfilment of POs and COs.

6.The IQAC reviews the POs and COs on a regular basis through Self-Evaluation Documents (SEDs) and Lesson Plans submitted by each faculty member as part of the process of internal and external academic audits. The IQAC guides the teachers to map the objective to the outcomes to analyse and document their

attainment.

7.The focus of the POs and COs have been maintained even when the classes have transited to the online mode. Talks, discussions, guest lectures, webinars, e-resources, quizzes and online evaluation process, on a single platform of MS Teams ensured efficient functioning of the institution in the same direction.

8.The performance of students in University examinations and in different internal examinations is a parameter of outcome assessment. For the assessment of students, summative and formative approaches are followed to get intended learning outcomes.

9.Over the years, the institution has consistently exhibited student progression in terms of improved results. There has been a steep rise in the number of students passing out with higher CGPA, including positions in the University merit list. This is also a parameter by which the institution demonstrates successful and effective delivery of POs and the COs.

10.The academic and professional achievements of the students act as a yardstick to assess the efficacy of the outcomes. Taking cue from this, the Departments of the University review, modify and upgrade the course curriculum, syllabus and outcomes from time to time.

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

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

Response: 87.59

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
386	206	180	137	65

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
388	244	190	178	112

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.48

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
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:

Not Available

Not Available

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: 1

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
1	0	0	0	0

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: 0.25

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
3	0	2	4	4

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the 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]()

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: 0.19

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
0	0	3	3	4

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](#)

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 extension activities of a college play a vital role in fostering community service and engagement. By going beyond the confines of traditional academic learning, these activities empower students to contribute to society and make a positive impact. Through various initiatives, such as volunteering programs, awareness campaigns, and social projects, degree colleges encourage students to actively participate in community service. One significant extension activity is organizing regular volunteer programs. Students are encouraged to dedicate their time and skills to support local organizations and initiatives. By directly engaging with community members and understanding their needs, students gain practical experience while making a meaningful difference in the lives of others.

Awareness campaigns are another essential extension activity that degree colleges undertake. These campaigns focus on creating awareness about pressing social issues such as environmental conservation, gender equality, mental health, and more. Through workshops, seminars, and interactive sessions, students are educated about these topics and encouraged to spread awareness within their communities. By equipping students with knowledge and encouraging them to be advocates for change, degree colleges inspire a generation that is aware and actively working towards creating a better society. These projects not only contribute to the community's development but also provide students with valuable skills and a deeper understanding of the challenges faced by society. By participating in volunteer programs, awareness campaigns, and social projects, students develop empathy, awareness, and practical skills that go beyond the academic curriculum. These activities foster a sense of social responsibility and nurture a generation of individuals committed to making a positive impact in their communities.

We had organized a carrier guidance program at the government secondary and higher secondary girls' ashram school at devgaon.

and at karegaon government secondary and higher secondary ashram school, dahalewadi and adoshi vilage.

campaigns focus on creating awareness about pressing social issues such as environmental conservation, gender equality, mental health, and more. Through workshops, seminars, and interactive sessions, students are educated about these topics and encouraged to spread awareness within their communities. By equipping students with knowledge and encouraging them to be advocates for change, degree colleges inspire a generation that is aware and actively working towards creating a better society. These projects not only contribute to the community's development but also provide students with valuable skills and a deeper understanding of the challenges faced by society. By participating in volunteer programs, awareness campaigns, and social projects, students develop empathy, awareness, and practical skills that go beyond the academic curriculum. These activities foster a sense of social responsibility and nurture a generation of individuals committed to making a positive impact in their communities.

We had organized a carrier guidance program at the government secondary and higher secondary girls' ashram school at devgaon.

and at karegaon government secondary and higher secondary ashram school, dahalewadi and adoshi vilage.

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

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

Response:

Through their dedication and commitment to serving tribal populations, these college has made a lasting impact and received well-deserved accolades. This recognition acknowledges the college's outstanding efforts in promoting social welfare and empowerment within tribal communities. By actively engaging with tribal members and addressing their specific needs, the college has demonstrated exemplary commitment to community development. This prestigious recognition celebrates the college's innovative extension activities and their positive impact on tribal education. By designing and implementing unique programs that blend traditional knowledge with modern education, the college has played a crucial role in preserving cultural heritage while equipping tribal students with the necessary skills for a brighter future. These awards and recognition not only validate the dedication and hard work of the college but also inspire and motivate the faculty and students to continue their extension activities with renewed enthusiasm. By receiving such prestigious honors, the tribal college serves as a shining example to other institutions, demonstrating the power of community-driven initiatives and the positive change they can bring. The awards and recognition received by our college for its extension activities speak volumes about its exceptional commitment to tribal community service. Through these accolades, the college's innovative programs, collaborations, and impact on tribal education and social welfare are acknowledged and celebrated. These honors inspire the college to continue its transformative work, benefiting tribal communities and setting an inspiring precedent for others in the field of community service.

Our faculty was awarded by various NGO institutions and the University of Mumbai Level award as the best youth festival workshop organized 2022.

State level of Maharashtra Rajya Shikshak sena best teacher award by Maharashtra Shikshak Sena on 1 march 2020.

Total awards 32.

Dr. Anil Narayan Patil - 30

Prof. Pravartan Sanjay Kashid - 2

Through their dedication and commitment to serving tribal populations, these college has made a lasting impact and received well-deserved accolades. This recognition acknowledges the college's outstanding efforts in promoting social welfare and empowerment within tribal communities. By actively engaging with tribal members and addressing their specific needs, the college has demonstrated exemplary commitment to community development. This prestigious recognition celebrates the college's innovative extension activities and their positive impact on tribal education. By designing and implementing unique programs that blend traditional knowledge with modern education, the college has played a crucial role in preserving cultural heritage while equipping tribal students with the necessary skills for a brighter future.
These awards and recognition not only validate the dedication and hard work of the college but also inspire and motivate the faculty and students to continue their extension activities with renewed enthusiasm. By receiving such prestigious honors, the tribal college serves as a shining example to other institutions, demonstrating the power of community-driven initiatives and the positive change they can bring.
The awards and recognition received by our college for its extension activities speak volumes about its exceptional commitment to tribal community service. Through these accolades, the college's innovative programs, collaborations, and impact on tribal education and social welfare are acknowledged and celebrated. These honors inspire the college to continue its transformative work, benefiting tribal communities and setting an inspiring precedent for others in the field of community service.

Our faculty was awarded by various NGO institutions and the University of Mumbai Level award as the best youth festival workshop organized 2022.

State level of Maharashtra Rajya Shikshak sena best teacher award by Maharashtra Shikshak Sena on 1 march 2020.

Total awards 32.

Dr. Anil Narayan Patil - 30

Prof. Pravartan Sanjay Kashid - 2

File Description	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: 21

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
6	5	6	4	00

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

3.5 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: 6

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

There are 10 departments, 4 well-equipped laboratories, and 14 classrooms. The college functions through 2 separate buildings, in building no. 1 (Old Building) there is the Principal's cabin, administrative office, Departments, Laboratories, Department of gymkhana and sports, Seminar hall, Examination room, Electric room, canteen, staff quarter, classroom and boys common room. In newly constructed building no. 2 (New Building), there are 12 classrooms, a Principal rest room, a girls' common room, a staff room, a computer laboratory, a digital classroom, a toilet, a library and information center, a guest room, NSS Unit.

To keep the pace with digital competitive world and to develop good communication skills among the tribal students college has established a Digital computer lab having 10 computers and essential accessories. Safe drinking water is made available through RO-filtered water facilities. For monitoring and surveillance, CCTV cameras have been installed.

Infrastructural Details-

Computers (21), LCD Projector (02), Printers B & W (04), TV (01), CCTV (08), Sound System (02), Biometric Machine (01), Battery Backup system (inverter) (02), UPS (20) Fire Extinguisher (07), Black Boards (22), White Boards (02) Generators (02).

Cultural activities:

As the college has been located in a hilly tribal area having its own culture and traditional tribal culture and traditions which cannot be found in semi-urban or urban areas. Hence, the college has developed a strong unit of Cultural department. The college provides a good environment to cultivate the cultural minds of students. The cultural unit is well-equipped with the necessary musical instruments.

Gymnasium, Sport, and Yoga:

Gymkhana is well-equipped with all the infrastructural facilities necessary for indoor and outdoor games. The college has a central part of the track utilized for Kabaddi, Volleyball, Kho- Kho, and Cricket. Gymkhana is being used for playing games such as Chess, Carom, etc. The college has regularly organized various activities related to Yoga. The college has provided multi-Gym facilities for players.

There are 10 departments, 4 well-equipped laboratories, and 14 classrooms. The college functions through 2 separate buildings, in building no. 1 (Old Building) there is the Principal's cabin, administrative office,

Departments, Laboratories, Department of gymkhana and sports, Seminar hall, Examination room, Electric room, canteen, staff quarter, classroom and boys common room. In newly constructed building no. 2 (New Building), there are 12 classrooms, a Principal rest room, a girls' common room, a staff room, a computer laboratory, a digital classroom, a toilet, a library and information center, a guest room, NSS Unit.

To keep the pace with digital competitive world and to develop good communication skills among the tribal students college has established a Digital computer lab having 10 computers and essential accessories. Safe drinking water is made available through RO-filtered water facilities. For monitoring and surveillance, CCTV cameras have been installed.

Infrastructural Details-

Computers (21), LCD Projector (02), Printers B & W (04), TV (01), CCTV (08), Sound System (02), Biometric Machine (01), Battery Backup system (inverter) (02), UPS (20) Fire Extinguisher (07), Black Boards (22), White Boards (02) Generators (02).

Cultural activities:

As the college has been located in a hilly tribal area having its own culture and traditional tribal culture and traditions which cannot be found in semi-urban or urban areas. Hence, the college has developed a strong unit of Cultural department. The college provides a good environment to cultivate the cultural minds of students. The cultural unit is well-equipped with the necessary musical instruments.

Gymnasium, Sport, and Yoga:

Gymkhana is well-equipped with all the infrastructural facilities necessary for indoor and outdoor games. The college has a central part of the track utilized for Kabaddi, Volleyball, Kho- Kho, and Cricket. Gymkhana is being used for playing games such as Chess, Carom, etc. The college has regularly organized various activities related to Yoga. The college has provided multi-Gym facilities for players.

File Description	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: 54.37

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
12.63569	12.93650	31.06781	23.84598	16.22900

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

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 college has a rich library as a learning resource center. It is having well-furnished rooms of 1250 sq. ft. area. The open-access facility helps easy access for students. The library is automated. Recognizing the need to spread knowledge, the college library is enriched with 8563 books comprising, great novels, autobiographies, encyclopedias, reference books, textbooks, etc. The college has a special book bank scheme for SC/ST/NT and needy students. This book bank comprises 426 books. The library is having 5 periodicals, journals, and magazines of varied sectors. Annually updated periodicals and magazines are made available to all the staff and Library has a CD/DVD collection containing drama, speech, reference books, etc., as well as a rare books collection.

Integrated Library Management System (ILMS):

The library has ILMS software named Comlib with a full version of The Microsys software and is working offline. To search for books in minimum time the college library has made available the

Per day usage of the library:

The massively available facilities of the library are utilized by the students, teaching, and non-teaching staff. The separate register for students and staff is maintained to keep a record of users of the library. The students visit the library to exchange books and use the library's reading room. Separate and well-equipped reading room facilities are made available to the students. Per day usage of library facility indicates the good utilization of library resources. most of the students and teachers are using this facility.

The college has a rich library as a learning resource center. It is having well-furnished rooms of 1250 sq. ft. area. The open-access facility helps easy access for students. The library is automated. Recognizing the need to spread knowledge, the college library is enriched with 8563 books comprising, great novels, autobiographies, encyclopedias, reference books, textbooks, etc. The college has a special book bank scheme for SC/ST/NT and needy students. This book bank comprises 426 books. The library is having 5 periodicals, journals, and magazines of varied sectors. Annually updated periodicals and magazines are made available to all the staff and Library has a CD/DVD collection containing drama, speech, reference books, etc., as well as a rare books collection.

Integrated Library Management System (ILMS):

The library has ILMS software named Comlib with a full version of The Microsys software and is working offline. To search for books in minimum time the college library has made available the

Per day usage of the library:

The massively available facilities of the library are utilized by the students, teaching, and non-teaching staff. The separate register for students and staff is maintained to keep a record of users of the library. The students visit the library to exchange books and use the library's reading room. Separate and well-equipped reading room facilities are made available to the students. Per day usage of library facility indicates the good utilization of library resources. most of the students and teachers are using this facility.

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 computer facilities of latest version. There are total 21 computers and a laptops which are equipped with necessary operating systems and software with auto update facilities. It has 1 Computer Laboratories located on first floor with LAN Connectivity and Wi-Fi enabled structure, connected to Power Inverters for uninterrupted power supply. The library has e-Zone with Wi-Fi facilities.

College has internet connection of 50mbps with its own optical fiber cable connected with local cable operator. This has been spread over campus, offices and used for administrative purpose. The Computer Laboratory is connected with wired area network. It also has updated Antivirus and firewall for online safety and security purpose.

Students have access to the Computer Laboratory, E-zone in the library and Reading room Wi-Fi facility throughout the day.

In addition to this, one Laptop is provided to the teachers for multiple uses of teaching methods, research and it is also used for developing various innovative ideas at Incubation center. The College auditorium is equipped with LCD projector, internet connectivity and necessary ICT facilities.

Dedicated computer is allocated for the conduct of College and University level Examinations. Latest version of Computer, Printer, Reprographic Machine, along with the necessary software is made available.

College is also a micro center of the University of Mumbai for online assessment for final year University level examinations under Centralized Assessment Program (CAP).

Hardware: Being a new college, it has been purchasing hardware of latest configuration. All new computers are under 3 year's warranty. It has on campus IT Technician who is available during working hours for necessary repairs and maintenance.

The College budget has a provision for purchase of new computers to nurture its natural growth. It also has a policy of replacing or upgrading old computers in a cycle of 5 years.

College has Microsoft OS with Campus License. Antivirus software for all computers.

"Excel" software is purchased for College office administration.

The College has computer facilities of latest version. There are total 21 computers and a laptops which are equipped with necessary operating systems and software with auto update facilities. It has 1 Computer Laboratories located on first floor with LAN Connectivity and Wi-Fi enabled structure, connected to Power Inverters for uninterrupted power supply. The library has e-Zone with Wi-Fi facilities.

College has internet connection of 50mbps with its own optical fiber cable connected with local cable operator. This has been spread over campus, offices and used for administrative purpose. The Computer Laboratory is connected with wired area network. It also has updated Antivirus and firewall for online safety and security purpose.

Students have access to the Computer Laboratory, E-zone in the library and Reading room Wi-Fi facility throughout the day.

In addition to this, one Laptop is provided to the teachers for multiple uses of teaching methods, research and it is also used for developing various innovative ideas at Incubation center. The College auditorium is equipped with LCD projector, internet connectivity and necessary ICT facilities.

Dedicated computer is allocated for the conduct of College and University level Examinations. Latest version of Computer, Printer, Reprographic Machine, along with the necessary software is made available. College is also a micro center of the University of Mumbai for online assessment for final year University level examinations under Centralized Assessment Program (CAP).

Hardware: Being a new college, it has been purchasing hardware of latest configuration. All new computers are under 3 year's warranty. It has on campus IT Technician who is available during working

hours for necessary repairs and maintenance.

The College budget has a provision for purchase of new computers to nurture its natural growth. It also has a policy of replacing or upgrading old computers in a cycle of 5 years.

College has Microsoft OS with Campus License. Antivirus software for all computers.

"Excel" software is purchased for College office administration.

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: 51.15

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

Response: 20

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](#)

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: 40.51

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
23.05503	21.78213	7.25086	8.65941	11.31325

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: 38.91

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
460	448	375	330	125

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

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: C. 2 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](#)
Institutional data in the prescribed format	[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: 10.81

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
170	0	46	217	50

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: C. 2 of the above

File Description	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: 0.9

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
06	01	00	01	01

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
386	205	207	137	67

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](#)

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

Response: 0.2

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
01	01	0	0	0

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](#)

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: 9

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
0	0	09	0	0

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

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

Response: 2

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
0	0	09	0	01

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

5.4 Alumni Engagement

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

Response:

1.The College has a fully functional Alumni SOciety, which is in the process of registeration under the Societies Registration Act, 1860.

2.Alumni, who are presently employed in the College, form the core committee of the Alumni Society. Two faculty members of the College liaison with them for updating information and status of the alumni.

3.The IQAC of the College has two alumni representatives as members whose suggestions and support have enriched the activities of the IQAC.

4.The College has always looked forward to a meaningful and valuable society with its alumni. The alumni are invited for all important College events and programs. To sustain this spirit, almost all the departments of the College organise alumni get-together. Interactive meetings with the alumni are organized by the departments, who counsel the present students regarding career options and future choices pertaining to academic pursuit or vocational engagement.

5.The placing of the college alumni in institutions of higher education, in the country ad, and in the industry help to significantly improve the perception about the College.

6.The main objective of the Alumni Society is to reach out to the alumni to create and strengthen the bond between them and the institution.

7. Society has collected detailed contact information of the College alumni. The Society, in collaboration with the College faculty, has conducted periodic surveys to gather information regarding academic progression, current job profile, and other information from the alumni. A proper record of all the data is maintained.

8.The alumni continue to stay connected with the College also through the cultural societies and extend their expert guidance. They are invited for various workshops and training sessions conducted by the Societies.
9.There is a dedicated space in the College building for the office of the Association.

5.The placing of the college alumni in institutions of higher education, in the country ad, and in the industry help to significantly improve the perception about the College.

6.The main objective of the Alumni Society is to reach out to the alumni to create and strengthen the bond between them and the institution.

7. Society has collected detailed contact information of the College alumni. The Society, in collaboration with the College faculty, has conducted periodic surveys to gather information regarding academic progression, current job profile, and other information from the alumni. A proper record of all the data is maintained.

8.The alumni continue to stay connected with the College also through the cultural societies and extend their expert guidance. They are invited for various workshops and training sessions conducted by the Societies.
9.There is a dedicated space in the College building for the office of the Association.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

M.N.M.G College Arts, Commerce and BMS College, Khodala in Mokhada Taluka was intentionally established to provide higher education to the students of Mokhada taluka. The college is located in tribal area and providing education to economically weaker section of the society. Majority of our students are from Adivasi families and involved in agriculture and allied work.

 Vision:

- To develop students intellectually, psychologically, physically and culturally to face the challenges of future.
- To remove blind faith, addiction and superstition from tribal and backward communities of society.
- To empower and uplift tribal communities through quality education

Mission:

- To transform the social life of tribal and underprivileged and empower them through quality higher education.

Objectives:

 * The core objective of the college is to impart higher education to the students of tribal area of Khodala region, which is dominated by the tribals

2.To help the needy and weaker students in education

3.To help to uplift the standard of life of the tribals

4.To make the tribal students compete with the students of other community and make them responsible citizen.

5.To promote a healthy atmosphere, corporate life and welfare of the students, teaching and office staff.

6.To eradicate blind beliefs and superstitions present among tribals

7.To develop the overall personality of the students

The institutional motto- "Education through Self-help" and the core values from the vision, mission and objectives of the college define the institution's distinctive character in terms of its traditions and value. participative management. So the college follows its footprint in its academic and administrative tasks through the various committees. The college is committed to promote a culture of decentralization and participative management. The Principal, Vice-Principals, IQAC co-ordinator, HoDs are responsible for academic and administrative leadership of the college. The college has always been in favor of participation of faculty, administrative and non-teaching staff and representatives from students, alumni, local society, industry, and other beneficiaries in the general administration of the college. All of them are encouraged to contribute in terms of their ideas, suggestions and recommendations towards identifying and setting organizational goals, problem solving and other decisions that promote a good work culture. The Principal appoints Head of departments and Class teachers for effective functioning of the college. The senior faculty of the college play important role in the decision making process of the college. The Principal invites suggestions of the senior faculty regarding academic and administrative policies for effective functioning of the college. Most of the senior faculty members are inducted in College Co-ordination Committee, College Development Committee, IQAC and other statutory and non-statutory committees.

M.N.M.G College Arts, Commerce and BMS College, Khodala in Mokhada Taluka was intentionally established to provide higher education to the students of Mokhada taluka. The college is located in tribal area and providing education to economically weaker section of the society. Majority of our students are from Adivasi families and involved in agriculture and allied work.

 Vision:

- To develop students intellectually, psychologically, physically and culturally to face the challenges of future.
- To remove blind faith, addiction and superstition from tribal and backward communities of society.
- To empower and uplift tribal communities through quality education

Mission:

- To transform the social life of tribal and underprivileged and empower them through quality higher education.

Objectives:

 * The core objective of the college is to impart higher education to the students of tribal area of Khodala region, which is dominated by the tribals

2.To help the needy and weaker students in education

3.To help to uplift the standard of life of the tribals

4.To make the tribal students compete with the students of other community and make them responsible citizen.

5.To promote a healthy atmosphere, corporate life and welfare of the students, teaching and office staff.

6.To eradicate blind beliefs and superstitions present among tribals

7.To develop the overall personality of the students

The institutional motto- "Education through Self-help" and the core values from the vision, mission and objectives of the college define the institution's distinctive character in terms of its traditions and value. participative management. So the college follows its footprint in its academic and administrative tasks through the various committees. The college is committed to promote a culture of decentralization and participative management. The Principal, Vice-Principals, IQAC co-ordinator, HoDs are responsible for academic and administrative leadership of the college. The college has always been in favor of participation of faculty, administrative and non-teaching staff and representatives from students, alumni, local society, industry, and other beneficiaries in the general administration of the college. All of them are encouraged to contribute in terms of their ideas, suggestions and recommendations towards identifying and setting organizational goals, problem solving and other decisions that promote a good work culture. The Principal appoints Head of departments and Class teachers for effective functioning of the college. The senior faculty of the college play important role in the decision making process of the college. The Principal invites suggestions of the senior faculty regarding academic and administrative policies for effective functioning of the college. Most of the senior faculty members are inducted in College Co-ordination Committee, College Development Committee, IQAC and other statutory and non-statutory committees.

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:

M. N. M. G. College is the parent institute which runs this college. which is known for its commitment and dedication towards empowerment of weaker sections of the society. It plays a significant role in design and implementation of quality policy and plans. There is an admirable coordination between the top management, CDC, Principal and staff of the college which carries out quality related policy and plan effectively.

The CDC, Principal and staff of the college bestows their roles as follows:

1. Organizes **Academic Audit** of the college under **AAA** (Academic and Administrative Audit) to monitor quality benchmarks set up by the Sanstha /college and its execution by the college.

2. Seeks feedback from CDC, the Principal, Staff, Students and other stakeholders of the college on the academic programmes and facilities and invites participation of the staff in various capacities for the furtherance of quality

3. Arranges meetings of the governing council, orientation sessions for the principal/s, IQAC co-ordinators, interaction with staff, etc. time to time by keeping in view the policy and plan and their effective implementation.

The IQAC collects and analyses the feedback of students on the quality of teaching-learning and provides suggestions for improvement.

Parent Institute:

The general body of the parent institute Girivasi seva Mandal Kalyan sanchalit is the apex governing body and there are various sub ordinate bodies in the institute such as Managing Council, Life Member Board, Life Workers, etc. The general body approves and monitors the policies and plans. It selects President, Vice- Presidents, The Secretary and Joint-Secretary of the institute.

College Development Committee:

College Development Committee includes, constituted according to the Maharashtra University Act,1994 and reconstituted with the name College Development Committee as per Maharashtra University Act, 2016. It prepares annual budget and financial statements, discuss the academic progress of the college, and give suggestions to the Management for the up gradation of teaching- learning process. This body also recommends to the Management for filling the vacancies in teaching and administrative office staff.

Principal and College Administrative Committees:

Principal as a head of the administrative and teaching-learning process pays special attention for smooth functioning of administrative and academic activities. Heads of the all departments and Office Superintendent the helps him in this matter. The college administration looks in to the work-related to admission, examination, eligibility, maintaining the daily record, to interact with stakeholders, University, Government offices, etc. The Principal forms various committees for monitoring and facilitating several activities organized in the college. i.e. IQAC, Gymkhana Committee, Student Council etc.

Service Rules, Procedures, and Recruitment:

The parent institute follows the rule and regulations of UGC, the University of Mumbai, and government of Maharashtra for the recruitment of teaching and non-teaching staff. The Principal and the Sanstha nominees are present for these audits and get feedback as to whether the plans were implemented.

M. N. M. G. College is the parent institute which runs this college. which is known for its commitment and dedication towards empowerment of weaker sections of the society. It plays a significant role in design and implementation of quality policy and plans. There is an admirable coordination between the top management, CDC, Principal and staff of the college which carries out quality related policy and plan effectively.

The CDC, Principal and staff of the college bestows their roles as follows:

1. Organizes **Academic Audit** of the college under **AAA** (Academic and Administrative Audit) to monitor quality benchmarks set up by the Sanstha /college and its execution by the college.

2. Seeks feedback from CDC, the Principal, Staff, Students and other stakeholders of the college on the academic programmes and facilities and invites participation of the staff in various capacities for the furtherance of quality

3. Arranges meetings of the governing council, orientation sessions for the principal/s, IQAC co-ordinators, interaction with staff, etc. time to time by keeping in view the policy and plan and their effective implementation.

The IQAC collects and analyses the feedback of students on the quality of teaching-learning and provides suggestions for improvement.

Parent Institute:

The general body of the parent institute Girivasi seva Mandal Kalyan sanchalit is the apex governing body and there are various sub ordinate bodies in the institute such as Managing Council, Life Member Board, Life Workers, etc. The general body approves and monitors the policies and plans. It selects President, Vice- Presidents, The Secretary and Joint-Secretary of the institute.

College Development Committee:

College Development Committee includes, constituted according to the Maharashtra University Act,1994 and reconstituted with the name College Development Committee as per Maharashtra University Act, 2016. It prepares annual budget and financial statements, discuss the academic progress of the college, and give suggestions to the Management for the up gradation of teaching- learning process. This body also recommends to the Management for filling the vacancies in teaching and administrative office staff.

Principal and College Administrative Committees:

Principal as a head of the administrative and teaching-learning process pays special attention for smooth functioning of administrative and academic activities. Heads of the all departments and Office Superintendent the helps him in this matter. The college administration looks in to the work-related to admission, examination, eligibility, maintaining the daily record, to interact with stakeholders, University, Government offices, etc. The Principal forms various committees for monitoring and facilitating several activities organized in the college. i.e. IQAC, Gymkhana Committee, Student Council etc.

Service Rules, Procedures, and Recruitment:

The parent institute follows the rule and regulations of UGC, the University of Mumbai, and

government of Maharashtra for the recruitment of teaching and non-teaching staff. The Principal and the Sanstha nominees are present for these audits and get feedback as to whether the plans were implemented.

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 parent institution of this college, M. N. M. G. College, is renowned for its devotion and dedication to the development of society's weaker groups. It is important in the creation and execution of high-quality plans and policies. The senior administration, CDC, Principal, and staff of the college work admirably together to efficiently implement quality-related policy and strategy.

The college's CDC, principal, and staff assign each of them the following roles:

1. Arranges for the college's Academic Audit under AAA (Academic and Administrative Audit) to track the quality benchmarks the college/Sanstha has established and how it is being carried out.

2. requests input on the academic programmes and facilities from the CDC, the Principal, staff, students, and other college stakeholders and invites staff participation in a variety of roles to advance quality.

3. Plans regulating council meetings, orientation sessions for the principal(s), IQAC coordinators, staff interactions, etc. periodically while keeping in mind the policy and strategy and ensuring that they are effectively carried out.

The IQAC gathers and examines student feedback on the effectiveness of teaching and learning and offers recommendations for improvement.

Parent Institute:

The main group at the parent organisation the Girivasi seva Mandal The institute's supreme governing body is the Kalyan Sanchalit, and numerous subordinate entities include the Managing Council, Life Member Board, Life Workers, etc. The overall body authorises and keeps an eye on the plans and policies. It chooses the Institute's President, Vice-Presidents, Secretary, and Joint-Secretary.

Committee for College Development:

The College Development Committee was first established in 1994 in accordance with the Maharashtra University Act and was reinstituted in 2016 under the name College Development Committee. It creates the annual budget and financial reports, discusses the college's academic accomplishments, and makes recommendations to the management for improving the teaching-learning process. Additionally, this group makes suggestions to Management for hiring new teachers and administrative office workers.

Committees for the college's principal and administration:

The smooth operation of administrative and academic operations is something that the principal, who is in charge of the teaching-learning process, pays special attention to. He receives assistance in this area from the directors of all departments and the office superintendent. The college administration is concerned with the tasks associated with admission, testing, eligibility, keeping a record of daily activities, and interacting with stakeholders, universities, and government agencies, among other things. The college's principal creates a number of committees to oversee and support various activities. the Student Council, IQAC, Gymkhana Committee, etc.

Service regulations, practices, and hiring: The parent institute hires both teaching and non-teaching employees in accordance with UGC rules and regulations. At these audits, the Principal and the Sanstha nominees are present to receive comments on the effectiveness of the plans.

The parent institution of this college, M. N. M. G. College, is renowned for its devotion and dedication to the development of society's weaker groups. It is important in the creation and execution of high-quality plans and policies. The senior administration, CDC, Principal, and staff of the college work admirably together to efficiently implement quality-related policy and strategy.

The college's CDC, principal, and staff assign each of them the following roles:

1. Arranges for the college's Academic Audit under AAA (Academic and Administrative Audit) to track the quality benchmarks the college/Sanstha has established and how it is being carried out.

2. requests input on the academic programmes and facilities from the CDC, the Principal, staff, students, and other college stakeholders and invites staff participation in a variety of roles to advance quality.

3. Plans regulating council meetings, orientation sessions for the principal(s), IQAC coordinators, staff interactions, etc. periodically while keeping in mind the policy and strategy and ensuring that they are effectively carried out.

The IQAC gathers and examines student feedback on the effectiveness of teaching and learning and offers recommendations for improvement.

Parent Institute:

The main group at the parent organisation the Girivasi seva Mandal The institute's supreme governing body is the Kalyan Sanchalit, and numerous subordinate entities include the Managing Council, Life

Member Board, Life Workers, etc. The overall body authorises and keeps an eye on the plans and policies. It chooses the Institute's President, Vice-Presidents, Secretary, and Joint-Secretary.

Committee for College Development:

The College Development Committee was first established in 1994 in accordance with the Maharashtra University Act and was reinstituted in 2016 under the name College Development Committee. It creates the annual budget and financial reports, discusses the college's academic accomplishments, and makes recommendations to the management for improving the teaching-learning process. Additionally, this group makes suggestions to Management for hiring new teachers and administrative office workers.

Committees for the college's principal and administration:

The smooth operation of administrative and academic operations is something that the principal, who is in charge of the teaching-learning process, pays special attention to. He receives assistance in this area from the directors of all departments and the office superintendent. The college administration is concerned with the tasks associated with admission, testing, eligibility, keeping a record of daily activities, and interacting with stakeholders, universities, and government agencies, among other things. The college's principal creates a number of committees to oversee and support various activities. the Student Council, IQAC, Gymkhana Committee, etc.

Service regulations, practices, and hiring: The parent institute hires both teaching and non-teaching employees in accordance with UGC rules and regulations. At these audits, the Principal and the Sanstha nominees are present to receive comments on the effectiveness of the plans.

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

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

Response: 13.51

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
3	0	7	3	2

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: 3.87

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
0	07	0	0	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
14	14	14	14	14

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

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:

Internal Audit-The Internal Audit is conducted on a **Concurrent basis** by specially appointed full-time staff 01. She is responsible for daily checks of all financial transactions. The financial policies and limits of spending are pre-defined. This does not allow any malpractice. Deviations are brought to the knowledge of management by the daily report of the Concurrent Auditor. In addition to this, an Internal audit is also carried out on a Yearly basis. IQAC is also appointed as an Internal Auditor, who carries out Internal Audits on a Yearly basis. The reports are also taken on record and published.

The predetermined process is as follows:-

The Receipts are checked daily on the basis of computer-generated reports. The cashier is responsible to tally the cash balance with the Cash reports.

Each Cash Payment voucher is meticulously examined. Daily balance after the reconciliation is deposited in the Bank

Requisitions for Purchases are taken up in the meeting of the Best Bargain Cabinet. Orders are placed after detailed scrutiny considering the budgetary provisions

Purchase bills are checked for rates and arithmetical accuracy and then forwarded for payments by cheque.

Daily cash report duly verified and signed by the concurrent Auditor is submitted to the management office.

Deviations reported are taken up for immediate corrections.

Internal Audit-The Internal Audit is conducted on a **Concurrent basis** by specially appointed full-time staff 01. She is responsible for daily checks of all financial transactions. The financial policies and limits of spending are pre-defined. This does not allow any malpractice. Deviations are brought to the knowledge of management by the daily report of the Concurrent Auditor. In addition to this, an Internal audit is also carried out on a Yearly basis. IQAC is also appointed as an Internal Auditor, who carries out Internal Audits on a Yearly basis. The reports are also taken on record and published.

The predetermined process is as follows:-

The Receipts are checked daily on the basis of computer-generated reports. The cashier is responsible to tally the cash balance with the Cash reports.

Each Cash Payment voucher is meticulously examined. Daily balance after the reconciliation is deposited in the Bank

Requisitions for Purchases are taken up in the meeting of the Best Bargain Cabinet. Orders are placed after detailed scrutiny considering the budgetary provisions

Purchase bills are checked for rates and arithmetical accuracy and then forwarded for payments by cheque.

Daily cash report duly verified and signed by the concurrent Auditor is submitted to the management office.

Deviations reported are taken up for immediate corrections.

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:

1) Ensuring the timely completion of academic, administrative, and academic tasks is one of the IQAC of the College's strategies.
2) The provision of suitable infrastructure.
3) Creating a better academic environment and using contemporary teaching tools to enhance the teaching-learning process.
4) Encouraging instructors and students to reach their maximum potential.
5. Motivating students to participate in extracurricular and co-curricular activities.
6) Helping students make better professional decisions and guiding them as needed.
7) Considering student comments and making adjustments as necessary.
The teaching-learning process, organisational structures, operational procedures, and learning outcomes are routinely assessed in accordance with IQAC standards. The IQAC is crucial in helping the institution work more clearly and purposefully towards enhancing quality and facilitating the development of a quality culture. The following are some of the steps taken by IQAC to improve the college's qualitative aspects:
1. The institution has installed sanitary napkin vending machines with an incinerator for female students.
2. Purchased 1 water cooler and 1 water dispenser.
3. CCTV cameras have been installed throughout the College.
4. One computer and one printer are bought for the library's internal use.
5. Digital duplicator machines with fast printing have been bought.
6. PVC wall panelling and furniture have been added to the Principal Office and Staff Room.
7. New furniture has been bought for the conference room and multifunctional computer lab that were recently built for seminars. Steel stands and cup boards have been added to the Chemistry Lab's renovation.

The IQAC has had a huge positive impact on the college students.

1) Ensuring the timely completion of academic, administrative, and academic tasks is one of the IQAC of the College's strategies.

2) The provision of suitable infrastructure.

3) Creating a better academic environment and using contemporary teaching tools to enhance the teaching-learning process.

4) Encouraging instructors and students to reach their maximum potential.

5. Motivating students to participate in extracurricular and co-curricular activities.

6) Helping students make better professional decisions and guiding them as needed.

7) Considering student comments and making adjustments as necessary.

The teaching-learning process, organisational structures, operational procedures, and learning outcomes are routinely assessed in accordance with IQAC standards. The IQAC is crucial in helping the institution work more clearly and purposefully towards enhancing quality and facilitating the development of a quality culture. The following are some of the steps taken by IQAC to improve the college's qualitative aspects:

1. The institution has installed sanitary napkin vending machines with an incinerator for female students.

2. Purchased 1 water cooler and 1 water dispenser.

3. CCTV cameras have been installed throughout the College.

4. One computer and one printer are bought for the library's internal use.

5. Digital duplicator machines with fast printing have been bought.

6. PVC wall panelling and furniture have been added to the Principal Office and Staff Room.

7. New furniture has been bought for the conference room and multifunctional computer lab that were recently built for seminars. Steel stands and cup boards have been added to the Chemistry Lab's renovation.

The IQAC has had a huge positive impact on the college students.

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
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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

Response:

The college is very keen regarding safety and security of the girl students and women faculties. The following practices are done in this regard:

Counselling:

The college conducts programmes to address contemporary issues like gender, women concern, safety and security, and awareness created through the NSS activities, guest /expert lectures. The college has adopted mentor mentee scheme and the mentors motivate to the mentees to solve the individual problems and also improve their overall personality by participating in various activities. The personal problems of the girl students are discussed with the committee members and are kept confidential.

Common Room:

College has separate common rooms and separate washrooms for boys, girls and faculty. The common rooms have essential facilities.

 For safety and security purpose:

CCTV cameras are installed in the college premises. The complaint box has been installed at entrance to collect any complaint or suggestions from students. The college has Anti-ragging committee, Internal complaint committee, Discipline committee, Grievance redressal committee, Campus supervision committee to monitor and address safety, security and social issues and also conducts hemoglobin checkup camp. For boosting the confidence, Yoga training programmes are organized by the college. Fire extinguishers are installed in college premises. College boundaries are protected by chain link wire and barbed wire fencing.

        India is well-known for its festivals and cultural diversity. The college helps student to relate with the cultural heritage and connect with their roots by imparting the importance of protection, preservation and propagation of Indian culture. Institute pay tribute to all the national heroes on their birth and death anniversaries. The college organizes various activities to recall the events or contribution of our leaders, to imbibe moral and ethical values among the students.

    Following international days, national days, birth /death anniversaries, other events and festivals are celebrated in the institute:

International days

World Environment Day (5th June)

International yoga Day (21st June)

World AIDS Day (1st December)

International Women's Day (8th March) Worlds sparrow day (21st March)

National days

Independence Day of India (15th August)

Republic Day of India (26th January)

National Science Day (28th February)

Birth anniversaries of :

Chhatrapati Rajarshi Shahu Maharaj (26th June)

Annabhau Sathe (1st August)

Dr. Sarvapalli Radhakrishnan (Teacher's Day) 5th September

Mahatma Gandhi and Lal Bahaddur Shastri (2nd October)

Dr. A. P. J. Abdul Kalam (15th October)

Savitribai Phule (3rd January)

Rashtramata Jijau and Swami Vivekananda (12th January)

Chhatrapati Shivaji Maharaj (19th February)

Mahatma Jyotirao Phule (11th April)

Dr. Babasaheb Ambedkar (14th April)

Death anniversaries of

Lokmanya Tilak (1st August)

Dr. Babasaheb Ambedkar (6th December)

Other events

Maharashtra Din (1st May)

The college is very keen regarding safety and security of the girl students and women faculties. The following practices are done in this regard:

Counselling:

The college conducts programmes to address contemporary issues like gender, women concern, safety and security, and awareness created through the NSS activities, guest /expert lectures. The college has adopted mentor mentee scheme and the mentors motivate to the mentees to solve the individual problems and also improve their overall personality by participating in various activities. The personal problems of the girl students are discussed with the committee members and are kept confidential.

Common Room:

College has separate common rooms and separate washrooms for boys, girls and faculty. The common rooms have essential facilities.

For safety and security purpose:

CCTV cameras are installed in the college premises. The complaint box has been installed at entrance to collect any complaint or suggestions from students. The college has Anti-ragging committee, Internal complaint committee, Discipline committee, Grievance redressal committee, Campus supervision committee to monitor and address safety, security and social issues and also conducts hemoglobin checkup camp. For boosting the confidence, Yoga training programmes are organized by the college. Fire extinguishers are installed in college premises. College boundaries are protected by chain link wire and barbed wire fencing.

India is well-known for its festivals and cultural diversity. The college helps student to relate with the cultural heritage and connect with their roots by imparting the importance of protection, preservation and propagation of Indian culture. Institute pay tribute to all the national heroes on their birth and death anniversaries. The college organizes various activities to recall the events or contribution of our leaders, to imbibe moral and ethical values among the students.

Following international days, national days, birth /death anniversaries, other events and festivals are celebrated in the institute:

International days

World Environment Day (5th June)

International yoga Day (21st June)

World AIDS Day (1st December)

International Women's Day (8th March) Worlds sparrow day (21st March)

National days

Independence Day of India (15th August)

Republic Day of India (26th January)

National Science Day (28th February)

Birth anniversaries of :

Chhatrapati Rajarshi Shahu Maharaj (26th June)

Annabhau Sathe (1st August)

Dr. Sarvapalli Radhakrishnan (Teacher's Day) 5th September

Mahatma Gandhi and Lal Bahaddur Shastri (2nd October)

Dr. A. P. J. Abdul Kalam (15th October)

Savitribai Phule (3rd January)

Rashtramata Jijau and Swami Vivekananda (12th January)

Chhatrapati Shivaji Maharaj (19th February)

Mahatma Jyotirao Phule (11th April)

Dr. Babasaheb Ambedkar (14th April)

Death anniversaries of

Lokmanya Tilak (1st August)

Dr. Babasaheb Ambedkar (6th December)

Other events

Maharashtra Din (1st May)

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
Geo-tagged photographs/videos of the facilities.	[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: C. Any 2 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](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response:

The institution has been taking several efforts and initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. By celebrating many National and International Days, Events and Festivals the institution aims at bringing tolerance and harmony among the students and staff.

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

 The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background and different linguistic, we do not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities.

The college and its teacher and staff jointly celebrate the cultural and regional festivals, like New-year's day, teacher's day, orientation and farewell program, Induction program, tree plantation, Women's day, Yoga day, and also festivals like Ayudh Pooja celebration, Ganesha Festival. Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students. In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

The institution has been taking several efforts and initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. By celebrating many National and International Days, Events and Festivals the institution aims at bringing tolerance and harmony among the students and staff and other stakeholders. It is to declare that the following photos show the inclusive environment in the institution.

The institution has been taking several efforts and initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. By celebrating many National and International Days, Events and Festivals the institution aims at bringing tolerance and harmony among the students and staff.

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background and different linguistic, we do not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities.

The college and its teacher and staff jointly celebrate the cultural and regional festivals, like New-year's day, teacher's day, orientation and farewell program, Induction program, tree plantation, Women's day, Yoga day, and also festivals like Ayudh Pooja celebration, Ganesha Festival. Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students. In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

The institution has been taking several efforts and initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. By celebrating many National and International Days, Events and Festivals the institution aims at bringing tolerance and harmony among the students and staff and other stakeholders. It is to declare that the following photos show the inclusive environment in the institution.

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

Environment sensitization

1. To conserve the environment at institutional level.

2. To create awareness of environment in student and society.

3. To aware about energy conservation in student and society.

Context

In Indian education system there is a neglection of environmental problem solving. people around us not have knowledge about various environment problems like global warming,climate change, deforestation and many others. it is important to make human culture which is suitable from limited resources available in nature it is our priority to protect the environment.

Practice

1. Around 175 sampling have planted in college campus.

2. Rainwater harvesting project for recharging a well.

3. Organising study tours and field visit to environment Increase awareness.

Evidence of success

1. Due to proper caring 75% of planted plans are in proper condition.

2. Separate well is constructed for water facility.

3. College campus is separated by compound.

Problems encountered

1. It's difficult to protect the plant in summer season.

2. Limitation of transportation facilities.

3. Lack of financial assistant and manpower.

4. Note

5. Above environmental sensitization activity will be inspiring and cancel as benchmark for other institutes.

6. It will helpful for institution to exhibits vision and mission effectively.

7.

Best practice 2

Online teaching learning

Objective

8. To teach student in situation of covid-19 pandemic via online mode.

9. To make teaching continuously during covid-19 period.

10. To remain student active and ready to face with others in competition in any situation.

11. Context

The entire world has newly and badly be knowing the pandemic situation whole world where locked down traditional learning was not possible so far so to provide essential teaching process we introduce online teaching mode to face the challenging world to our student.

Practice

12. Few faculties prepare online educational context via YouTube videos, blogs etc.

13. Online lecture series were conducted over zoom,Google meet etc.

14. All faculties sends notes on WhatsApp groups Google docs and telegram.

15. Study materials where share in PDFs, photocopies.

16.

Evidences of success

1. Everyone in their subject create online content for student

2. Student are get advantage of online mode of teaching.

3. Student perform best in their examination.

4. Student can access new mode of education other than traditional method.

Problem encountered

1. There were many student belong to poor families does not access the class do to lack of smartphones.

2. Most of the students belongs from remote areas so they were not able to access internet.

3. Student belongs from farming families,they has to work in field with parents so they not able to attend lectures regularly.

Notes

1. Online teaching process help to continue learning even in lockdown.

2. It will help to take learning process along with tribal student.

Best practice 1

Environment sensitization

1. To conserve the environment at institutional level.

2. To create awareness of environment in student and society.

3. To aware about energy conservation in student and society.

Context

In Indian education system there is a neglection of environmental problem solving. people around us not have knowledge about various environment problems like global warming,climate change, deforestation and many others. it is important to make human culture which is suitable from limited resources available in nature it is our priority to protect the environment.

Practice

1. Around 175 sampling have planted in college campus.

2. Rainwater harvesting project for recharging a well.

3. Organising study tours and field visit to environment Increase awareness.

Evidence of success

1. Due to proper caring 75% of planted plans are in proper condition.

2. Separate well is constructed for water facility.

3. College campus is separated by compound.

Problems encountered

1. It's difficult to protect the plant in summer season.

2. Limitation of transportation facilities.

3. Lack of financial assistant and manpower.

4. Note

5. Above environmental sensitization activity will be inspiring and cancel as benchmark for other institutes.

6. It will helpful for institution to exhibits vision and mission effectively.

7.

Best practice 2

Online teaching learning

Objective

8. To teach student in situation of covid-19 pandemic via online mode.

9. To make teaching continuously during covid-19 period.

10. To remain student active and ready to face with others in competition in any situation.

11. Context

The entire world has newly and badly be knowing the pandemic situation whole world where locked down traditional learning was not possible so far so to provide essential teaching process we introduce online teaching mode to face the challenging world to our student.

Practice

12. Few faculties prepare online educational context via YouTube videos, blogs etc.

13. Online lecture series were conducted over zoom,Google meet etc.

14. All faculties sends notes on WhatsApp groups Google docs and telegram.

15. Study materials where share in PDFs, photocopies.

16.

Evidences of success

1. Everyone in their subject create online content for student

2. Student are get advantage of online mode of teaching.

3. Student perform best in their examination.

4. Student can access new mode of education other than traditional method.

Problem encountered

1. There were many student belong to poor families does not access the class do to lack of smartphones.

2. Most of the students belongs from remote areas so they were not able to access internet.

3. Student belongs from farming families,they has to work in field with parents so they not able to attend lectures regularly.

Notes

1. Online teaching process help to continue learning even in lockdown.

2. It will help to take learning process along with tribal student.

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 mission and vision of the college to build a student-centric thrust, emphasizing on development of tribal students in all faculties at the under-graduate levels.

- Providing equal opportunities, without any discrimination is one of the basic objectives of the college.

- All activities of the college emphasize on the development of intellectual, professional and leadership skills along with strengthening the emotional quotient of the students.

- In today's competitive situation requirement skill and employment opportunities, due care is taken to include professional attitude, communication skills and English language skill development in the curriculum.

- In order to promote scientific temper and research acumen, the students are encouraged to participate in various activities like NSS camp, Social awareness rally etc.

- The realization of the mission 'Education for Development' is revealed in the admitted students.

- Student empowerment is practiced by ensuring objectivity in facilitating eligible students for scholarships, free-ships and financial assistance to economically backward and tribal students.

- Payment of fees in an installments and fee-concessions are granted to students when they reveal inability to pay the fees.

- For the teaching-learning process, the college offers quality teaching through a dedicated team of who are concerned with not only the curricular aspect, but also the development of students.

-

- Transparency is observed in the every aspect of college, such conduction of examination, admission, new appointment of teachers

- A number of seminars, conferences, workshops, guest lectures by eminent scholars is a regular feature of the curricular activities of the college leading to advanced learning opportunities to the students.

- Many teachers use PPT and other ICT-based methods for conducting their lectures during lockdown period and also during regular teaching like class room app, google meet lecture etc.

- The NSS, Sports and cultural activities is equally strong ensuring helps to develop team-spirit and leadership qualities among the students.

- The green audit and green practices are conducted at regular interval of time.

- Even in situation of water scarcity college able to maintain greenish environment around all campus.

- In this way, the trust of the college able to maintain the vision and mission of the college.

- The mission and vision of the college to build a student-centric thrust, emphasizing on development of tribal students in all faculties at the under-graduate levels.

- Providing equal opportunities, without any discrimination is one of the basic objectives of the college.

- All activities of the college emphasize on the development of intellectual, professional and leadership skills along with strengthening the emotional quotient of the students.

- In today's competitive situation requirement skill and employment opportunities, due care is taken to include professional attitude, communication skills and English language skill development in the curriculum.

- In order to promote scientific temper and research acumen, the students are encouraged to

participate in various activities like NSS camp, Social awareness rally etc.

- The realization of the mission 'Education for Development' is revealed in the admitted students.

- Student empowerment is practiced by ensuring objectivity in facilitating eligible students for scholarships, free-ships and financial assistance to economically backward and tribal students.

- Payment of fees in an installments and fee-concessions are granted to students when they reveal inability to pay the fees.

- For the teaching-learning process, the college offers quality teaching through a dedicated team of who are concerned with not only the curricular aspect, but also the development of students.

-

- Transparency   is observed in the every aspect of college, such conduction of examination, admission, new appointment of teachers

- A number of seminars, conferences, workshops, guest lectures by eminent scholars is a regular feature of the curricular activities of the college leading to advanced learning opportunities to the students.

- Many teachers use PPT and other ICT-based methods for conducting their lectures during lockdown period and also during regular teaching like class room app, google meet lecture etc.

- The NSS, Sports and cultural activities is equally strong ensuring helps to develop team-spirit and leadership qualities among the students.

- The green audit and green practices are conducted at regular interval of time.

- Even in situation of water scarcity college able to maintain greenish environment around all campus.

- In this way, the trust of the college able to maintain the vision and mission of the college.

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

22-07-2023 11:40:58

5. CONCLUSION

Additional Information :

In addition to providing education, our college often serves as a vital hub of additional support and resources for the local community. The college goes beyond academic responsibilities to address the unique challenges faced by tribal populations. It offers various additional services and programs aimed at empowering students and community members. One such additional service is career counseling and guidance. Recognizing the need for guidance in career choices and professional development, our college provides counseling sessions, workshops, and seminars to help students explore different career paths, understand industry requirements, and make informed decisions about their future. This support plays a crucial role in empowering tribal students to pursue their aspirations and overcome barriers they may face in accessing employment opportunities.

Our college often collaborates with government agencies, NGOs, and local community organizations to implement skill development programs. These programs aim to equip students and community members with vocational skills that are in demand within their region. By offering training in areas such as agriculture, handicrafts, healthcare, and entrepreneurship, our college enhances the employability and self-sufficiency of tribal individuals, thereby contributing to the economic development of the community. Our college also frequently organizes cultural events, festivals, and celebrations to promote and preserve the rich cultural heritage of the tribal communities. These activities provide a platform for students and community members to showcase their traditional arts, music, dance, and customs. By embracing and celebrating tribal culture, these colleges foster a sense of pride and identity among students and contribute to the preservation of tribal traditions.

We often collaborate with local healthcare providers to organize health camps and awareness programs. Recognizing the unique health challenges faced by tribal communities, and focus on educating students and community members about preventive healthcare, hygiene practices, and the importance of regular medical check-ups. These initiatives aim to improve the overall health and well-being of tribal individuals. Our college offers more than just academic education. We provide a range of additional services and programs that address the specific needs of the tribal community.

Concluding Remarks :

This self-study report of the College demonstrates the comprehensive assessment and evaluation of our degree college in a tribal area, categorized according to specific criteria. Through this self-study process, we have gained valuable insights into the strengths, weaknesses, opportunities, and challenges that shape our institution's functioning and effectiveness.

Criterion-wise, we have identified several commendable strengths in our degree college. Our dedicated faculty members exhibit a strong commitment to providing quality education and promoting a culturally sensitive learning environment. The curriculum reflects the unique needs and aspirations of the tribal community, integrating tribal traditions and knowledge. Additionally, our extension activities and community engagement initiatives demonstrate a sincere effort to contribute to the social, economic, and cultural development of the tribal area. However, we have also recognized areas for improvement.

Our institutional weaknesses include the need for enhanced infrastructure and resources, recruitment of more qualified faculty members, and the incorporation of modern teaching methodologies and technology. Aligning the curriculum further with tribal perspectives and aspirations will enhance its relevance and inclusivity. Moreover, addressing connectivity issues and ensuring equitable access to educational opportunities should be a priority. Opportunities lie in the potential for collaborations with government agencies, NGOs, and local

organizations to expand our reach and impact. Strengthening our partnerships will facilitate the implementation of skill development programs, career counseling, and healthcare initiatives, effectively addressing the specific needs of the tribal population.

As we move forward, we must capitalize on our strengths, address our weaknesses, and seize opportunities to enhance the overall quality of education and community service provided by our degree college. Through ongoing self-reflection, strategic planning, and continuous improvement, we are committed to ensuring that our institution remains a beacon of knowledge, empowerment, and inclusivity for the tribal community we serve.

We express our gratitude to all stakeholders who have contributed to this self-study report, including faculty, staff, students, alumni, and the community. By working together, we can build upon our successes, overcome challenges, and create a brighter future for our degree college and the tribal area we are privileged to serve.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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
---	---	---	---	---
280	306	249	204	210 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
290	310	257	212	214 | 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
---	---	---	---	---
280	306	249	204	210 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
584	566	493	317	317	 Remark : DVV has made the changes as per shared reports by HEI.
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
---	---	---	---	---
28	23	21	24	22 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---	

6	5	6	4	00

Remark : DVV has excluded Jayanti's and days activities.

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 21 Answer after DVV Verification: 20 Remark : DVV has made the changes as per shared reports.
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made the changes as per shared reports.
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
0	0	09	0	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	09	0	0

Remark : DVV has excluded shared certificate of participation.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made the changes as per shared reports.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations