



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**MAULI VIDYAPEETH'S MAHILA KALA  
MAHAVIDYALAYA, BEED**

**RAJIV GANDHI MARG, BEED**

**431122**

**[www.mkmbeed.net](http://www.mkmbeed.net)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Mahila Kala Mahavidyalaya Affiliated to Dr.Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajanagar is an aided college of Arts exclusively for women. It is dedicated to the empowerment of women through quality education. It was established in 1990 and is managed by “Mauli Vidyapeeth” which has number of schools and colleges imparting the education from nursery to degree level.

The Students enrolling in our college belong to the lower to middle socioeconomic status majority from rural area. The mindset of parents even today has not changed much regarding the education of girls in this region; even now they are restricted to have regular explosive in education, various activities and events in community by parents.

Hence, faculty needs to counsel and entwine with the families from the level of admission to examination.

As it is the fact that no society nation will develop without the development of women and the way of development goes through the education. Hence our college is putting efforts to develop the personality of women and empower them through quality education. College is providing learning opportunities to empower women with the knowledge, skill and attitudes to face personal and professional challenges with confidence including values of scientific temperament, commitment and respect for other there by enabling them to make a healthy and positive contribution to the society in 21th century.

The college was first accredited by NAAC in 2004 with ‘B4’ Grade and Reaccredited in 2015 with ‘B’ Grade.

### **Vision**

Vision

Empowerment of Women through quality education

### **Mission**

Mission

- All round development of girls / women Persinality
- Excellance in Arts, Social Science Education with social and national relevance
- In calculation of values enshrined in the constitution of India
- Promotion of democratic and social values
- Dissemination of knowledge keeping peace with time

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

## **Institutional Strength**

### **Strengths:**

- Secured college for girls.
- Disciplined college.
- Efforts for development of girls through various activities.
- Extensive organization of outreach activities for empowerment of women.
- Efforts for development of scientific temperament through various activities.
- Dynamic, visionary and transformative leadership.
- A well slacked library with over 7000 books, journal, periodicals.
- A focus on gender equality and value-based education to empower and enlighten students.
- Well qualified and committed staff.
- 90% of the teaching staff are Ph.D Holders.

## **Institutional Weakness**

### **Weaknesses:**

- Well equipped laboratories.
- Lack of minor/major research projects by faculty.
- Unavailability of play ground.
- Lack of external funding support.
- Lack of collaboration with industry and institutes.
- No Industrial for the Alumni Association.
- Limitation for the placements dues to geographical area and no industrial zone.

## **Institutional Opportunity**

### **Opportunities:**

- Collaboration with industries, other university for certificate and add-on courses.
- To Start Skill Oriented Programmes.
- Introduction of PG Courses and research centers.
- Relieve financial support from the Alumni.
- To enhance sports facilities.

## **Institutional Challenge**

### Challenges:

- Poor flow towards Arts Faculty.
- To change mindset of parents for girls education.
- New mushrooming colleges.
- To reduce dropout.
- Fund generation for non-salary expenditure
- To enhance the attendance of students
- Effective implementation of NEP -2020

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

#### Curricular Aspects:

- The college is affiliated to Dr.Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar, Single Faculty College, offers Arts faculty.
- More than 25% faculty members are involved in curriculum design process, being a member of BOS committee of University and 100% teachers participate in question paper setting and assessment process of the university level.
- In house faculty members have designed 28 add on / skill based certificate courses focusing on career making, employability and entrepreneurship.
- ICT base classroom are available for academic implementation.
- Academic calendar is prepared in the prior of year and the institute adds to it for conduct of CIE to maintain academic quality.
- Cross – cutting issues are incorporated into syllabus enabled the students to become good and responsible citizen.
- Student centric activities inculcate human values among the students.
- Many courses include experimental learning through project work, field visit, and work.
- The institution obtains feedback on the curriculum from all stakeholders and affects analyzing feedback, if required action is taken for quality empowerment.

### Teaching-learning and Evaluation

#### II. Teaching – Learning and Evaluation:

- Institute strictly follows the rules and regulations of State Government regarding the admission process. The total students in the academic year 2022-2023 is 173 out of which 81 student belong to reserved category.
- The academic calendar and CIE calendar are prepared and implemented strictly. Student centric methods such as experimental methods, ICT based methods are used in teaching.
- Mentor mentee system is followed by from many years.
- Programme outcomes and course outcomes are defined and converged to the students.

The attainments of COs, POs, PSOs are evaluated.

## **Research, Innovations and Extension**

### **III. Research, Innovations and Extension:**

- 02 Research guides supervised 03 doctorates, at present 05 research guides and 09 scholars are doing research work under their guidance.
- In total 165 research paper are published by faculty members.
- 04 Books are published by faculty.
- Seminars / conferences / Webinars
- Extension and outreach activities conducted by NSS are \_\_
- Total Extension activities by departments and various committees are

## **Infrastructure and Learning Resources**

### **IV. Infrastructure and Learning Resources:**

- College provides sufficient infrastructure with lab, one ICT enabled classroom, ICT enabled seminar hall, 3 Home Science Laboratories, one Geography Lab, Sport Room with indoor game facility, ladies room, canteen facility, library, NSS room, Examination room, IQAC room, Administrative office etc.
- Library hosts a rich collection of book and e-resources. The library is auto usated with libman (ILMS)
- There are 7554 Books, 17 Journals 12 News Papers.
- College has a hostel with capacity 10 accommodate 25 girls.

## **Student Support and Progression**

### **V. Student Support and Progression:**

- Under the government scholarships 218 students have got benefitted with Rs. 2,40,416 in last five years.
- The competitive exam guidance centre and career counseling cell made efforts for better future..
- sports and cultural activities were organized by the institution.
- There is a registered Alumni Association of the college. It is registered under a public trust and society act in the 2023-2024.
- Moreover Alumni contribute with their skills and knowledge.

## **Governance, Leadership and Management**

### **VI. Governance, Leadership and Management:**

- The parent institution, Mauli Vidyapeeth's has a transparent and well-defined governance system. College follows the instructions of management for academic enhanced of the college.
- Various strategy and working committees help to carry out academic and administrative functions effectively.
- Transparency is maintained in admission process.
- Staff is recruited by management as per the rules of State Government, UGC and affiliated university.

- Staff welfare schemes of the government are availed for staff and students.
- An effective feedback mechanism, involving all stakeholders, committee analyses the feedback and considered it for improvement accordingly.
- To enrich the academic standards teacher are supported with leaves and financial support for FDP, academic courses, conferences, research etc.
- A performance based appraisal system is strictly followed to assess the faculty members academic performance.
- IQAC initiated various strategies to improve the teaching learning and evaluation.
- Under the valuable guidance of principal all committees work with planning.
- IQAC takes initiatives in organizing values academic programmes, conferences and process of ISO, AISHE, AQAR.
- External and Internal audits are conducted regularly for the effective utilization of financial resources.
- The institute implements e-governance in administration, examination, finance and admission process.
- The institute successfully fulfills its vision, mission with participative management.

## **Institutional Values and Best Practices**

### **VII. Institutional Values and Best Practices:**

**Gender Equity:** The curricula address some gender equity aspects, workshops, webinars, lectures competitions are organized on gender awareness internal complain committee, Dept. of Home Science, IQAC are functional in creating awareness regarding this.

**Inclusiveness:** College provides an inclusive environment and facilities for the students coming from diverse background cultural programmes, extension activities and sport activities ensure the inclusive for differently able students the college provides physical facilities and extra time for exams.

- Cultural and linguistic harmony is maintained through different activities and programmes.
- Promotion of code of conduct and ethics is undertaken through induction programmes principals address and commemoration of days of national and international importance.
- Environment consciousness and sustainability. The college takes sincere efforts to conserve environment and speed environmental awareness. Initiative such as solar poll, LED bulbs to reduce electricity consumption, rain water harvesting, no vehicle day.
- Green Audit, Environment Audit, and energy audit are carried out periodically Vivekwahini organize. Extension activities such as snack science lecture, paryawaran Purak Ganeshotsav, Cracker free Diwali and Paryawarniy Holi.
- The distinctiveness of college is women empowerment and gender equity programmes providing safe secure and environment its students are from near about 25 villages of Beed District. The college not only provides safe and secure infrastructure but financial helps (admission fees, exam fees) for overall development of the students, workshops social extension activities and webinars are conducted.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | MAULI VIDYAPEETH'S MAHILA KALA MAHAVIDYALAYA, BEED   |
| Address                         | Rajiv Gandhi Marg, Beed                              |
| City                            | Beed   |
| State                           | Maharashtra  |
| Pin                             | 431122   |
| Website                         | <a href="http://www.mkmbeed.net">www.mkmbeed.net</a> |

| Contacts for Communication |                         |                         |            |     |                          |
|----------------------------|-------------------------|-------------------------|------------|-----|--------------------------|
| Designation                | Name                    | Telephone with STD Code | Mobile     | Fax | Email                    |
| Principal(in-charge)       | Sandhya Rajaram Ayaskar | 02442-295000            | 8999250408 | -   | mkmbeed@gmail.com        |
| IQAC / CIQA coordinator    | Tondakur Laxman Potanna | -                       | 9421552891 | -   | tondakurlaxman@gmail.com |

| Status of the Institution |              |
|---------------------------|--------------|
| Institution Status        | Grant-in-aid |

| Type of Institution |             |
|---------------------|-------------|
| By Gender           | For Women   |
| By Shift            | Regular Day |

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

**Establishment Details**

| State       | University name                                 | Document                      |
|-------------|---|-------------------------------|
| Maharashtra | Dr. Babasaheb Ambedkar<br>Marathwada University | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 07-11-2008 | <a href="#">View Document</a> |
| 12B of UGC    | 07-11-2008 | <a href="#">View Document</a> |

**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 | Rajiv Gandhi Marg, Beed | Urban     | 0.055                | 1282.8                   |

**2.2 ACADEMIC INFORMATION**



| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                  |                           |                            |                              |                            |                                |
|---|----------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/ Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BA,English Compulsory,           | 24                        | HSC                        | English                      | 240                        | 152                            |
| UG  | BA,Hindi Optional,               | 36                        | HSC                        | Hindi                        | 72                         | 65                             |
| UG  | BA,History Optional,             | 36                        | HSC                        | Marathi                      | 90                         | 87                             |
| UG  | BA,Sociology Optional,           | 36                        | HSC                        | Marathi                      | 72                         | 65                             |
| UG  | BA,Political Science Optional,   | 36                        | HSC                        | Marathi                      | 100                        | 95                             |
| UG  | BA,Home Science Optional,        | 36                        | HSC                        | Marathi                      | 72                         | 53                             |
| UG  | BA,Geography Optional,           | 36                        | HSC                        | Marathi                      | 72                         | 65                             |
| UG  | BA,Marathi Optional,             | 36                        | HSC                        | Marathi                      | 90                         | 80                             |
| UG  | BA,Hindi Second Language,        | 24                        | HSC                        | Hindi                        | 120                        | 64                             |
| UG  | BA,Marathi Second Language,      | 24                        | HSC                        | Marathi                      | 120                        | 89                             |

### **Position Details of Faculty & Staff in the College**

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 1                |        |        |       | 4                          |        |        |       | 9                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 1                          | 3      | 0      | 4     | 6                          | 2      | 0      | 8     |
| Yet to Recruit  | 1                |        |        |       | 0                          |        |        |       | 1                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 8            |
| Recruited   | 4           | 2             | 0             | 6            |
| Yet to Recruit  |             |               |               | 2            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| 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**

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |       |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|-------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        |       |
|                              | 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      | 1                          | 3      | 0      | 5                          | 2      | 0      | 11    |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0     |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 1                          | 0      | 0      | 1     |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0     |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 1                          | 0      | 0      | 1            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Details of Visting/Guest Faculties</b>                         |             |   |               |               |              |
|---|-------------|---|---------------|---------------|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> |   | <b>Female</b> | <b>Others</b> | <b>Total</b> |
|   |             | 0 | 0             | 0             | 0            |

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

| Programme |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG        | Male   | 0   | 0                             | 0            | 0                   | 0     |
|           | Female | 177   | 1                             | 0            | 0                   | 178   |
|           | 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   | 0      | 0      | 0      | 0      |
|          | Female | 30     | 28     | 28     | 27     |
|          | Others | 0      | 0      | 0      | 0      |
| ST       | Male   | 0      | 0      | 0      | 0      |
|          | Female | 2      | 2      | 3      | 3      |
|          | Others | 0      | 0      | 0      | 0      |
| OBC      | Male   | 0      | 0      | 0      | 0      |
|          | Female | 13     | 16     | 16     | 17     |
|          | Others | 0      | 0      | 0      | 0      |
| General  | Male   | 0      | 0      | 0      | 0      |
|          | Female | 113    | 103    | 95     | 92     |
|          | Others | 0      | 0      | 0      | 0      |
| Others   | Male   | 0      | 0      | 0      | 0      |
|          | Female | 35     | 31     | 34     | 34     |
|          | Others | 0      | 0      | 0      | 0      |
| Total    |        | 193    | 180    | 176    | 173    |

**Institutional preparedness for NEP**

|   |   |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | National Education policy 2020 is a transformation education system designed to meet the 21 st century/ educational aspirational goals i.e. Access , equity, quality and accountability. In this new policy for |
|---|---|

|  |   |
|--|---|
|  | college students. NEP 2020 policy of introducing multi disciplinary estimates will lead to renewed focus on every field such as humanity and this form of education will help students to learn and allow holistically.   |
| 2. Academic bank of credits (ABC):   | The ABC will be entrusted such as opening,closing and verifying the individual academic accounts of college students.As per notified recently by UGC for implementation. It is mandatory to each I year student to open ABC with a unique ID - In academic year.Hence, ABC is a digital store house that student can contain the information of the credits earned by individual through out their educational journey .ABC given multiple options for entering and leaving college s in his academic carrier. The ABC framework is part of National Education policy (NEP) 2020. |
| 3. Skill development:  | The institute had adopted a policy to run skill development program for the overall development to mitigate the requirement at 21 st century skills in the society. Our institute 's future an will be start short team useful for local from the next academic year.   |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The promotion of Indian languages ,arts and culture is seen very important and it could be effectively important through integrating Indian languages, arts and and culture into the main curriculum which would not only develop a strong sense of identity and aesthetic outlook but also enhanced creative and cognitive skills among the students. The college offers Marathi, Hindi language as the part of curriculum along with curricular activities, college had given an equal importance to extra curricular activities.   |
| 5. Focus on Outcome based education (OBE):   | Our college had adopted the CBCS pattern of Dr.Babasaheb Ambedkar Marathwada University,Aurangabad.The University restructured programs.university included the outcomes in the form of objectives of the covers and program outcomes at the end of the academic year.  |
| 6. Distance education/online education:  | NEP emphasizes on integrating technology at all levels in the field of education college will establish e - learning center and develop resources to promote distance learning and online learning for students from rural area.  |

**Institutional Initiatives for Electoral Literacy**

|   |  |
|---|--|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>   | <p>Yes, an electoral literacy club (ELC) has been set up in the college. The main aim to set up ELC are ? To engage college students through interesting activities and hands-on experience to sensitize with their electoral rights. ? To familiarizes them with the electoral process ? To strengthen the culture of electoral participation among young generation.</p> |
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>  | <p>Yes, Institute has been constituted electoral literacy club for the smooth conduct of various activities related to electoral process. Every year an ELC of our institute organized various activities for students and faculty members and community. ELECTORAL LITERACY CLUB (ELC) Nodal officer Dr. Ram Tate</p>   |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>ELC of our institute organized following innovative programmes 1) Lecture on democracy and its importance 2) Workshop on EVM and VVPAT 3) Participation in Voters awareness rally</p>   |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>   | <p>ELC of our college taken the initiatives in electoral related issues by organizing following activities. 1) Essay Competition 2) Slogan Competition 3) Bittipatrak Prakashan 4) Voters awareness programme</p>  |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>  | <p>ELC of our institute taken the effort for the students above 18 years to enroll their name in electoral roll by organizing various activities such as Essay competition, Slogan computation, lecture on importance of as a voter to shape nation and too aware about democratic values and its importance</p>   |

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 173     | 176     | 180     | 193     | 191     |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 2 Teachers

#### 2.1

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

Response: 14

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12      | 12      | 12      | 12      | 12      |

### 3 Institution

#### 3.1

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



**Self Study Report of MAULI VIDYAPEETH'S MAHILA KALA MAHAVIDYALAYA, BEED**

|                            |         |                               |         |         |
|----------------------------|---------|-------------------------------|---------|---------|
| 2022-23                    | 2021-22 | 2020-21                       | 2019-20 | 2018-19 |
| 5.82                       | 5.72    | 8.65                          | 6.84    | 7.02    |
| File Description           |         | Document                      |         |         |
| Upload Supporting Document |         | <a href="#">View Document</a> |         |         |

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment Response: The institute ensures effective curriculum delivery through a well-planned and documented process. As our institute is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, the college follows the curriculum and academic calendar designed by the university. Elected faculty members (BoS) from our institute, actively participate in curriculum designing.

Academic Calendar of the university specifies the duration of the semester, the date of commencement and the end of the semester. With the academic calendar of university, IQAC and Academic committee prepares its own academic calendar which involves tentative dates of the academic, curricular and co-curricular activities.

In the opening meeting of each semester the Principal explains the annual academic plan and its execution. Academic committee of the institute prepares time table of all the faculties and it is distributed to all the Head of the Departments.

After Principal meeting, as per IQAC planning, HoD of each department conducts meeting with the colleagues to prepare academic plan of the department and to distribute workload among the faculty members.

In order to conduct entire teaching learning process effectively every year IQAC and Academic Committee provides teaching plan diary and attendance register to all the faculty members.

For proper curriculum delivery, college has well-furnished 2 ICT rooms, Home Science Labs, Geography Lab, Language lab and well equipped laboratories in all science departments. The faculty members of our institute uses ICT based modern teaching aids along with chalk and board lecture method. For effective teaching learning, department organizes guest lectures, Study visits, Seminars, Group Discussion & Problems Solving method

Institute has well enriched central library with advanced resources in the form of books, journals, e-journals and software's. Remedial & Bridge Course are conducted for slow learners, while advanced learners are encouraged to take part in various activities of the institute

Institute strictly adheres to the academic calendar of our university and the academic calendar of IQAC for continuous internal evaluation (CIE). In the beginning of each semester each faculty member informs

students about academic calendar of the institute in terms of CIE. For continuous internal evaluation institute has separate examination cell, which works under the guidance of chairman of examination committee. Chairman of this committee prepares tentative action plan of the academic year. Time Tables of university examinations (Theory and Practical's) are displayed on notice boards of each department. The question papers of internal examinations are prepared by concerned faculties and are approved by the concerned head of the department and ensure transparent, objective and unbiased internal evaluation. Marks obtained by the students in internal tests are shown to them, if any grievance raised by student, it is immediately redressed by faculty members. The evaluation of projects have been done by teachers and external examiners appointed from the other institute. The continuous internal evaluation of practicals is conducted throughout the year. IQAC takes feedback from different stakeholders for improvement of CIE.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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:** 09

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

### Other Upload Files

|   |                               |
|---|-------------------------------|
| 1 | <a href="#">View Document</a> |
|---|-------------------------------|

**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:** 61.34

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 140     | 100     | 00      | 160     | 160     |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

**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:**

Institution integrates crosscutting issues referent to professional ethics, Gender, Human Values, Environment and sustainability in trisecting the curriculum.

**Response**

Professional Ethics, Gender, Human Values and Environment and sustainability are highly valued by Mahila Kala Mahavidyalaya's since they are closely linked to its vision, mission and core values. Accordingly these are consciously integrated into the college's day to day administration, co-curricular and extra curriculum activities.

**Professional Ethics**

- Teachers maintain cordial relations with the non teaching staff.
- Tribute is given to eminent personalities on birth and death anniversaries.
- The college has formed Internal Compliance Committee (ICC) to resolve gender issues.
- The code of conduct is displayed on the website and the college premises.

## Gender

- To effectively respond to the gender sensitivity issues our principal or Savita Shete delivered several lectures on this topic.
- Internal complaint committee conduct several programs on gender sensitivity.
- National webinar on ling Sambhav Samjun Ghetana was conducted.
- Rashtriya Balika Din was celebrated by organizing state webinar on “Sudhrudh Balika Rashtrache Bhavitava.”
- Women’s day was celebrated by organizing various events like Webinar Organization, Felicitation of Covid Yodha, conduction of different competition – Essay, Chalta-Bolta Preashnmanjusha, Slogan Making, Birth Anniversary of Savitribai Phule, Rajmata Jijau, Punyasholk Ahilyabai Holkar, Indira Gandhi is celebrated on the occasion of maker sankarent Mata- Maitrini Melava, Tilgul Programmes is organized.
- The ICC Committee is formed and organics gender sensitivity avareness programs.

## Human Values

- Constitution day was celebrated, Minority day was celebrated, lecture, competitions were conducted.
- Lecture on Chala Vasanala Badnam Karuya was conducted.
- The NSS department organized various programs to inculcate human values such as a collect grocery for flud affected peoples, Covid – 19 awareness programmes.
- Home Science department organized various programme to inculcate human values. Such as preparation of 1000 mask and distribute it for Covid Yodha.
- The voter Awareness program is organized and the students are motivated to register as a voter.
- The Scientific temperament of the students is increased through the various programmes such as national science day programme, workshop on scientific temperament and yuva, Celebration of National Scientific Temperament Day.

## Environment and Sustainability

- This is imparted with the help of a compulsory course in Environmental studies for second year graduate students.
- The tree plantation programme is organized.
- Environmental day, Geography day, ozone day is celebrated.
- Lecture on Environment protection and unfriendly celebration of festival such as snake science, Paryawaran Purak Ganeshotsav, Cracker free Diwali, Ecofriendly Holi is organized by Vivek Wahini for school & College Students.
- Rainwater Harvesting, compost unit is proceed.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**1.3.2**

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

**Response:** 43.93

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

Response: 76

| <b>File Description</b>                     | <b>Document</b>               |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

**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:** B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 89.76

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 110     | 116     | 82      | 113     | 131     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 120     | 120     | 120     | 120     | 135     |

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 65.33

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 41      | 40      | 35      | 40      | 40      |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 60      | 60      | 60      | 60      | 60      |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority.   | <a href="#">View Document</a> |
| 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) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 14.42

## 2.3 Teaching- Learning Process

### 2.3.1

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



**Response:**

The institution caters to the diverse needs of the students through various participative learning and problem solving methodologies. Teachers provide opportunity for individual and collaborative learning through experiential, participative and problem solving methodologies for enhancing learning experiences of learners.

| Type of student centric approval | Method adopted by teachers  | Impact of learners in terms of enhancement  |
|----------------------------------|---|---|
| Experiential learning            | Demonstrations in practicals <ul style="list-style-type: none"> <li>• Use of model kits</li> <li>• Language lab training</li> <li>• Field visits</li> <li>• ICT Enabled teaching</li> <li>• Evidence based learning</li> <li>• Laborating work</li> </ul> | <ul style="list-style-type: none"> <li>• Skill acquisition</li> <li>• Learning through imagination</li> <li>• Acquisition of computer skills</li> <li>• Practical experience</li> <li>• Enhancement of interest</li> <li>• Critical thinking</li> <li>• Practical Skills</li> </ul> |
| Participative Learning           | <ul style="list-style-type: none"> <li>• Seminars</li> <li>• Group discussions</li> <li>• Quiz</li> <li>• Guidance for project work of UG students.</li> </ul>  | <ul style="list-style-type: none"> <li>• Building of confidence</li> <li>• Interactive learning</li> <li>• Creative thinking</li> <li>• Conceptual under standing</li> </ul>  |
| Problem solving methodologies    | <ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Tests</li> <li>• Assignments</li> <li>• Online/offline quizzes</li> <li>• Oral Question answering project</li> </ul>   | <ul style="list-style-type: none"> <li>• Interactive learning</li> <li>• Writing, thinking and imaginative skills</li> <li>• Improving writing skills</li> <li>• Thinking and numerical ability</li> <li>• Creative thinking</li> <li>• Experienced based learning</li> </ul>       |
| Miscellaneous methods            | <ul style="list-style-type: none"> <li>• Chalk and black board</li> <li>• Lecture</li> <li>• Online teaching methods</li> <li>• Providing additional study materials (links, books, videos etc.</li> </ul>  | <ul style="list-style-type: none"> <li>• Concept understanding</li> <li>• Listening skills</li> <li>• Creation of Interest</li> <li>• Assistance of learning</li> </ul>   |

**ICT enables tools for learning :**

- Computer lab
- Well equipped multimedia rooms for e-contest development assistance.
- PPTS and Videos prepared by the college teachers are made available for students for learning.

**Digital Library :**

- Enabled with open access facility of to Everlitate readers to have easy access to the library resources.
- Name of the ILMS software – (LIB-MAN) cloud based fully automated version of library management system version with WEB Realize developed with MVC.net.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**2.4 Teacher Profile and Quality****2.4.1****Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 100**2.4.1.1 Number of sanctioned posts year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12      | 12      | 12      | 12      | 12      |

| File Description  | Document                      |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

**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:** 95**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 12      | 12      | 12      | 11      | 10      |

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

## 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:**

Mahila Kala Mahavidyalaya, Beed has strengthened mechanism of internal assessment making it more transparent and robust in terms of frequency and mode following the rules of affiliating university. It has been viewed as and of the major initiatives as to ensues attainment of Cos and Pos.

**Methods of Internal Evaluation :**

1. Internal Test
2. Assignments
3. Seminars
4. Project work
5. Oral Examination
6. Formal and informal discussion
7. MCQs
8. Mentoring

Internal Assessment helps to evaluate the teaching learning process and its effectiveness emphasis is given to learner centric transparent examination system mainly, the regular class test and semester and examination are used to evaluate student performance.

### **Mechanism of Internal Assessment :**

1. **Planning** : College constitutes a separate Internal Examination committee for internal and university level examinations. Internal examination committee plans internal tests for each semester as per the academic calendar.
2. **Execution** : Internal examination committee arranges conduct of internal tests.

Notices/Circulars/Ordinances/ pertaining to the examinations are frequently displaced on the notice board, students whats app group. The internal examinations are conducted by the internal examination committee.

1. **Feedback and revise mechanism** : The efficiency, frequency and robustness of evaluation process were reviewed through a feedback by students. Internal quality, Assurance cell analyzes the feedback and communicates to the concern authorities.
2. **Reforms in internal evaluation** :

### **Transparency in evaluation :**

- Students are transparently and regularly evaluated on the basis of internal test.
- Teachers discuss answer papers of internal tests, practical exams, scheme of making and student performance in the test in regular classes.
- Institute constitutes a separate student grievances and redressal cell committee student can approach the concerned.

Teacher/Coordinator of internal examination/coordinator of student grievances and redressal committee.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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:**

Mauli vidyapeeth's Mahila Kala Mahavidyalaya, Beed offers different programmes and POs and CO are displayed on college website and communicated to teachers and students in the following ways.

**Offering and communication of Cos, Pos and POS :**

- Mauli vidyapeeth's Mahila Kala Mahavidyalaya, Beed follows the curriculum of affiliating university and has well developed system for the communication of Cos, PSOs and Pos keeping the outcome based education (OBE) at central place.
- Detailed Cos, Pos and PSOs in line with institution's mission, vision and goals are displayed on college website [www.mkmbeed.net](http://www.mkmbeed.net)
- HDDS, concerned staff, IQAC coordinator and members are involved in preparing and presetting the outcomes and finalizing are approved by the principal. Discussion are made through meetings.
- Integrated application of ICT using QR codes made an effective communication of Cos, PSOs and Pos.
- Students are counseled about the outcomes at the beginning of academic of academic years in the regular classes by HODS and the concerned faculties.
- Regular discussions realize the outcomes to the students classes, exams seminars, group discussions and problem solving methods assist to enrich the stated outcomes.

| Sources for dissemination of COs, POs and PSOs   | Stakeholders   |
|--|--|
| <ul style="list-style-type: none"> <li>• Website</li> <li>• Notices</li> <li>• Class wise whatsapp groups, subject wise whatsapp groups, Mentoring Whatsapp Groups.</li> <li>• Admission Prospectus.</li> <li>• Regular classes and discussions</li> <li>• Organization of meetings</li> <li>• Library, Laborites and Departments</li> <li>• QR codes</li> </ul> | <ul style="list-style-type: none"> <li>• All Students, Teachers, Alumni and Parents.</li> <li>• Students and Teachers.</li> <li>• Students and Teachers.</li> <li>• Students and parents</li> <li>• Students</li> <li>• Students, Teachers</li> <li>• For all</li> </ul> |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

Mauli Vidyapeeth's Mahila Kala Mahavidyalaya, Beed has mechanism to measure attainment of POs and COs with direct and indirect methods.

The direct method of measurement involves calculation of attainment of POs and COs from result analysis. The COs of course in the final year exam are mapped with the POs to obtain graduate attributes. The indirect method refers to participation and achievements in various competitions, sports, games, cultural, placement, progression to higher education etc.

**Direct Method:**

Continuous evaluation is followed to analyze the attainment levels of POs, PSOs and COs for UG programmes.

**External Assessments:**

- University end semester exam.
- Project and field work.
- Seminar

**Internal Assessments:**

- Class tests/oral discussions
- Assignments
- Seminars
- Internal Assessment Exams
- Classroom participation.

**Feedback on Attainment of COs & POs by students:**

- Self assessment by students.
- Comprehensive Questionnaire
- Communicating ATR

**Defining of Attainment levels for COs and POs (Direct Methods)****For University Examination****For Internal Examination:- Implementation CIE****Achievements in:**

- Cultural activities
- Sports and Games
- Progression to higher education.
- Competitive Exam

**Assurance Mechanism:**

The achievement of intended learning outcomes is central to the pedagogical and assessment procedures. We ensure that its various programmes and activities help to achieve the stated learning outcomes. Each component in the institutes tries for the best to attain the POs and COs.

| Component | Role for attainment of POs and Cos   |
|-----------|--|
| Principal | Ensures sustainability and development of learning   |
| Teachers  | <ul style="list-style-type: none"> <li>• Timely syllabus completion</li> <li>• CIE</li> <li>• Effective mentoring</li> </ul>   |
| Students  | <ul style="list-style-type: none"> <li>• Continuous evaluation of students</li> <li>• Curricular and extracurricular activities</li> <li>• Participation in Environmental awareness activities.</li> <li>• NSS, women empowerment programmes, Vivekwahini programmes.</li> </ul> |

- Workshops for Students, Teachers.
- Soft skill development
- Field and study visits
- NSS

- Department and committees activities.
- COVID-19 related outreach activities.

The college has taken the following actions keeping the goal of holistic development of students.

| Need Identified     | Action Taken  |
|---------------------|---|
| Learning Assistance | <ul style="list-style-type: none"> <li>• Students mentoring system</li> <li>• Academic counseling</li> <li>• Innovative teaching methods</li> <li>• Multimedia room for classes</li> </ul>  |
| Soft skills         | <ul style="list-style-type: none"> <li>• English language lab</li> <li>• Career counseling</li> <li>• Participation in curricular and co-curricular activities.</li> <li>• Field and study visits</li> <li>• Short term training</li> <li>• Certificate courses to develop skills</li> <li>• Workshop/lectures</li> <li>• Development</li> <li>• Guest lecture, experience sharing session of ideal personalities.</li> </ul> |
| Employability       | <ul style="list-style-type: none"> <li>• Guidance for competitive exams</li> <li>• Value added courses</li> <li>• Skill oriented courses</li> </ul>   |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 2.6.3

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

**Response:** 80.95

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19      | 23      | 28      | 20      | 29      |



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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 29      | 26      | 38      | 21      | 33      |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| 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. | <a href="#">View Document</a> |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response: 3.73**

| <b>File Description</b>                                      | <b>Document</b>               |
|--|-------------------------------|
| Upload database of all students on roll as per data template | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

1. Research and development cell:- Research and development cell is composed and works according to UGC, University and Sanstha Guidelines.

1. Faculties recognized as research guide 09 Research students are pursuing Ph,D degree under guidance of 05 research guide faculties.

Research development cell is established to support student's research activities.

- Book reading of Mahatma Gandhi 's Maze Satyache Prayog has been conducted to develop reading habits and knowledge of specific subjects,
- Some development committees and bhithipatrak Samittee published wall papers on social work, educationalist and thinks.
- Vachan prerana Din and Marathi Raj Bhasha Din are Celebrated.
- Webinar on "SWOC analysis in Higher Education Institutions
- Webinar on Mahila ani Vidnyan was organized on 27 Feb.2021.

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                 | <b>Document</b>               |
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 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: 2**

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

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

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                     | <b>Document</b>               |
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 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:** 9.79

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 24      | 23      | 24      | 34      | 32      |

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

#### 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:** 0.14

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00      | 01      | 01      | 0       | 0       |

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

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

The college has established network with the neighborhood through extension activities and is committed to serve the community by involving students various departments and committee's organics various outreach extension activities.

**Vivekwahini committee :**

Vivekwahini committee organized workshops and activities on social issues such as lecture on snake science, paryawaran purak Ganeshotsav, Cracker-free Diwali, Eco-friendly Holi, workshop on scientific temperament and Jodidarachi Viveki Niwad.

**Environmental Activities :**

- Every year, NSS organized a seven days residential camp in nearby villages, during which volunteers conduct activities like cleanliness drive, tree plantation, social survey, awareness programmes, etc.
- In the academic year 2018-19, students actively participated in community activity "Collection of Grains" for flood affected families in Sangli, Kolhapur.
- Tree plantation programme conducted regularly.
- Vivek Wahini conducted lectures on Environment protection.

**Covid-19 :**

- During Covid-19 pandemic masks were distributed to COVID YODHA 1000 prepared by Home

Science department.

- Guidance and Covid-19 Immunization programme was organized by NSS.
- Webinar on Impact of Covid-19 on family was conducted.

Awareness programme :

- Awareness programme for health and hygiene environment protection, women empowerment, gender equality are conducted through various department and committees.
- These activities create a cleanliness and sense of belongingness with neighborhood.
- Hb & blood group check up camp was organized in Infant India project, Pali, Manjiri, Pendgaon etc.
- IOAC conducted minority day, Divyang day programme, Mata Maitrini Melawa.
- Workshops, webinars on social issues were organized sudhrud Balika Rashtrache Bavitavya, Mahila ani Jalsakshevta, ling Sambhav, Dattak Palaktwa etc.

#### **Educational Extension Activities :**

- Quiz, Chalita Bolta quiz competition, webinar on SWOC analysis, Babasaheb Sarvanche, Nimitta Jagtik Pustak Dinache Januya Mahatva Granth Vachnache.

NSS Extension Activities:-NSS department yearly conducted special residential camp. Through this camp awareness regarding AIDS, Women Empowerment, Scientific Temperament, Guidance lecture on various social issues and women related issues. activities for Environment sustainability, tree plantation, Health Awareness etc.

NSS regular activities conducted workshop on Jodidarachi Viveki Niwad lecture on AIDS awareness activities, COVID-19 Awareness programmes,

COVID-19 immunization programme, Health check up and blood donation camp, Special day celebration, International Women's Day Celebration, Organization of Workshops, Webinar and cleanliness activities etc

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### **3.4.2**

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

#### **Response:**

College always increases the faculty and the students to strive for greater success in different fields

\*Principle Dr. Savita Shete awarded with Basaveshwara Kai.Principal T.S.Kagde Commemoration and 8th Commemoration Day Aadarsh principal award in the year 2018-2019.

\*Principal Dr.Savita Shete was awarded by National Education Excellence award global welfare foundation.

\*Dr.Sandhya Ayaskar department of Home Science was awarded with Balmitra Award on the occasion of Pandit Jawaharlal Nehru jayanti by Shri Swami Samarth bahuudeshiy Sanstha for her extension and outreach work in the field of child development.

\*Dr Varsha Kulkarni department of home science was awarded by National institute for social economic development Bangalore for her research paper.

\*Dr. Savita Shete was awarded with Lions Club of Aurangabad for 2021 social work.

\*Dr. Sunanda Aher department of sociology with genius teachers award by avishkar foundation Solapur

\*Shri. Rajabhau Lomte librarian was awarded with social worker 2022 by Shri Sai Samarth samiti pathri

\*Dr Sandhya Ayaskar department of Home Science was facilitated with state level teachers award by Shri sant muktabai Sansthan muktainagar

\*Principal Dr.Savita Shete received mukteshwar jivan Gaurav award on behalf of mukteshwar pratishthan AUSA.

\*Dr Chitra Dhamne department of Hindi was awarded with samaj Bhushan award lok Shahi Vani samaj mandal lohoner taluka devda district

\*Dr. Chitra Dhamne was facilitated with Aadarsh Bhumi Kanya award gram Panchayat loners taluka devda list Nashik

Dr. Laxman Tondakur department of Hindi was awarded with Abhiman youth award abhiman bahuudeshiy sevabhavi Sanstha Nanded taluka and dist Nanded

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 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:** 12

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

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

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

## 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:** 04



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

## 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:**

Mauli Vidyapeeth's Mahila Kala Mahavidyalaya, Beed has adequate infrastructure

and physical facilities for teaching – learning viz, classrooms, laboratories, computing equipments etc. for effective implementation of academic activities. The college has taken progressive steps to provide state of the art infrastructure facilities providing a serene environment for education and the overall development of students.

**The physical facility comprises :**

**Campus :**

The institution has a complete land zone of 6000 sq.ft. which is developed with vigorous structures for different scholarly purpose with classrooms and laboratories, library, NSS room, ladies common rooms, seminar hall, multimedia room and so on.

**Classrooms :**

The institution has total 11 classrooms, each classrooms is of adequate size and has enough lighting, air ventilation and good ambience. The institution has an adequate number of well out filled, ventilated classrooms for conducting theory classes.

- One classroom (multimedia) is ICT enabled
- One Seminar hall is ICT enabled.

**Laboratories :**

**Home Science Laboratories** – There are 3 Home Science laboratories, with essential equipments for practical..

**Geography** – One Geography Laboratory with essential equipment for practical.

**Computer Laboratory** – Computer Lab with 20 computers, Internet Facilities, Language Lab with intergraded language learning modules along with Audio-Visual Aids. It's enhanced by ORELL software.

**Computing Equipments and Facilities** – 30 Computers with internet facility. Multimedia room with computer, OHP, Visualizes and LCD Projector, T.V. and all.

**Library** –

- The college has a library consisting 7554 books.
- Reading rooms with seating capacity 40+ students at a time.
- Computer and internet facility is available for students and teachers in reading room.

**Sport and Games :**

To facilitate overall development of students both in academic and extracurricular college offers following sports facilities sports room with indoor sports facilities.

- Table tennis
- Carom
- Outdoor facilities – Hockey rackets, Badminton Facilities.
- Full time Physical Education Director trains the students for state level and national level competitions.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**4.1.2**

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

**Response:** 0.47

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 0.16    | 00      | 00      | 00      | 00      |

  

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

## 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:

Mauli Vidyapeeth's Mahila Kala Mahavidyalaya, Beed library is fully automated with an integrated library management system (ILMS), Availability of Wi-Fi internet and computerized facility which helps for easy accessibility for students.

#### Central Library overview :

- The library encompasses an area of 704 Sq. Fit
- Internet connectivity is readily accessible within the library.
- Automation is achieved through cloud – based LIBMAN software.
- OPAC/MOPAC serves as a browsing and searching tool for library holdings.
- CCTV surveillance ensures a secure environment.

#### Book statistics :

- Total no of books - 7554

#### Acquisitions :

The college is committed to bolstering its collection by the number of books added and associated expenditures over the past five years.

| Sr.No. | Year    | Number of Books | Expendice |
|--------|---------|-----------------|-----------|
| 1      | 2018-19 | 59              | 3551      |
| 2      | 2019-20 | 75              | 6885      |
| 3      | 2020-21 | 00              | 00        |
| 4      | 2021-22 | 58              | 7610      |
| 5      | 2022-23 | 379             | 30462     |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 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:**

Internet and computers play a significant role in higher education. The institute has provided computing and networking services such as desktops, laptops, 4 CDs, TVs, visualizes, printers etc. for the IT Service management. The institute adopts for sustainable implementation of all I.T. Services. The institute adopts has well developed I.T. facilities including Wi-Fi the college provides necessary training to the users through the technical committee.

Internet connected computers for the students and teachers and computer technical where the pen drives are required to be connected, have been installed with the Anti-Virus software 100 mbps internet speed at computer lab makes the work faster in study. These are 02 computers in library for students and teachers. There is one computer lab a language lab with LAN connectivity. Students and faculties are permitted to use this computer lab for their research purpose. The computers are used for various purposes like Administration, Library Services to enhance teaching – learning and to develop competency in computer applications through training programme.

we has been purchased SOUL software for Library Management in the year 2015. but due to some

technical problem and unavailability of proper guidance by SOUL software manpower.

we decided to purchase LIBMAN Library Software for college library in Jan 2023

Clarification about purchase of new cloud base LIBMAN software for library is as follows

LIBMAN software completely automates all library activities. The best way to maintain organize acquisition, circulation and cataloguing systematically.

libman on line public access catalog (opac) that enables the user to search the books with their mobile access opac is mobile based smart phone app that enables user to search books in the library,

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

#### 4.3.2

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

**Response:** 8.65

**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                                     | <a href="#">View Document</a> |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                               | <a href="#">View Document</a> |

## 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:** 4.08**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.49    | 0.47    | 0.06    | 0.09    | 0.28    |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Institutional data in the prescribed format   | <a href="#">View Document</a> |
| 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) | <a href="#">View Document</a> |

## 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:** 23.88

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 20      | 26      | 36      | 61      | 75      |

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** B. 3 of the above



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

### 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:** 10.19

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25      | 24      | 02      | 19      | 23      |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

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

## 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:** 44.54

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13      | 06      | 18      | 06      | 10      |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19      | 23      | 28      | 20      | 29      |

| 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)   | <a href="#">View Document</a> |
| 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) | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

### 5.2.2

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

**Response:** 4.55

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

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

| File Description   | Document                      |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | <a href="#">View Document</a> |
| Institutional data in the prescribed format  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 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:** 0

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

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

**File Description****Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

**5.3.2**

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

**Response:** 7.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 04      | 06      | 04      | 11      | 14      |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 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:

Mauli Vidyapeeth's Mahila Kala Mahavidyalaya, Beed established the Alumni and Parents Association to provide a unique platform for the alumni to contribute in overall development of the institute with the following.

#### Objectives :

- To strengthen the relationship between alumni, parents and the institution.
- To promote interaction between the alumni, parents, teachers and the students.
- To facilitate the access of an array of new, events, benefits, information and upcoming development to the alumni and their parents.

The Alumni Association contributes significantly to the developments of the college through financial and / or other support services, college has registered Alumni Association.

- The functions of the association are as follows.
- The alumni association supports in motivating the present students to enhance their capabilities, confidence and share their expertise.
- Helping in placement some placed alumni informed the present students about eh job opportunities.

The Alumni meets serves as a platform to share the opinions and suggestions about the advancement of institution.

The alumni association includes academicians, entrepreneurs, legal experts, employee from police department and social worker who actively contribute at different level.

#### Contribution of Alumni :

- Some alumni guide the students to achieve various skills and crafts making without any financial reward in return.
- Manish Raut shared her journey of police department and motivate students to appeared for

competitive exam and police department examination.

- Advocate Sayali Rakh guided students on laws related to women and give helping hand, support to solve students problem related to law and allowed to come freely towards to take any legal help.
- Radha Gholap our alumni National Yoga Champion selected or Thailand Yoga Competition from India guided and taught about yoga.
- Alumni spent their time with present students when invite for various programmes and sharing of day to day events in whatsapp group of alumni.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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:

Vision

Empowerment of Women through quality education

Mission

- All round development of girls / women Personality
- Excellence in Arts, Social Science Education with social and national relevance
- In calculation of values enshrined in the constitution of India
- Promotion of democratic and social values
- Dissemination of knowledge keeping pace with time

The Institute working as per Vision and Mission

#### DECENTRALIZATION OF GOVERNANCE:\_

The institution is a Singal-faculty college, with the college development committee (CDC) is the apex body. It delegates its authority to the principal, who appoints the IQAC Co-ordinator, department heads, chairpersons of various committees.. The principal decentralizes his powers and responsibilities appropriately to provide effective governance. They are provided with administrative and financial autonomy, protecting the interests of the institution, its management, and its stakeholders. In the absence of the Principal, the Senior faculty is in charge of administrative and academic matters. The heads of various departments and Chairpersons of various committees monitor the activities conducted by the respective departments and committees and interact with the principal accordingly. The students have been given the opportunity to represent themselves on various academic and administrative bodies.

#### PARTICIPATIVE MANAGEMENT

The college follows participatory management in its day-to-day governance. T Events and programmes at the college are organized with the involvement, cooperation, and participation of all stakeholders. The apex committee and subcommittees are formed, and autonomy is given to them to take the decisions. At the beginning of the year, the principal informs the IQAC, academic committee and committees to plan different activities and submit them for approval. The internal academic monitoring committee decides the programme, activities and instructs the subcommittees to implement the programme throughout the year. The subcommittees have financial and decision-making liberty to carry out the planned

programmes. The stakeholders have provided adequate representation in the organisation of programmes. The role of alumni is very important in the development of a college; therefore, an alumni association is formed. An alumnus attends the meetings of the Alumni Association. They review of various activities organised in the college and also contribute financially to its development. The representative of alumni is also a member of the College Development Committee and attends the meetings. In addition to it, there is also a separate parent association in college. The parents of the students attend the parent meeting, where they reviews of the activities organized in college. The student representative is a member of the College Development Committee and She attends actively raises various student-related issues during the meetings.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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:**

As per our perspective plan we obtain feedback from students, teachers, parents, alumni and employees certificate courses are run by all departments In the teaching learning process, the faculty uses student centric methods. For the overall development of the students the continuous Internal Evaluation system is implemented mentor mentee system is implemented.

To enhance the academic excellence academic and administrative audit done through affiliated university. For environment sustainability various environment conservation, protection activities has been organized.

#### **Administrative Set up:**

The principal bears ultimate responsibility for smooth functioning. She guides faculty in preparing academic teaching plans, academic calendars and co-curricular, extracurricular, sports and cultural activities at the beginning of the academic year and implements all activities effectively. The principal forms various committees of faculty members, students and non teaching staff to decentralize power and maintain good relationships with stakeholder for the development of college. The principal encourages faculty members to participate in workshops, seminars, webinars and to organize workshops, seminars. CDC is composed as per the Maharashtra University Act. 2016, which passes the annual budgets and financial statements, discuss the academic progress of the college, and gives suggestions and recommendations them to management. IQAC monitors activities and suggest quality measures for



holistic development.

### **Appointment and Service Rules for Teaching and Non-Teaching Staff:**

The service rules and regulations of affiliated university, state government and the UGC apply. The parent institute shoulders the entire responsibility of the recruitment procedure our management has tremendous trust and reputation in society. Job security, transparency and parental care are distinctive aspects of the management that attract and retain faculty with the desired qualifications knowledge and skill. The promotion policy for teaching and non teaching is transparent and in accordance with rules and regulations, the performance of faculties is evaluated annually, Academic performance for promotion of faculty under the career advancement scheme. Administrative staff of the college is promoted on the basis of seniority and reservation norms established by the government of Maharashtra.

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload Additional information  | <a href="#">View Document</a> |
| Institutional perspective Plan and deployment documents on the website | <a href="#">View Document</a> |
| Provide Link for Additional information                                | <a href="#">View Document</a> |

### **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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

**PERFORMANCE APPRAISAL SYSTEM FOR TEACHING AND NON TEACHING STAFF** The Performance Appraisal System is implemented for both teaching and non-teaching staff. For the appraisal of teaching staff, we collect the Annual Self Appraisal Report (ASAR) from faculty. The process is designed to assess the individual professional skills, progress, and participation in academic, research, curricula, and co-curricular activities, which contribute to the overall development of the institute. The appraisal system for performance reviews is conducted by the appraisal committee; with the chairperson of IQAC is head of the committee. The committee reviews documents and academic achievements and the principal adds remarks to the document and forwarding them to the management. The management adds their final remarks to the teacher's appraisal form and recommends him/her for Career Advancement Scheme. **WELFARE MEASURES** To enhance the welfare of both teaching and non-teaching staff, the institute effectively implements the following welfare measures: Felicitation of the teachers by the staff welfare committee on the occasion of Teacher's Day. Felicitation of Women Teachers on the Occasion of International Women's Day. Felicitation of the faculty at the time of faculty retirement.

Felicitation of the teaching and nonteaching staff on the occasion of special faculty achievements. Medical leaves granted to teaching and non-teaching staff during health issues. Health Check-Up Camp for Teaching and Non-Teaching Staff. Provision of duty leave to attend Orientation, Refresher Courses, Faculty Development Programmes, Seminars, Conferences, Workshops, Training Programmes etc. Provision of travel allowance and dearness allowance to teaching and non teaching staff for academic work Special provisions for female teachers including casual leave, maternity leave, leave for rearing young children, condonation of breaks in service, and priority for attending orientation or refresher courses. Provision of RO drinking water facilities to staff. **AVENUES FOR CAREER DEVELOPMENT OF TEACHING AND NON TEACHING STAFF** – For the career development of the faculty, the Career Advancement Scheme has been effectively implemented. The training programmes have been organised for teaching and non teaching staff. To attend the Faculty Development Programmes, duty leave is given. The provision of financial assistance to faculty is also available for attending seminars, Conferences, Workshops and towards the membership fees of professional bodies. The principal encourages faculty to attend faculty development programs.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**6.3.2**

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

**Response: 0**

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

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

| File Description                            | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format | <a href="#">View Document</a> |

**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: 36.67**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 18      | 15      | 00      |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 06      | 06      | 06      | 06      | 06      |

  

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### **Response:**

The institute effectively mobilizes and optimally Utilizes resources and fund from various sources including government and NGO and conducts regular financial and it mobilizes them for academic, co-curricular and extracurricular activities optimally as per norms. IQAC and UGC committees always search for new resources for mobiling funds and they have developed systematic procedures for optimal utilization.

#### **Mobilization of Resources:**

The college is aided by the government of Maharashtra and included under section 2 f 12 B of the UGC act of 1956, qualifying it for grants from the UGC. It receives salary and non-salary grants from the government of Maharashtra, financial assistance from the parent Institute for college development. Additionally funds are obtained through collaboration with Dr.Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar for the National Service Scheme.

**Optimal Utilization of Resources:**

The college has well defined policies for optimal Utilization of its resources. Received funds are used through cash, cheque, RTGS or NEFT modes. The college prefers to do maximum transactions through account payee cheques. As per priority and the advice of the college development committee, funds are utilized for infrastructural development, purchase ICT device and maintenance, student development and necessary equipment procurement. Every single rupee received is carefully spent and the concerned committee. The college has a strategy, policy framework and mechanism to ensure optimal utilization of funds and the financial development of the college.

**Internal Financial Audit:**

The college implements an internal audit system for financial transaction at the end of the financial year at the head office of management.

**External Financial Audit:**

The external financial audit of the college is conducted by external auditor, Sarang Rajhans & Co. , Pune appointed for the external financial audit by parent institute. This audit takes place at the head office of the management auditor provides an audit report to the college with raised queries to be resolved within a stipulated period.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**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:**

IQAC continuously strives to enhance the academic and administrative status of the institute, by promoting a quality culture in all college activities. IQAC monitors the implementation of the vision and mission of the college. The IQAC prepares a perspective plan of development and strategically various quality assurance strategies, such as the digitization of academic and administrative facilities, gender equality and strengthening extension activities promoting research excellence, have been institutionalized by

IQAC.

### **Process of Institutionalization Quality Assurance Strategies:**

During initial meeting IQAC reviews the status of teachers work and performance communicate feedback of students assessment, positive motivation from the CDC for further development and achievements, research work, Ph.D etc. Currently the college has 11 Ph.D Teachers with 01 more progress, additionally the college organized national level, state level self finance workshop, seminars, webinars.

An academic and administrative audit conducted by Dr.Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar has played a crucial role creating a quality culture within the college. It has led to highly useful improvements in maintain records, innovation in teaching, learning and evaluation, understanding the future dimension of higher education and enhancing skills in presentation documentation and administration college introduced skill based value added courses to enhance quality and employability.

IQAC actively functions to contribute to quality assurance strategies and processes. The college has entrusted IQAC with planning, monitoring and executing various activities for quality assurance. IQAC encourages heads of departments and faculty to organize seminars, workshops and webinars encourages faculty to publish research papers in national and international UGC referred , UGC Care listed and peer reviewed journals. As a result faculty members have published 165 research papers in UGC listed and peer reviewed journals.

### **Review Teaching Learning Process by IQAC:**

To accelerate the teaching learning process, the IQAC has implemented an internal evaluation system in the college all the teachers are assigned to conduct on unit tests, group discussion seminar in each semester for each subject they teach.

The IQAC recommends that all academic departments evaluate the attainment of program outcomes, program specific outcomes academic committee take a review of the attainment f programme outcomes, programme specific outcomes and course outcomes.

The IQAC informs the feedback committee to take analyse the feedback from stakeholders about teaching and learning. The IQAC take review of the analysis of the feedback committee on teaching and learning and give suggestions to faculty for enhancing the teaching learning process.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 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:** C. Any 2 of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

**Gender Equity and Celebration of days of National / International Commemoration**

**Gender Equity Initiatives :**

The college permutes gender equity and sensitization through both curricular and co-curricular activities, co-curricular activities, such as expert lecture, workshops, skill based short term courses, Health Check-up, Board Display competitions, Group Discussions organized by the committees like Internal Complaint committee like Internal complaint committee, Vivekwahini women development cell, NSS and other departments with the objectives of gender equity.

**Specific facilities provided to women in terms of :**

**1. Safety and Security :**

The college, being an exclusive women's college, priorities providing safe and secure atmosphere to the girl - students. To achieve this college undertakes the following measures.

1. Installing CCTV cameras
2. Ensuring enclosed premises.
3. Employing a day-night duty of specific peon.
4. Formation of Anti ragging, ICC committees.
5. Organization of national webinar on lingsambhav.
6. Organization of lecture on legal literacy, Nutrition and health, women's health problem, diet and all.
7. Offering a certificate cause on Human Rights.

**Counselling:**

Committees like mentor mentee, vivekwahini work collaboratively to address the personal, social, economic and academic problems of students and provide necessary counselling and solutions. These committees conduced regular Sanwad Programme with principal, meetings and discussions for the counselling proposes.



**Common Room and Other Infrastructural facilities:**

- Well equipped ladies room.
- Sanitary Napkin Vending Machine.
- Water Purifier.
- Health check-up.
- Computers with internet facility.

Organization of national and international commemorative days, events and festivals.

The college celebrate various national and international commemorative days, events and festivals Birth and death anniversaries of great personalities like Savitribai Phule, Mahatma Gandhi, Lal Bahadur Shashtri, Dr.B.R. Ambdkar, Rajashree Shahu Maharaj, Mahatma Phule, Indira Gandhi etc. are observed.

The tribute to the photos of the great personalities is organized. On such occasions the Principal and teachers also guide the students about the contribution of such esteemed people.

Competition - Essay, Slogan, Debate, Chalta-Bolta Quiz, General Knowledge Test, Wallpaper Publication, Rangoli Competition are organized during celebration of special days.

- Teacher's Day - Dr.Sarvapalli Radhakrishnan's birth anniversary is celebrated as Teacher's Day. Felicitation of all teachers, Students feedback - Debate, lectures organized.
- International Yoga Day - by NSS, Sports, Demonstration and Performance Yoga.
- International Nutrition week/month - Celebrated by Department of Home Science by organizing competitions, lectures, health check up camps, webinar and all.
- Wachan Prerana Day – Expert lecture, Book Exhibition.
- International AIDs Day – Guidance session by expert.
- International Women’s Day – Expert lecture, felicitation of women, mahila melawa, webinars.
- National Science Day – Expert lectures, Demonstration of experiment based on scientific temperament.
- Birth and Death Anniversary of great social reforms / Thinkers – Tribute and Guidance.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**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:** C. 2 of the above

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

**7.1.3**

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

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

**Response:** A. All of the above

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

#### 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 undertakes the following efforts/initiatives in providing an inclusive environment for tolerance and harmony considering the cultural, regional, linguistic, communal socio – economic and other diversities.

#### **Regional and Socio – Economic Harmony :**

- The college is only women's college. The reservation policy of government of Maharashtra is strictly followed in the admission process. The reserved students are given government scholarship. Teachers and non-teaching staffs guiding the students about the process and required documents for the economically weaker as well as reserved category students.
- Efforts for rural students – Short term certificate courses, Entrepreneurship development competitive examination classes, guidance.

#### **Cultural Harmony :**

- Cultural programmes and youth festival participation.

#### **Linguistic Harmony :**

- Wallpapers by language departments and other departments, committees also.
- Annual magazine “Mauli”
- Certificate courses of Marathi, Hindi departments.
- Hindi Day – 14th September.
- Marathi Raj Bhasha Din – 27th February, celebration of for conservation of Marathi Language – 14th to 28th January.
- Wanchan Prerana Day – Book exhibition, lecture and continuous reading programme.
- Essay, Slogan, Kavyawachan Dirsh Ukhane Sankalan, Completion by language departments.
- Language Lab.

#### **Human Values and professional ethics :**

- Vivekawahini Activities.
- NSS activities.
- Celebration of constitution day, Minority Day, Human rights day.
- Certificate courses on Human Rights.
- Organization of lectures, workshops, webinars on human professional values, personality development.

**Sensitization of students and employees of the institution to the constitutional obligations :**

- Compulsory course of constitution of India for B.A.F.Y. the student complete their courses for the fulfillment of the degree, lectures are organized in the guidance and increasing awarness. It creates the awareness among the students about social responsibility and other constitutional values.
- Celebration of Indian Independence Day and Republic Day and Birth and Death Anniversaries of Dr.Babasaheb Ambedkar, Mahatma Gandhi, Dr.A.P.J. Abdul Kalam, Maharashtra Din etc.
- Indian constitution Day.
- Visit to local governance body.
- NSS activities : Students participation in cleanliness, programmes, awareness programmes of Covid-19 pandemic and helping hand activity collection of grains for floo affected peoples
- Voters enrollment programme, National Voter's Day, Participation in Voters awareness rally.
- National Integration programmes like essay, slogan, rangoli competition.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**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:**

**1. Title of Best Practice –**

**Felicitation –Welcome of guest with Books**

**1. Objectives :**

1. To inculcate the reading culture.
2. To give innovative option for welcoming Guest in programs.
3. To make students aware about use and importance of various books.
4. To create awareness in students, staff and community through books.

**1. The content:**

Book play vital role in the development of a human being. May great personalities have said that particular book changed there life. Good and quality books have that strength to change the life of on individual.

Reading books in an immersive experience that can direct your brain to think more rationally and help you with the development of individuals core personality traits. Enhancing mental wellbeing. Reading can be a great way to relax and estress. Book carries a major role in development of the values among students and staff. So in alignment with the mission and objectives of the college this best practice is implemented since last many years in the college.

### **1. The practice:**

College has the tradition of organizing various programs, activities through different departments and committees. Activities in college and in field are conducted regularly in which students and teachers Partipants.

Generally we see the practice of welcoming garland with flower bouquet. It is of short term use since many year instead of giving showls we have shifted to the best practice of welcoming and thanking Guests by offering a book as a token of affection and gratitude intentionally books useful in overall development. Reading makes us better thinkness by improving skills, boosting our general and specific knowledge and developing our social and communication skills.

In all programmes organized by the college a quality book with one rose flower is offered to all invited guests . teachers are also felicitated by offering a quality book for there noteworthy academic performance

In college various competitions are conducted by departments and committees. All winners are given books as gifts and prizes. Majority thought provoking books on great social reformers, education is scientists related to development of scientific temperament written by late social reformer Dr.Narendra Dabholkar and other eminent authors are given.

So through this best practice institute is reaching from college to community and playing role in personality development among students and community.

To coat few titles of books offered are

Vichar Tar Karal

Timiratun Tejakade

Andhashraddha Vinashay

Shradha – Andhashradha

Prasthan Manache

Vidyathri, Vidnyan Ani Vivek

### **1. Evidence of Success:**

This practice has made a noteworthy impact on students, who expressed it many times. Invited guests have appreciated this practice of college as rare important books are offered to them for welcoming or

thanking.

### **1. Problems encountered and resources required:**

Resources required are chiefly books Initially rigid mentality for breaking the old tradition of offering shawls was observed. But later after guiding and counseling long lasting use of books and importance of development of personality acceptance was seen.

Sometimes financial constraint for books purchasing is observed which is solved by the administration.

### **Each and every programme begins with a tree plantation in a pot**

#### **Objects of the tree plantation practice :-**

Our institution located at centre of the Beed city having a sufficient space for plantation is in college and college premises. A beautiful small and medium plants are available college plantation site the main object is to sensitize and empower use to give back to nature and live in an environmental conducive to their health and well being.

Hence each and every programme conducted in college is begins with a tree plantation. Some of the objectives about this practices.

1. Inauguration of programme by chief guest / resource person begins with a tree plantation which giving valuable message to students and participants
2. Tree plantation programme can become more popular about students and staff members, so this practice indicate that it is our duty to promote more and more to come forward for plantation.
3. To enhance the values of plants and environment among the students

#### **The context:-**

Our institute is very aware about nature and plantation. The very noble objectives of tree plantation programme is every activities by various department in the college is to save our planet and earth with following points

1. To rising up the level of the students thinking regarding tree plantation work
2. To create the interest among the students regarding the values of plants
3. To create healthy automospare in every programme which conducted in the college stage.

#### **The practice:-**

This is important combine duty of teachers and students to plant more and more trees, plants become these are the carries of rain and cloud. The plantation has capacity to maintain more and more oxygn. And other things is that new generation became sincere and active towards tree plantations by our every academic and other programme being starts with tree plantation.

#### **Evidence of sources:-**

This tree plantation make the points of successes, it is sure and certain that our nature will be in

balance and the life of the staff, students, parents can be happy and prosperous.

Plants ground and key impact in the climatic change control and more oxygen is there inside and outside the college building. We have made very sincere tree plantation at college campus, near by college and this plantation work inspired to students to go quickly on the path of plantation for balance of nature. So, we think that this is evidence of successes.

| File Description                                      | Document                      |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | <a href="#">View Document</a> |
| Any other relevant information                        | <a href="#">View Document</a> |

### 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:**

**Institutional Distinctiveness:**

Mauli Vidyapeeth's Mahila Kala Mahavidyalaya, Beed established in 1990 with the vision of women empowerment through quality education. The college is striving hard to fulfill its vision of women's empowerment through quality education, through various programmes. The girl students come from near about 25 villages near Beed. Through the village are in the easily accessible having limitations like transportation less income, family responsibility. Many students have to walk a considerable distance and travel by bus & Rickshaw to reach the college majority of them are farmers families and weaker sections of society. Most of them are the first generation learners, married status, so to deal with the overcome problem and difficulties, the college has been taking efforts for girl student education. The college provides all support to rural students during admission process and throughout year for this mentor mentee system is very active and play a vital roles for girl education and problem solving.

The college implements various activities in these rural areas considering the need. Staff visited students home and interact with parents for girl education and their regular attendance. In NSS Camp village residential camp activities like tree survey, health checkup – Hemoglobin check up, awareness programme, guest lectures and guidance session. The college undertakes various activities along with

their degree education for the overall development of the students curricular and co-curricular activities like unit tests, home assignments, seminar, projects, field visits, wallpaper, guest lectures, workshops, poster, group discussions, various competitions like debat, slogan, rangoli, essay, Chalta Bolta quiz, competitive exam etc. based short term course, women development cell programmes mentor mentee scheme, internal complaint committee, Book bank Scheme and well equipped infrastructure all contribute to overall development of the girl students. Government of Maharashtra and central government social reservation scholarships and other government and non government free ships are provided to students. Some poor students have been given financial support like pay admission fees, exam fees by mentor faculty. Disabled students are given all required assistance like extra time in exam wheelchair, ramp and financial support. The committee especially women development, internal complain committee department of Home Science undertake various women empowerment programmes. They include workshop, Mata Melawa, Kishor Melawa, expert lectures, legal literacy, nutrition & diet, health check-up, gender equity, scientific temperament, webinar on social issues & women empowerment.

The college has secure ambience for the homely nourishment of the girl students. It is located center place e of Beed City

| File Description                             | Document                      |
|--|-------------------------------|
| Appropriate web in the Institutional website | <a href="#">View Document</a> |



## 5. CONCLUSION

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### Additional Information :

Mauli Vidyapeeth's Mahila kala Mahavidyalaya, Beed was established in July 1990. It is dedicated to the empowerment of women through quality education. The institution is located in the prime area of the city.

The instructor availed the student with all academic and physical requirements. Women empowerment programmes are organized through various committees.

Unique features of the college

-disciplined, secured and safe college for girls.

-well-known college for strict and copyless examination organized by college.

-organization of NSS residential camp at Infanta, India Pale (Project run for HIV affected children since last five years)

-continuous organization of external activities and awareness programmes

-lecture on snake science, Eco-friendly Ganesh Ustav, Eco-friendly Holi, Cracker-free Diwali, etc.

- collection of grains for flood-affected people by NSS volunteers.

The teaching-learning process always considers the student-centric. Qualified teachers are appointed by the parents. The institute encourages them to update themselves through various training programmes, FDP.

### Concluding Remarks :

Concluding Remarks

Mahila Kala Mahavidyalaya, Beed stated in our vision and Mission: Empowerment of women through quality education. To achieve these vision and mission, organized various activities for women development, personality development system is actually working. Students participated in NSS, extension and other curricular and co-curricular activities. Support service of our college taken the effort to develop skill, language, social responsibility and all.

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|-----------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.2.1     | <p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :09</p> <p>Remark : As per clarification received from HEI, and excluding multiple counting of the same course during the assessment period, thus DVV input is recommended.</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.3.2     | <p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 86</p> <p>Answer after DVV Verification: 76</p> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.4.1     | <p><b><i>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</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2.1.2     | <p><b><i>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</i></b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>55</td> <td>40</td> <td>48</td> <td>60</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>40</td> <td>35</td> <td>40</td> <td>40</td> </tr> </tbody> </table> <p>2.1.2.2. <b>Number of seats earmarked for reserved category as per GOI/ State Govt rule year</b></p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 52 | 55 | 40 | 48 | 60 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 41 | 40 | 35 | 40 | 40 |
| 2022-23   | 2021-22  | 2020-21 | 2019-20 | 2018-19 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 52        | 55   | 40      | 48      | 60      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2022-23   | 2021-22  | 2020-21 | 2019-20 | 2018-19 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 41        | 40   | 35      | 40      | 40      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

**wise during the last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 60      | 60      | 60      | 60      | 60      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 60      | 60      | 60      | 60      | 60      |

Remark : As per clarification received from HEI, and number of the students admitted should not be more than the seats earmarked, more strength be considered as General Merit, thus DVV input is recommended.

**2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years****2.4.1.1. Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14      | 14      | 14      | 14      | 14      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12      | 12      | 12      | 12      | 12      |

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

**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)****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**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13      | 13      | 13      | 12      | 11      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12      | 12      | 12      | 11      | 10      |

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

| 3.1.1   | <p><b>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</b></p> <p><b>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)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00.15</td> <td>00</td> <td>00</td> <td>00</td> <td>00.52</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and only research grants and grants for the endowments to be considered, thus DVV input is recommended.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 00.15 | 00 | 00 | 00 | 00.52 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 00 | 00 | 00 | 00 | 00 |
|---------|---|---------|---------|---------|---------|---------|-------|----|----|----|-------|---------|---------|---------|---------|---------|----|----|----|----|----|
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |       |    |    |    |       |         |         |         |         |         |    |    |    |    |    |
| 00.15   | 00  | 00      | 00      | 00.52   |         |         |       |    |    |    |       |         |         |         |         |         |    |    |    |    |    |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |       |    |    |    |       |         |         |         |         |         |    |    |    |    |    |
| 00      | 00  | 00      | 00      | 00      |         |         |       |    |    |    |       |         |         |         |         |         |    |    |    |    |    |
| 3.2.2   | <p><b>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1173 1046 1308"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>09</td> <td>18</td> <td>05</td> <td>03</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1386 1046 1520"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>                                   | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 04    | 09 | 18 | 05 | 03    | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 0  | 0  | 1  | 1  | 0  |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |       |    |    |    |       |         |         |         |         |         |    |    |    |    |    |
| 04      | 09  | 18      | 05      | 03      |         |         |       |    |    |    |       |         |         |         |         |         |    |    |    |    |    |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |       |    |    |    |       |         |         |         |         |         |    |    |    |    |    |
| 0       | 0   | 1       | 1       | 0       |         |         |       |    |    |    |       |         |         |         |         |         |    |    |    |    |    |
| 3.3.1   | <p><b>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</b></p> <p><b>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1879 1046 2013"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>23</td> <td>24</td> <td>36</td> <td>53</td> </tr> </tbody> </table>   | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 29    | 23 | 24 | 36 | 53    |         |         |         |         |         |    |    |    |    |    |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |       |    |    |    |       |         |         |         |         |         |    |    |    |    |    |
| 29      | 23  | 24      | 36      | 53      |         |         |       |    |    |    |       |         |         |         |         |         |    |    |    |    |    |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 24      | 23      | 24      | 34      | 32      |

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 03      | 00      | 05      | 03      | 03      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00      | 01      | 01      | 0       | 0       |

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 06      | 06      | 03      | 13      | 07      |

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and only extension and outreach programs to be considered, thus DVV input is recommended.

**3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for**

*internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

Answer before DVV Verification :

Answer After DVV Verification :04

Remark : As per clarification received from HEI, only functional MOUs to be considered, thus DVV input be recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16166   | 00      | 00      | 00      | 00      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.16    | 00      | 00      | 00      | 00      |

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

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 : 30

Answer after DVV Verification: 20

Remark : As per clarification received from HEI, and number of the computers available for the students use only to be considered, thus DVV input is recommended.

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)**

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)**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 152164  | 137071  | 72232   | 81346   | 214770  |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.49    | 0.47    | 0.06    | 0.09    | 0.28    |

Remark : As per clarification received from HEI, and expenditure for the repair and maintenance to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19      | 00      | 00      | 01      | 05      |

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and inter collegiate awards, participation level awards should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 37      | 371     | 11      | 143     | 249     |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 04      | 06      | 04      | 11      | 14      |

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 18      | 15      | 00      |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 00      | 00      | 18      | 15      | 00      |

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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



|    |    |    |    |    |
|----|----|----|----|----|
| 06 | 06 | 06 | 06 | 06 |
|----|----|----|----|----|

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

|       |  |
|-------|--|
| 6.5.2 | <p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</b></li> <li><b>2. Academic and Administrative Audit (AAA) and follow-up action taken</b></li> <li><b>3. Collaborative quality initiatives with other institution(s)</b></li> <li><b>4. Participation in NIRF and other recognized rankings</b></li> <li><b>5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above<br/>         Answer After DVV Verification: C. Any 2 of the above<br/>         Remark : As per clarification received from HEI, thus DVV input is recommended.</p> |
| 7.1.2 | <p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li><b>1. Alternate sources of energy and energy conservation measures</b></li> <li><b>2. Management of the various types of degradable and nondegradable waste</b></li> <li><b>3. Water conservation</b></li> <li><b>4. Green campus initiatives</b></li> <li><b>5. Disabled-friendly, barrier free environment</b></li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above<br/>         Answer After DVV Verification: C. 2 of the above<br/>         Remark : As per clarification received from HEI, thus DVV input is recommended.</p>  |

## 2.Extended Profile Deviations

| ID      | Extended Questions  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.2     | <p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1608 986 1720"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>14</td> <td>14</td> <td>14</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1798 986 1910"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>12</td> <td>12</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 14 | 14 | 14 | 14 | 14 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 12 | 12 | 12 | 12 | 12 |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 14      | 14  | 14      | 14      | 14      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2022-23 | 2021-22   | 2020-21 | 2019-20 | 2018-19 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 12      | 12  | 12      | 12      | 12      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2.1     | <p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 582710  | 572340  | 865614  | 684409  | 72204   |

Answer After DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 5.82    | 5.72    | 8.65    | 6.84    | 7.02    |