



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MARATHWADA MITRA MANDAL'S COLLEGE OF COMMERCE

MARATHWADA MITRA MANDALS COLLEGE OF COMMERCE, 202/A,
DECCAN GYMKHANA

411004

www.mmcc.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Marathwada Mitra Mandal's College of Commerce, established in 1986, affiliated to Savitribai Phule Pune University (SPPU) (formerly known as University of Pune) and recognized under section 2f & 12b of the UGC Act. The college is ISO 9001:2015 certified, re-accredited by NAAC with 'A' grade into its 3rd Cycle and was awarded 'Best College' in 2009 by SPPU. The college was established in the prime location of Pune city in the midst of an educational hub, with a view to provide affordable and quality education as part of its motto, 'Welfare of Masses'. The college caters to 3337 students enrolled in 5 UG, 2 PG and Doctoral programmes.

Keeping up with the tradition of imparting quality education, MMCC has benefited immensely by following the measures suggested by NAAC. During its progression into the 4th cycle, MMCC has made all the possible efforts in imparting several contemporary interventions that includes Outcome Based Education (OBE), Choice Based Credit System (CBCS) with emphasis on concurrent evaluation including summative and formative assessments, pedagogical changes with more emphasis on experiential learning, value added / add-on courses, inculcation of domain specific ability enhancement / skill enhancement courses,

The college collaborates with its notable alumni and prominent institutions like NASSCOM, ICAI, ICSI, IIRS-ISRO etc to keep abreast with the contemporary skills and knowledge required for the industry. The college has consistently contributed to the society and community through its collaboration with city municipal corporations; especially during the pandemic and the initiatives for smart city, resulting in students' holistic development and their mental well being.

The college has made a remarkable impact in the recent 'Khelo India' National events by winning 3 Gold, 2 Silver and 1 Bronze medal and is also awarded by the states' most prestigious award in sports, 'Shiv Chhatrapati' Award. Further, the college takes pride in having illustrious alumni playing for the Indian Cricket National Team.

The college's journey from its humble inception to its current standing as a beacon of educational excellence is a testament to the transformative power of vision, leadership, and dedication.

Vision

"To impart quality education for professional excellence and sustainable development through continuous improvement, teamwork, and efforts to promote welfare to all our stakeholders."

The institute's vision is to deliver quality education that fosters professional success and holistic development, all while enhancing collective efforts and collaboration to ensure the well-being of every stakeholder. Under the visionary leadership of Principal Dr. Devidas Golhar, the institute is poised to adopt the National Education Policy 2020, aligning with its affiliated university's standards. The college is actively raising awareness about the NEP through faculty development programs, workshops, and seminars.

The institute is committed to empowering students from underprivileged backgrounds by implementing inclusive welfare policies and initiatives. It has established various programs that benefit all stakeholders

thereby nurturing a culture of social responsibility and engagement. The college's administrative structure supports decentralized decision-making and encourages participatory management.

Focusing on student-centric activities, the college endeavors to empower the students by offering the necessary support and resources. It encourages participation in extracurricular and community outreach programs; it contributes to the holistic development and ethical upbringing of students.

The college extends financial assistance to students in need, with some being admitted at minimal fees, reflecting the institution's dedication to making education accessible and inclusive. The college's ambitions go beyond simply preparing students for employment; it seeks to enable ongoing personal development and the pursuit of various career paths.

The management's forward-thinking stance and constructive measures have garnered the institution widespread respect and a positive reputation, attracting a significant number of students from outside the state. The college also emphasizes the professional growth of staff, promoting an environment of excellence and perpetual career advancement.

In essence, the college is profoundly devoted to the well-being of all stakeholders, especially the students. By adopting a decentralized management approach and centering initiatives around students, the college aspires to offer high-quality education, advance social equity, and elevate the less privileged, all in alignment with its guiding principles and vision for a more equitable society.

Mission

"To impart quality education for professional excellence and sustainable development through continuous improvement, teamwork and efforts so as to promote welfare to all our stakeholders."

The Institute's mission is to nurture an educational ecosystem that offers learning and growth opportunities for students by promoting social justice, inclusiveness, equity, and satisfaction for all stakeholders.

The college is committed to delivering high-quality education and fostering sustainable development, with a focus on the well-being of all stakeholders. It seeks to achieve professional distinction and social fairness through comprehensive continuous development, collaborative efforts, and active community involvement.

Decentralized and Collaborative Management:

In pursuit of the vision, the college adopts decentralized and collaborative management practices. It encourages all members of the institution to participate in the decision-making process, enhancing effectiveness, creativity, and inclusiveness.

Community Involvement:

The college's participatory management extends to its engagement with the surrounding community, enhancing life skills, social harmony, and environmental consciousness. Diverse stakeholders, including professionals from various industries and academic scholars, contribute their insights to foster a dynamic educational environment.

Social Justice, Fairness & Satisfaction:

The college's dedication to social inclusivity and fairness is reinforced by its successful organization of events focused on national unity, regional arts and culture, and gender awareness. The institute is devoted to promoting social justice, achieving fairness, and ensuring the contentment of all stakeholders, taking pride in the accomplishments of students and alumni.

Student Growth and Support:

The college offers a supportive learning atmosphere reinforced by partnerships, infrastructure, and educational resources. Beyond its administrative practices, the college prioritizes student growth and support through various initiatives, including the Student Development Cell, National Service Scheme, Earn and Learn Scheme, Priyadarshini Yuvati Manch (aimed at empowering female students), Student Forum, and comprehensive welfare programs. These initiatives assure the holistic development and welfare of both students and staff, nurturing a pleasant and inclusive college community.

Ultimately, the institute's mission is to cultivate a healthy educational environment supported by substantial educational and developmental opportunities. The institute strives to create an educational ecosystem by valuing diversity, nurturing compassion, and advocating for equality.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college endeavors to evolve the learning model catering to every learner's requirement by providing a student-centric classroom environment, ICT-enabled techniques, scope for interactive learning with external collaborations and linkages where students think critically and, in a solution-oriented manner.
- As many students come from rural and socio-economically weaker backgrounds; the college articulates the policy of providing instructions in regional languages along with English to ensure their assimilation into the main flow without creating biases, prejudices, and inferiority complexes.
- The college has worked out a dedicated mechanism as its flagship program to identify and ensure the redressal of psychological disorders or conditions among students like anxiety, depression, thinking and cognitive disturbances, etc. by helping them with counselling and medication through external collaboration with experts.
- To incorporate a holistic development approach; the college dedicates its efforts to making available the various platforms for students to exhibit their skills in Curricular/Co-curricular/Extra-curricular/Sports activities. Exerting with these, the college is enriched with the records of creating a notable alumni network and a series of achievements in sports.
- Being located at the City's heart where students from different backgrounds and classes find a congenial environment to nurture their skills and talents that inculcate among our students the values of democratic citizenship and the notions of equality and fraternity.
- At the societal level, the college has a discernible presence with sizable student involvement through

performing multiple social and community outreach programs and activities under NSS/SDC/ELC/Rotary Club/Unnat Bharat Abhiyan/NGOs collaboration/etc.

- The college ensures the safety and security of students on the campus by deploying a well-trained and adequate number of female security guards, installing CCTVs, building high walls with barbed wire fences, and making it compulsory to carry photo identity cards.
- The college is endowed with dedicated, student-friendly, skilled, knowledgeable, research-oriented, cooperative, and adequate teaching staff which serve to carry the vision and objectives of the college most efficiently.
- Decentralized and participative management plays a catalytic role in planning, allocating, and supervising the available resources prudently to achieve the criteria of efficiency by assuring integrity and transparency in functioning.

Institutional Weakness

- The college has been striving to invigorate the vibrant ecosystem of research as a critical policy component in its priorities in tune with the increasing importance of research and innovation for sustainable economic development and for keeping pace with rapid changes in cutting-edge technologies. Although, the faculties have been registering their contributions in the research field and towards the creation of a new multidisciplinary knowledge base; the research domain does have significant scope for improvement by increasing the availability of research grants or funding in the future. The college is also looking forward to capitalizing on those innovations by registering IPRs, patents, licensing, or converting them to start-up ventures.
- The college is working on enabling access and inclusion through leveraging technology platforms in education and skilling by developing a depository of students like Digital Students' Infrastructure (DSI) as per requirements of National Digital Education Architecture (NDEAR). The Education Ecosystem Registry (EER) as described above will create easy storage, access, retrieval, and use of students' records such as Entrance tests, Admissions, Scholarship disbursement, Transfers, Evaluation, Accreditation, Certification, Issue awards, recognition, ID, skills, entitlements, etc. at point of click that save a lot of time and efforts. It leads to creating high trust and low-cost infrastructure which is currently taking a heavy toll on already strained office administration.
- The college is facing faculty shortages and an inability to attract and retain well-qualified teachers due to the Government's delayed decisions on recruitment; it has been posing challenges for keeping up with the dissemination of quality education.

Institutional Opportunity

- The National Education Policy 2020 envisioned changes in the structure and lengths of current undergraduate and postgraduate degree programs with imaginative and flexible curricular structures by providing multiple entry and exit points. The college sees it as an opportunity to redefine the pedagogy

with an emphasis on research, discussion, debate, communication, and cross-disciplinary and interdisciplinary thinking with increased faculty and institutional autonomy as an integral part of its Institutional Development Plan (IDP).

- The college takes cognizance of the fact that Open and Distance Learning (ODL) and Online Education (OE) will increasingly become preferred choice options for domestic as well as international students and it will provide a non-conventional path to improve access to multidisciplinary higher education. To leverage its potential fully, the college is planning to revisit ODL and OL through collaborative and evidence-based efforts with strict adherence to standards of quality of education.
- The impending employment scenario in India requires a blend of theoretical education and advanced technical skills to enhance employability, improving job quality and livelihood opportunities. The National Skill Development Mission (SDM) and National Policy on Skill Development and Entrepreneurship 2015 were formulated in response to the skill deficit that leaves most graduates unsuitable for industry recruitment. The shift towards holistic skill-based education, as outlined in NEP 2020, becomes imperative for success. In this context, the college is planning to introduce courses on vocational education and training in collaboration with Maharashtra State Skill Development Society (MSSDS) & also make apprenticeships aligned with degrees.
- Advancements in technology are incessantly reshaping the industrial demands for the workforce. Hence, the most of jobs will be created in sectors such as Electronics and Electricals, Fintech., health tech., Automotive (especially in the EV sector), AI/ML, Robotics, Digitization, and Deep Data Analytics. The college strives to align its courses with systematic restructuring to incorporate the above changes in technology in its curriculum.
- The college is looking forward to liaising with external companies and organizations to seek job opportunities for underprivileged students.

Institutional Challenge

- As the government is planning to restructure the higher education system by incorporating a series of reforms in the affiliation, academic, and examination systems; the college is looking forward to getting autonomy in function as well as in securing its sources of funds. In the context of escalating operational expenses, the college will find it difficult to pursue its inclusive education policies in the absence of government grants without a hike in fees.
- It is increasingly getting difficult to retain and increase enrolment in PG courses especially after the pandemic due to the uncertainty in the job market and roll up the ODL and OL. The students' dropout rate will pose the major challenge the college requires to tackle.
- The basic long-term characteristic of the job market in the country remained the same depicting inadequate progress of the non-farm sectors and the potential of these sectors to provide meaningful employment to a large workforce. Hence, it is a challenging task for the college to redesign its curriculum by embedding necessary skills in a framework in such a way that it will meet the urgent requirements of the industrial and service sectors and increase the employability and adaptability of its students.

- Students are increasingly getting addicted to the excessive use of mobile phones which leads to a reduction in attention span. Hence, the college finds it as imperative to innovate and implement new interactive teaching pedagogies to overcome these challenges.
- It is forecasted that the factors of the VUCA world, BANI, and RUPT do obliterate traditional methods and practices of business management. The College is spearheaded in its response by incorporating behaviour studies as an integral part of the management curriculum to teach the framework of actions to overcome the impediments arising out of it.
- The college perceives it as challenging to run campus recruitment drives while educated individuals are reluctant to accept low-paying and insecure jobs and would choose to wait for better opportunities in the future; which leads to low rates of labour force participation rate among the educated, especially among women.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college consistently ensures effective curriculum delivery through an effective plan and documented process in compliance with guidelines issued by Savitribai Phule Pune University. The college delineates in advance the general aims and objectives, the scope of the study, methods of teaching, and scheme of evaluation for the courses under the faculty team to ensure the continuation and progression in learning outcomes. It helps in the effective implementation of courses, curriculum delivery, and achieving overall program objectives. Every faculty member maintains their timetable, teaching plan, and teacher diary under the academic calendar.

The institution offers flexibility in how students use their course schedules, interdisciplinary alternatives, and other resources made possible via cross-curricular agreements. The college invites students to participate in Certificate/Value-Added courses provided by MOOC/SWAYAM/NPTEL and other similar platforms. Furthermore, the college encourages students to enroll in professional courses offered by the Institutes of Company Secretaries, Institute of Chartered Accountants, and Institute of Cost and Management Works Accountancy.

We take into account supplementary enrichment programs, the credit system, and curriculum choices as key indicators. Our emphasis lies in experiential and participative learning, problem-solving, continuous evaluation, and staying updated with technological advancements. Additionally, the college provides value-added, job-oriented, add-on, life skills, and online courses to enhance our students' curriculum knowledge.

The college actively fosters gender sensitivity and awareness among its students through various means, including classroom dictations, activities, events, and programs. Additionally, the college promotes human values by celebrating the birth anniversaries of legends and organizing social outreach initiatives through NSS, SDC, ELC, and other channels. MMCC also contributes to nature conservation by arranging lectures, awareness campaigns, cleanliness drives, tree plantation efforts, e-waste and plastic collection events, and river/water conservation activities.

The college actively collects feedback from all stakeholders, including students, faculty, alumni, employers, and parents regarding the curriculum. These inputs are carefully analyzed to identify areas for improvement.

The college then takes requisite actions to address concerns, ensuring a responsive and adaptable educational experience. Continuous improvement is a key focus, with regular follow-ups and progress assessments to enhance the learning environment.

Teaching-learning and Evaluation

The college makes available information about the courses offered, fee structure, eligibility conditions, admission criteria, and institutional policies by publishing it in college brochures, releasing it on the college website, and by direct communication during orientation programs. The admission procedure strictly follows all the norms and guidelines issued by Savitribai Phule Pune University. All admissions are done through ERP with a scheduled timetable and online filling of admission forms in a time-bound manner. The college admission committee comprises faculty and administrative staff to ensure coordination, efficiency, transparency, and strict adherence to rules, regulations, and merit-based criteria. The college is obliged to secure gender-based parity, fulfillment of reserved seat requirements, and maintain cross-cultural diversity in its enrollment strategy.

Enrolled student profiles are expediently generated with issues on Student IDs, Library Cards, and publishing lists on the college website. The college ensures the adequate appointment of teaching faculty to maintain a satisfactory student-teacher ratio.

The college dedicates its efforts and resources to providing a student-centric learning experience by amalgamating various methods such as experiential learning, participative learning, problem-solving methods, and the use of ICT-enabled tools. The college organizes skill development programs and student support programs catering to the needs of students with differential learning abilities. Students are encouraged to participate in powerpoint presentations, seminar, debate, quiz, model making competition which ensure participative learning. Problem-solving methods such as case studies, assignments, and competition-based learning are employed to broaden the student's understanding.

The college takes care of students' academic needs and physical and mental well-being through counseling sessions, student-CONNECT events, and Special programs for holistic development organized for value-based education.

The college has a standard procedure and mechanism for internal/external assessment to ensure transparency and fairness with an effective grievance redressal system guided by the Internal Quality Assurance Cell (IQAC) of the college and university guidelines.

The implementation processes of Program Outcomes, Program Specific Outcomes, and Course Outcomes have been developed, reviewed, and revised from time to time after considering their effective execution and conveyed to the stakeholders to have their suggestions and recommendations through a feedback system.

Research, Innovations and Extension

The college commits itself to achieving remarkable strides in the research and innovation field and creating footprints in social intervention programs through social and community outreach activities.

The college is dedicated to creating a vibrant ecosystem for research and entrepreneurship for the students and

faculty members by establishing various cells such as Entrepreneurship Development Cell IIRS ISRO Nodal Centre, Innovation and Startup Cell, etc. It provides continuous encouragement, support, and financial assistance to staff members for their research publications and for attending workshops and seminars.

The college focuses on creating awareness and information about the Indian Knowledge system, Intellectual property rights (IPR), and technology transfers through various initiatives such as the establishment of an IPR cell, incubation center, and partnerships with industry stakeholders, the college has facilitated the creation and transfer of knowledge and technology, yielding tangible outcomes.

The college has a tradition of reaching out to society and community through various extension activities undertaken by NSS, SDC, ELC, and Unnat Bharat Abhiyan in collaboration with govt. bodies and NGOs. The college NSS unit organizes activities for E-waste management, river cleaning initiatives, trench digging, building bunds, rural road construction, cleaning and beautifying community places, awareness about alcohol and drug addictions, yoga sessions, blood donation camps, tree plantation drives, and village camps, etc. to intervene in social and community issues.

ELC undertakes electoral registration drives and electoral awareness campaigns to raise awareness among students about voting and their constitutional duties as citizens. The college is involved in initiatives like 'Unnat Bharat Abhiyan,' 'Azadi Ka Amrit Mahotsav,' and community outreach initiatives at old age homes, orphanages, and the underprivileged exemplify a commitment to broader societal well-being and collaborative community engagement.

In recognition of the college volunteers' outstanding contributions to social welfare and community wellbeing, we have received prestigious awards and recognitions from government or government-recognized bodies. The awards and recognition received by the Harit Wari Abhiyan, Plastic Free Jejurigad campaign, and Best NSS Officer highlight the impact of their extension activities on environmental sustainability, community engagement, and electoral integrity.

Infrastructure and Learning Resources

The college stands as testament to its commitment to providing cost-effective education to underprivileged students through its comprehensive infrastructure and facilities to facilitate the holistic development of students and enriching educational experiences for all stakeholders.

The college has a well-designed campus spanning 2.63 acres. We provide spacious and well-ventilated lecture halls equipped with ICT teaching aids. With approximately 30,000 square feet of built-up space, the college gives priority to providing students-centric campus facilities for curricular, co-curricular, and extracurricular activities such as smart classrooms and well-equipped laboratories furnished with up-to-date computers and essential learning resources.

The college has well-designed infrastructural facilities consisting of spacious classrooms, a library, computers, electronics labs, audio-visual Seminar Hall. The college provides students with a GSuite for Education facility as part of making learning resources available any time anywhere. Computer laboratories with interactive panels, a canteen, a gymnasium, students' cooperative store, a student forum, a Maitri katta, and open space for yoga and cultural programs are available on campus. The college campus has a spacious well-maintained boys' hostel.

The college provides a computer-based Integrated Library Management System (ILMS) employed to administer all the internal and external resources of the library prudently. The ILMS assists the library staff to increase operational efficiency, provide seamless access to data, and achieve user-friendly accessibility to the library's collection.

The college has a fully automated library with 47000+ book collections, journals, magazines, newspapers, braille books, and NVDA software for visually impaired students. The library employs open-source integrated KOHA ILMS for library administration. E-resources are provided through a subscription to INFLIBNET, NLIST, DELNET database, and remote access through Knimbus, a library platform. The library has a DSpace institutional repository to provide e-content to the users. An automated user tracking system (in and out) is available in the library. There is a comfortable reading room facility for users. An E-Library with printing and photocopy facility is also available.

The college has well-equipped computer laboratories with state-of-the-art computing facilities in accordance with the 2019 pattern CBCS syllabus.

Student Support and Progression

The college invests in comprehensive support systems, progression tracking, and a diverse range of activities to foster students' academic and personal growth, creating a vibrant campus environment for learning and engagement that ensures the holistic development of students. The interaction between students and alumni ensures awareness of professional development and career options. The college organizes 'pool-campus placement drives' to provide employment opportunities to the students along with orientation sessions for higher education.

The institution focuses on capacity building and skill enhancement through various initiatives and activities for enhancing domain specific knowledge, Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene), and ICT/computing skills. The Competitive Examination Centre arranges guest lectures and workshops on competitive exams, soft skills, and ethics, preparing students for future endeavors.

Scholarships from the government and financial aid from the institute help the students in pursuing their education.

Nominated students in the student council participate in academic and administrative decision-making, ensuring a democratic campus environment. Internal Complaints Committees, Anti-Ragging Committees, and Grievance Redressal Cells enable students to address issues offline and online, resolving them efficiently at the initial level itself, thereby providing a safe learning environment.

Active student participation in college curricular/co-curricular/extracurricular / sports events contributes to the rich tradition of awards in sports and cultural activities. Post-pandemic, the students participated zealously in events on national integrity, unity, and harmony as part of 'Azadi ka Amrit Mahotsav' and showcased their talent in regional arts and culture. The contribution of students in dramatics was acclaimed at many state-level competitions. The efforts of all in sports have brought in accolades and laurels for many students and benefitted them in their chosen careers.

The college invites alumni to interact with students on professional progression and organizes alumni meetings

to invite their opinions on improving quality education practices. The college also maintains connections with alumni and provides ongoing support and networking opportunities for current students.

Active student participation in events and maintaining connections with alumni contribute to a vibrant campus culture focused on learning, achievement, and community support.

Governance, Leadership and Management

Education serves as a platform through which individuals can contribute to society, community, and nation-building, a belief strongly held by the dedicated leadership and governance of our institution. With the motto "Welfare of Masses," our management is committed to providing quality education to all segments of society. The collaborative efforts of management, Principal, faculty members, and administrative staff work towards realizing the institute's vision and mission. Our college implements effective strategic plans to encourage dialogue among stakeholders.

Various policies are in place to establish rules and principles guiding the organization's operations, ensuring uniformity and fairness in decision-making processes toward achieving institutional goals. The appointment process for teaching and non-teaching staff adheres to transparency and merit-based selection, in line with legal and institutional norms, including reservation policies and diversity considerations.

Service rules and procedures align with the institutes' perspective plan governed by relevant statutes. Faculty development programs, conferences, and workshops are conducted, supported by continuous internal evaluations, student council engagement, and NSS activities. E-governance is implemented across administrative, financial, and academic operations, with the governing council with special emphasis on interventions in support of affirmative actions.

An effective faculty appraisal system fosters transparency and accountability in performance evaluations, complemented by welfare measures for career progression and development. Faculty empowerment initiatives support research participation through financial assistance and duty leaves along with recognition for outstanding contributions/achievements.

The institution maintains effective financial management through resource mobilization strategies and rigorous oversight by committees to ensure proper fund utilization and financial accountability through audits. The Institute's 'Internal Quality Assurance Cell' (IQAC) plays a crucial role in enhancing quality through regular review meetings of learning outcomes and collaborative quality audits and initiatives.

In essence, the institution prioritizes education as a means of serving society and is committed to providing quality education to all. It emphasizes transparent and merit-based processes in staff recruitment and performance evaluation, supported by various faculty development & welfare initiatives. The institution also ensures effective financial management and quality enhancement through collaborative efforts and rigorous oversight mechanisms.

Institutional Values and Best Practices

Our institutional values and best practices elucidate the broader objectives of the institution, prioritizing the welfare of the masses. It emphasizes evidence-based insights on gender policy, sensitization initiatives, safety

protocols, constitutional obligations, institutes' commitment to social harmony, and student well-being. We promote gender sensitivity and awareness among its students through various means. These include classroom discussions, activities, events, and programs.

The college organizes social outreach initiatives through NSS/SDC/ELC to contribute conservation of nature by arranging lectures, awareness campaigns, cleanliness drives, tree plantation efforts, e-waste and plastic collection events, and river/water conservation activities. The institute actively promotes sustainability through various initiatives like using renewable energy, efficient waste management, water conservation, maintaining a green campus, and ensuring accessibility for individuals with disabilities. The institution regularly conducts quality audits on the environment and energy, confirming its commitment through green and energy audits.

Our institute undertakes initiatives that promote social equity, cultural diversity, and civic engagement by offering financial aid and educational opportunities to economically disadvantaged students, celebrating cultural diversity with various events, and preserving traditional practices. Our commitment extends to disaster relief, supporting NGOs, and fostering gender equity and accessibility.

We also instill constitutional awareness, commemorate national leaders, and advocate for road safety and voter participation. These efforts collectively nurture an inclusive academic and social environment, honoring our ethical values and societal responsibilities.

Our institution's 'Connect Activity' and community outreach programs have effectively supported students' mental well-being and fostered life skills post-pandemic. Through workshops, counseling, and volunteer efforts, we've seen positive behavioral changes and personal growth among students. These initiatives have successfully promoted ethical principles, social responsibility, and holistic development despite the challenges of limited interaction and scheduling.

We provide financial support to students in need, embrace a hybrid education model, and extend outreach to uplift marginalized communities. Our initiatives, like NSS and 'Earn and Learn Scheme,' along with collaborations for capacity building, highlight our commitment to societal betterment. We also engage in community and environmental programs, empowering groups such as 'Jivhala Foundation' and 'Eklavya Foundation' beneficiaries, and advocate for ecological conservation through campaigns like 'My River My Valentine.'

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MARATHWADA MITRA MANDAL'S COLLEGE OF COMMERCE
Address	Marathwada Mitra Mandals College of Commerce, 202/A, Deccan Gymkhana
City	Pune
State	Maharashtra
Pin	411004
Website	www.mmcc.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Devidas Golhar	020-25677932	9922535686	-	mmcccycle3naac@gmail.com
IQAC / CIQA coordinator	Swapna Salil Kolhatkar	020-25653039	9763361466	-	iqac@mmcc.edu.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	27-10-1998	View Document
12B of UGC	27-10-1998	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Marathwada Mitra Mandals College of Commerce, 202/A, Deccan Gymkhana	Urban	2.63	2787.091

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Commerce,	36	HSC	English,Marathi	1800	1511
UG	BBA,Business Administration,	36	HSC	English	480	451
UG	BBA,Business Administration,International Business	36	HSC	English	240	229
UG	BBA,Computer Science,Computer Application	36	HSC	English	496	483
UG	BSc,Computer Science,Computer Science	36	HSC	English	480	458
PG	MCom,Commerce,	24	Any Graduate	English	240	179
PG	MA,Communication And Journalism, Mass Communication and Journalism	24	Any Graduate	English	60	50
PG Diploma recognised by statutory authority including university	PG Diploma, Commerce,Banking and Finance	12	Any Graduate	English	60	26
Doctoral (Ph.D)	PhD or DPhil ,Commerce, Commerce and Management	36	Post Graduate in Commerce and Management	English	8	5

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				2				7			
Recruited	1	0	0	1	2	0	0	2	3	0	0	3
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				82			
Recruited	0	0	0	0	0	0	0	0	14	55	0	69
Yet to Recruit	0				0				13			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						28
Recruited	11		1		0	12
Yet to Recruit						16
Sanctioned by the Management/Society or Other Authorized Bodies						16
Recruited	4		12		0	16
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	1	0	0	1
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	2	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	1	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	1	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	10	0	11
M.Phil.	0	0	0	0	0	0	0	4	0	4
PG	0	0	0	0	0	0	14	41	0	55
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		11	16	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1723	25	0	0	1748
	Female	1286	19	0	0	1305
	Others	0	0	0	0	0
PG	Male	109	0	0	0	109
	Female	117	3	0	0	120
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	7	0	0	0	7
	Female	19	0	0	0	19
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Certificate / Awareness	Male	7	0	0	0	7
	Female	17	0	0	0	17
	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	278	328	344	258
	Female	203	205	196	173
	Others	0	0	0	0
ST	Male	25	35	29	32
	Female	15	24	24	17
	Others	0	0	0	0
OBC	Male	418	454	445	407
	Female	311	295	259	209
	Others	0	0	0	0
General	Male	1074	1226	1280	1151
	Female	776	783	780	703
	Others	0	0	0	0
Others	Male	324	275	301	239
	Female	206	169	138	125
	Others	0	0	0	0
Total		3630	3794	3796	3314

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>a. Institute Vision to transform itself into a holistic multidisciplinary institution : The college strongly believes in holistic development of the students through its curricular, co curricular, extracurricular and sports activities. The various undergraduate, diploma and postgraduate programs provide students with interdisciplinary orientation through its choice based credit system (CBCS). b. Institutional approach towards the integration of humanities and science with STEM : The college conducts academic programs that are identified with Commerce & Management, Science & Technology, Humanities and Interdisciplinary. These academic programs offer credit courses that can be identified with STEM as</p>
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mentioned below.

1. Science : The college incorporates environmental awareness as a course and experiential learning through survey based environmental awareness projects that make them aware of the environmental issues and challenges. This practice is followed for all second year students of B.Com., B.Sc.Computer Science, B.B.A.(CA), B.B.A., B.B.A.(IB).
2. Technology : The college provides humanities education to all undergraduate and postgraduate students in terms of democracy, governance & leadership, business law, cyber security etc as part of its CBCS pattern. These courses and facilities have benefited UG & PG students in technology by making them aware of technical & web based applications, gadgets and appliances.
3. Engineering : Third year students of BSc(CS) and BBA(CA) undertake software development projects and second year students of BSc(CS) undertake Electronics projects that orient them towards the engineering approach.
4. Mathematics : The students of B.Com., B.Sc.(Computer Science), B.B.A.(CA), B.B.A., B.B.A.(IB) programs undertake a business mathematics course as part of CBCS pattern. They also participate in various awareness events like Pi Day / Mathematics Day involving mathematical concepts, logical reasoning for campus placements etc that ensure percolation of Mathematical subjects.

c. Credit-based courses and projects for the attainment of a holistic and multidisciplinary education : All programs offer students experiential learning through projects in the various areas. All students undertake value education through various courses. The wide spectrum of courses and topics has ensured a holistic and multidisciplinary education for the students.

d. Institutional plan for multidisciplinary flexible curriculum : The college has planned for three vocational courses viz BVoc (IoT), BVoc (Retail Management) and BVoc (Creative Writing, Journalism And Multimedia) that enables multiple entry and exit option where student will be awarded certificate, diploma and degree on the completion of first, second and third year respectively.

e. Multidisciplinary research endeavors : The college aims to strengthen the social activities as part of NEP 2020. Additionally, the college has registered with Unnat Bharat Abhiyan and is participating in finding solutions to societal issues and challenges for

	<p>Swachha Bharat, water conservation, moral education, health awareness etc in its five adopted villages near Pune. f. Institution good practices to promote Multidisciplinary / interdisciplinary approach : The college has established student forums under which students from all programs participate in various curricular, co curricular and extracurricular activities to promote interdisciplinary knowledge exchange, regional language, critical / creative thinking, soft skills, skill enhancement, awareness on entrepreneurship etc in view of National Education Policy 2020.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>a. Institutional initiatives : The college is affiliated to Savitribai Phule Pune University and adheres to the academic and administrative guidelines given by the affiliating university. b. Institution registration for ABC : The college has planned for fulfilling the requirements of Academic bank of credits as proposed in NEP 2020 and accordingly proposed the formation of a team for its implementation. The said team has ensured implementation of guidelines given by the affiliating university and as a result of which the students have ABC ids. c. Collaboration and credit transfer : The college participates as a part of collaborations and associations through various orientation sessions that make students aware of opportunities to study abroad. The college provides students with opportunities to study foreign languages and a platform for foreign students to introduce them to Indian culture and festivals. The college has established IIRS-ISRO nodal center, a competitive examination guidance center, student forum and collaborates with various organizations for providing students with industry based value added courses that would benefit the implementation of ABC and credit transfer. d. Curriculum design : The faculty members follow the academic guidelines given by the university in learner centric teaching, effective use of teaching aids, designing innovative assignments, assessing using online tools etc. The faculty members of the college design, conduct and assess students for various value added courses that provide them with additional industry oriented knowledge. Faculties are encouraged to create e-content by using innovative methods and publish it on the college youtube channel. Faculty members have benefitted with online certifications and college</p>

	<p>plans to strengthen professional upgradation through various recognized platforms. e. Good practices for ABC implementation : The college has established a nodal center, a competitive examination guidance center and collaborates with various organizations for providing students with industry based value added courses that would benefit the implementation of ABC. Students are also encouraged to get certification from SWAYAM, Coursera etc.</p>
<p>3. Skill development:</p>	<p>a. Vocational education in alignment with NSQF : The college has planned for three vocational courses that have received the sanction. In addition, all the academic programs offer value added and professional ethics / soft skills courses as part of its curriculum or value added course in tune with NSQF guidelines. b. Proposed vocational programs : The college has planned for three vocational courses viz BVoc (IoT), BVoc (Retail Management) and BVoc (Creative Writing, Journalism And Multimedia). The courses will be integrated into mainstream education in accordance with guidelines. c. Value based education : The students of UG and PG academic programs undertake credit based ability enhancement compulsory courses on democracy, governance and leadership to orient themselves for constitutional responsibilities. The college collaborated with Maharashtra state Election and 'WE Foundation' for Electoral Literacy Club to generate awareness on the election process. The college is associated with skill development through Samarth Education Foundation (NSDC) and has established Acharya Chanakya Skill Development Center. The college has student forum and Priyadarshini Yuvati Manch to provide value based education. d. The college and faculty members follow a student centric approach for teaching learning practices. The efforts and continuous evaluation process has benefited the students for higher progression, job opportunities and entrepreneurship. The efforts are mentioned below: 1. The faculty members conduct add on courses as part of curriculum. Additionally, they have designed, developed and implemented value added courses in accordance with the university guidelines. 2. The various departments of the college invite experts from the industry for providing practical knowledge, experiential learning. 3. The college plans to offer vocational education in ODL/blended/on-campus</p>

	<p>modular modes to Learners. Efforts have been made to develop and publish e content on the channel that are linked to the college website. 4. The college is recognized by Mahatma Gandhi National Council of Rural Education Department of Higher Education, Ministry of Education, Government of India as a member of National Rural Entrepreneurship Mission as our institution has constituted “Rural Entrepreneurship Development Cell” in our campus. The IIRS-ISRO nodal center and Acharya Chanakya Skill Development Center at college aims at skill development of students. e. Good practices : The college has practiced and promoted skill development by way of establishing nodal centers, collaborating with external organizations and planning for vocational courses. The students have also availed of value added courses through practical / experiential training to improve their technical skills. With these ongoing efforts, following good practices are in tune with the expectations of NEP 2020 Practice 1 : The college has established nodal center, competitive examination guidance center and student forum for skill development through interdisciplinary knowledge exchange, creative thinking, tool usage and most importantly channelising their efforts. Practice 2 : Collaboration The college has conducted a seminar in collaboration with NAAC and a workshop in collaborating with the affiliating university to generate awareness of NEP 2020. The students have participated in various guest lectures, entrepreneurial ventures, internships, industrial visits etc; as a part of collaborative activities.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>a. Details regarding the integration of the Indian Knowledge system : The college encourages the holistic development of students through various activities conducted under the direction of the university and college established Student Forum, Art Circle etc. b. Classroom delivery in bilingual mode : The college conducts academic programs in accordance with university guidelines. Most of these are conducted in the English language with guidance to students in their regional language (case basis). The faculty members are well conversant with minimum three languages (including regional and national language) that makes the communication during mentoring, more effective. c. Courses taught bilingually : The students of B.Com. can opt for a</p>

regional / English medium of education. The students of MA(Mass Communication & Journalism) can opt for regional / English medium of education and are provided with experiential learning in regional language to equip them for media communication. d. Institution efforts to preserve and promote : The college takes efforts in preserving and promoting the Indian culture, traditions and language as mentioned below. 1. Indian Languages : The NSS wing of the college is very active for social causes and they recite the pledge in regional language before the commencement of any activity. College has initiated a reading / critical thinking culture by promoting books in Indian languages (regional and national) and finally submitting a book review. 2. The college has set up an 'Accounting Wall' / Accounting Museum to generate awareness on the current as well as ancient practices of financial transactions in historic times. In addition, the college organizes various activities under Marathi Bhasha Pandharwada. 3. The college promotes holistic development of students through various Indian Arts like Music : 'abhang', powada, bharud, gavlan; Musical instruments : dhol, tasha, zanj, dhvaj pathak; Art : rangoli, warli painting on trees, theme based contemporary wall paintings, mehendi, classical dance Fitness / sports activities : mallakhamb, mardani khel, yoga 4. The college has a well established student forum and cultural cell. Under these, the college has conducted 'Maharashtrachi Lokdhara' to promote the culture and traditions of Maharashtra and Chhatrapati Shivaji Maharaj along with 'Walk of Unity' to promote national integration and unity. e. Good Practices : The college has put forth plans on appropriate integration of the Indian Knowledge System. At present, the college conducts important activities under student forum and cultural cell for the promotion and integration of Indian Knowledge System that comprises wellness through yoga, awareness on medicinal plants, guru purnima, celebrating Marathi bhasha samvardhan & Hindi diwas, famous Indian personalities etc. The college is planning to develop the courses to promote the NEP objective regarding promoting integration of the Indian Knowledge System through courses like Architecture Journalism, Media & Laws and Archive Journalism. These specially designed certificate courses aim to inculcate Indian ethos and culture.

5. Focus on Outcome based education (OBE):	<p>The college conducted statutory bodies sponsored seminar and workshop on NEP 2020 at state level that were attended by participants from Maharashtra and in online mode from across India. The faculty members were oriented about the schooling, board examination, undergraduate level approach and most importantly, the need to prepare for the changes. 1. The college takes feedback on curriculum and communicates to the University. The college has also taken efforts for outcome based vocational education. 2. The college publishes the PEOs, PSOs and COs on its website for all stakeholders and adheres to their realization through various teaching, learning and evaluation activities like classroom teaching, practical learning, project work etc. The college has a well defined feedback system to ensure outcome based education. The departments maintain result analysis for focusing on the outcome based education. 3. The college has implemented a good practice, 'Promotion of Regional Language' as per NEP 2020 and University Circular No. 38 dated 15.02.2021 for the activity, 'Marathi Bhasha Gaurav Din' and 'Marathi Bhasha Samvardhan Pandharwada'. Under this quality initiative to create awareness and appreciation of regional language, the college organized competitions like 'Katha-Kathan', 'Kavya Vachan', 'Nibandh Lekhan' and 'Boli Bhasha Sadarikaran' for the students. Two hundred and thirty students participated in the events.</p>
6. Distance education/online education:	<p>1. The college is affiliated to Savitribai Phule Pune University and offers various regular undergraduate, diploma and postgraduate programs. In addition, the college has been sanctioned three vocational courses that are awaiting the grant. These courses may be conducted in the open and distance learning mode in the institution depending on their course objectives. 2. The faculty members and students of the college are provided with education domain email addresses. They use technology like Google Classroom, Google Forms / Quiz etc for the teaching, learning and evaluation activities. These activities are conducted as a combination of the following:- a. On-campus mode for lectures, practicals, guest lectures, quiz etc b. Online mode for lectures, guest lectures, meets, co-curricular, extra curricular etc c. Asynchronous mode where the college publishes short videos as e-content on the website prepared by faculty members for</p>

various topics. Such asynchronous learning mode has benefited students in accessing learning material at any time anywhere.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>1. Yes, The college established an Electoral Literacy Club on March 24, 2023 and has appointed a Nodal officer who maintains connections with the District Election officers in the Collectorate of Pune city. 2. The college has also signed an Electoral Literacy Club Memorandum of Understanding with the District Election Office, Pune and Worship Earth Foundation, an NGO for the academic year 2022-23 and 2023-24. The objectives of the Electoral Literacy Club include fostering democratic awareness among students, promoting awareness of new voter registration, facilitating the registration of new first-time voters and enhancing student participation in the electoral process.</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>1. Yes, Faculty members and students have been appointed by the college to serve on the Electoral Literacy Club committee. 2. The college has established the Electoral Literacy Club Committee in accordance with the rules of the District Election Office, Pune. The college Principal, the Nodal Officer and Student Campus Ambassadors along with fourteen students as class representatives and committee members have organized various activities for voter registration and voter awareness in the college in AY 2023-24. 3. The voter awareness activities include street plays, slogan competitions, essay writing competitions, rangoli competitions, tree plantation drive, guest lectures, voter registration drives and EVM machine demonstrations. The commendable efforts of the Electoral Literacy Club has brought laurels to the Nodal Officer who was awarded the Best Nodal Officer (Public Relations Officer Award 2024) by the Maharashtra State Chief Election Commission on the occasion of National Voters Day 2024 in Mumbai. Additionally, in January 2024; the college, the Nodal Officer and the Campus Ambassador were felicitated by Worship Earth Foundation for actively participating in voter registration activities. 4. During AY 2022-23, the</p>

	District Election office and Worship Earth (WE) Foundation honoured the College, the Nodal Officer and Campus Ambassador for the initiative to establish the Electoral Literacy Club in collaboration with the District Election Office, Pune.
<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>Innovative programmes and initiatives : 1. The college Electoral Literacy Club organized various activities for voter awareness, including street plays, slogan competitions, essay writing competitions, rangoli competitions, tree plantation drives, guest lectures, voter registration drives and voter awareness rallies. 2. On the occasion of National Voters Day, the Electoral Literacy Club conducted a Voter pledge and awareness session through a guest lecture. 3. As per the instructions from the National Service Scheme of the affiliating university and the Election Commission, the college Electoral Literacy Club organized the 'Mera Pehla Vote Desh ke Liye' campaign on March 5th and 6th, 2024, at the college campus. In this campaign, various activities were conducted, including slogan competitions, essay competitions, rangoli competitions, street plays, a voter registration drive, and a guest lecture on voter awareness. The guest speaker, an author and Assistant Editor from Unique Academy, Pune; enlightened 130 students. 4. The Electoral Literacy Club volunteers participated in a Voter awareness rally at a prominent location (Balgandharva Chowk) in Pune. The event photographs and an activity report were uploaded to https://mybharat.gov.in/ portal and a video of the rally was communicated to the portal for publication and is now available on the NSS India official Facebook page. 5. Additionally, the campus ambassador actively participated in the election process as a volunteer with the Worship Earth Foundation. Electoral Literacy Club volunteers also assisted blind students and senior citizens during the voter registration process as part of voter awareness campaigns.</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>Socially relevant initiatives taken by the College : 1. In collaboration with the Worship Earth Foundation, the college Electoral Literacy Club organized a guest lecture on voter awareness on November 29, 2023, featuring a Radio Jockey and a motivational speaker on philosophy. 2. The college also conducted Maha voter registration drives three times from September 14 to 16, 2023, from December 1 to 7, 2023, and</p>

	<p>from March 5 to 6, 2024, as instructed by the District Election office, Pune. A report on two events was published in the local regional (Marathi Maharashtra Times) newspaper on 12th Dec 2023. 3. The college participated in a tree plantation at a regional hill (Van-Devi Tekadi, Karvenagar), organized by the District Election Office, Pune and several NGOs on August 14, 2023. 4. The Electoral Literacy Club also participated in a voter awareness rally at Balgandharva Chowk, Pune, organized by the District Election office on the occasion of Women's Day, March 7, 2024. 5. Additionally, Electoral Literacy Club members participated in the "My River My Valentine" cleanliness drive at Mula Mutha river. 6. The Electoral Literacy Club Nodal Officer attended numerous meetings with the district election office at the collector's office regarding voter awareness. 7. Electoral Literacy Club published voter awareness e-content on the official college website, college facebook page and college's Connect magazine. 8. Furthermore, Nodal officers published activities on the Worship Earth Foundation digital platform i.e. WE Citizens app. The Electoral Literacy Club Nodal Officer and Campus Ambassador attended a training workshop on the voter registration process at the collector's office, Pune.</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>College efforts towards voter registration of eligible students : 1. The college Electoral Literacy Club organized a voter registration drive for students and around 500 students registered for new voters and those who are already voters but have changed address, name etc. Electoral Literacy Club volunteers assisted in filling out forms, these activities were organized in the student's forum, classroom and college campus. 2. To enhance awareness, the Electoral Literacy Club created multimedia content including videos, reels, posters, flyers, and notices, which were published on the college website and displayed on digital TV screens and notice boards across the campus. 3. To streamline data management, the college committee responsible for coordinating voter registration developed a mechanism through Google form to record all voter-registered students. 4. In institutionalizing mechanisms for voter registration, we prioritized assessing student needs and challenges through surveys and focus on group discussions. These</p>

insights guided strategies, including information sessions, registration drives and partnerships with organizations like the Worship Earth Foundation, facilitating collaboration with the District Election Office, Pune. 5. On November 10, 2022, nodal officers and Electoral Literacy Club members participated in multimedia exhibitions and cultural programs on voter awareness organized by the Savitribai Phule Pune University Electoral Literacy Club.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3630	3794	3796	3314	3261

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 100

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	75	74	69	73

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
113.36	92.30	58.13	93.31	137.19

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The college underscores the fact that the desired implementation of the curriculum is highly correlated with effective course planning by faculty members. In agreement with it, the college delineates in advance the general aims and objectives, the scope of the study, methods of teaching, and scheme of evaluation for the courses under faculty team to assure the continuation and progression in learning outcomes.

Curriculum planning and delivery : It involves the detailed teaching plans outlined by the faculty members before teaching a course. The college faculty members plan the courses by following the broad guidelines issued by UGC/Ministry of Higher Education/ Savitribai Phule Pune University. It helps the students to get acquainted with the course objectives, area, implementation timeline, evaluation methods, etc. in advance.

Documented Process : Academic planning is structured around the academic calendar, which is published on the college website, delineating activities such as teaching, examinations, and assessments. Various departments contribute to this planning by creating class timetables and organizing departmental activities aimed at student development.

The college makes it a priority to adapt the courses by incorporating the methods of individual variations and self-learning through activities. The college makes dedicated efforts to deliver the content by making learning experiences step-by-step i.e. from simple to complex, from part to whole.

Our faculty members use different methods such as lectures, audio-visual aids, discussions, debates, project works, exhibitions, etc. to make the teaching-learning experience interesting, inclusive, and effective for all students. The college ensures the effective assimilation of differently-abled students in the learning process by providing them with a facilitative learning environment on campus. It also integrates value-added courses and skill-personality development sessions to provide a multidisciplinary approach and market exposure with the enhancement of the knowledge and employability potential of our students.

The faculty members continuously support and motivate the students to participate in various seminars, workshops, guest lecture sessions, research paper competitions, other competitions, social and community outreach programs, etc. to nurture and develop their skills and talents.

The college believes that the real evaluation of learning is associated closely with the way the learning is made functional through syncretization, integration, and utilization in various settings. Hence, the college

has adopted the systematic and continuous evaluation procedure to assess the learning outcomes in compliance with the Choice Based Credit System (CBCS) introduced by UGC.

Continuous Internal Assessment : The college employs multiple assessment methods to measure the learning outcomes of students including the semester examinations, MCQ tests, assignments, presentations, project works, open book tests, practicals with viva-voce, short quizzes, college-level competitions, certificates of appreciation or participation in various events and activities, etc.

The college has established a mechanism for continuous internal assessment of students to track their progress and development and identify the students facing problems in their learning and comprehension. The faculty members arrange special sessions for such students by taking them in confidence, trying to understand their issues, making it recorded, and arranging the counseling sessions with experts and parents to overcome their difficulties.

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

1.2 Academic Flexibility

1.2.1

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

Response: 102

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

Other Upload Files

1

[View Document](#)**1.2.2**

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

Response: 65.6

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
2845	2779	2608	2088	1354

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**1.3 Curriculum Enrichment****1.3.1**

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

Response:

The college curriculum enrichment involves making it multidisciplinary, broad-based, and updated by integrating the issues pertinent to professional ethics, human values, gender equality, and environment sustainability by incorporating these crosscutting issues into the curriculum through academic course planning.

Professional Ethics : The practical assignments involve working in groups or teams which ensure a healthy learning environment that develops professional ethics and spirit of working in teams. The students of Journalism and Mass Communication are required to design and print the monthly newsletter, 'MMCC Connect' as a part of their curriculum which provides experiential learning of working in teams. Similarly, other academic programs have been successfully conducting courses required by industry to orient students with the real world scenario and provide them with practical exposure to working in the professional environment.

Gender Sensitization : Integration of gender-related topics into the curriculum by the affiliating university has helped to promote awareness and understanding of gender issues. It has helped in fostering an inclusive environment where all individuals, regardless of their gender identity, feel valued and respected. Moreover, the college has prepared students to address gender disparities in their future professions and advocate for gender equality through Priyadarshini Yuvati Manch. The college has an in-built mechanism to raise sensitivity and awareness about gender discrimination among its students through classroom dictations, activities, events, and programs.

Human Values : The course on human values in the curriculum has enabled the students to appreciate the cultural diversity of our world and promote tolerance and respect for different belief systems and lifestyles in addition to the intrinsic human values. These courses have been integrated in curriculum as courses or through co-curricular activities like poster-making competitions, cultural activities as well as guest lectures from eminent personalities. The college organized various activities as part of Azadi Ka Amrit Mahotsav to promote thinking among the students.

Environment & Sustainability : Integration of Environment and Sustainability into the curriculum by affiliating university has equipped the students with the knowledge and skills which are needed to spread awareness on environmental challenges. The students are aware of issues like climate change, resource depletion, and biodiversity loss, empowering students to become environmentally responsible individuals. Additionally, it has prepared them to contribute to sustainable solutions in their careers, whether in business, science, or policymaking. For instance, the students have undertaken environmental assignments on female hygiene called 'Red Dot', environmental and sustainability surveys on use of solar energy, nirmalya (flower waste) collection, river cleaning in association with Pune Municipal Corporation and other assignments that involved working in groups or teams to focus on the awareness of environmental issues.

In conclusion, integrating cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum and its implementation by college has been a forward-thinking approach that has prepared the students not only for their future careers but also for active and responsible citizenship.

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

1.3.2

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

Response: 19.37

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

Response: 703

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 95.29

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
1381	1416	1412	1376	1287

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1426	1425	1453	1454	1454

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: 55.97

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
731	717	635	625	563

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
1156	1155	1177	1178	1178

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 48.4

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 students are at the core of academic activity around which the whole gamut of the education system revolves. The college understands this fact in its true sense and meaning. Hence, the college dedicates its efforts and resources to providing a student-centric learning experience by amalgamating various methods such as experiential learning, participative learning, problem-solving methods, and the use of ICT-enabled tools.

Experiential Learning : Through initiatives such as field visits, internships, projects, practical sessions, social awareness on women empowerment and survey on green practices where students are provided with hands-on experiences that complement theoretical knowledge, fostering personal and professional development.

Participative Learning : In parallel, the institution promotes active student engagement through various avenues, including PowerPoint presentations, co-curricular events, and intra-college competitions. This participative learning approach not only enhances subject matter expertise but also cultivates teamwork, communication skills, and leadership qualities through classroom discussions, debates, doubt-raising, question-answer sessions as group activity, and registering the critical observations by students to ensure their active engagement in classroom learning. Moreover, the college fosters a culture of competition by facilitating participation in inter-college and Avishkar level competitions, further enhancing students' skills and confidence.

Problem Solving Methodologies : To encourage a problem-solving mindset, faculty members employ diverse methodologies such as case studies, societal surveys, brainstorming sessions, and informal student forum discussions. These activities stimulate critical thinking and analytical skills, empowering students to identify, analyze, and solve complex problems effectively through competitions and model making. By engaging in such activities, students develop valuable skills for real-world applications (posted on GitHub), strengthening their problem-solving abilities.

Use of ICT enabled technologies : The college's commitment to holistic education is further exemplified through its integration of ICT-enabled tools into the teaching-learning process. Faculty members adeptly combine traditional classroom teaching with various ICT tools to create an innovative and interactive learning environment, especially during the pandemic. Utilizing tools such as presentations, online polls, JamBoard, and CircuitMod, Keil, teachers enhanced the learning experience, providing students with diverse avenues for engagement and interaction. Platforms like Google Meet facilitated the conduction of online lectures, while Google Classroom served as a hub for sharing vital announcements, reading materials, and assignments.

Furthermore, the institution prioritizes faculty development, organizing webinars on innovative online teaching methods and providing training on tools like Breakout Rooms, Wooclap, and Prezi. These initiatives equip teachers with the skills and resources necessary to enhance student engagement and facilitate effective learning experiences.

Online Resources : In addition to classroom tools, students are encouraged to explore e-content from various sources, including the college website, library resources, and platforms like NPTEL and Coursera. The college library endeavors to create the e-library, e-content, and e-space to share the repository of e-books, e-magazines, subscriptions of N-list, e-ShodhSindhu, INFLIBNET, and other national-international journals. The students can also access the e-content developed by our faculty

members for their reference.

Overall, the college's strategic combination of experiential learning, participative learning, problem-solving methodologies, and ICT-enabled education underscores its dedication to providing holistic and innovative learning experiences.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 84.92

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
89	89	89	82	82

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

2.4.2

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

Response: 28.42

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
21	22	20	23	18

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college has a standard procedure and mechanism for internal/external assessment to ensure transparency and fairness with an effective grievance redressal system guided by the Internal Quality Assurance Cell (IQAC) of the college and SPPU guidelines.

Transparency in Mechanism of internal/ external assessment : Internal/ external assessment requires effective planning and implementation at the beginning of each semester to make students fully aware and informative about the probable structure of evaluation and schedule of evaluation tests. The faculty members communicate with the students all details regarding the continuous internal evaluation process with the regular course planning process. The college faculty members ensure that the internal evaluation with course planning should be done to fulfill the course outcomes and objectives (delineated by SPPU).

Every faculty member prepares the schedule and structure of internal evaluation tests, aligned with the Academic Calendar. The internal evaluation comprises classroom attendance, subject assignments, practicals with viva voce, MCQ tests, and credit gained by participation in various events and activities. Dates and times for the assignment submissions, practical and viva-voce, and MCQ tests are notified by the Exam cell of the college at least one week in advance to avoid ambiguity and clashes. The records of evaluation tests, assignments, and practicals along with CO attainments are strictly maintained in standard format in online and offline modes for reference and monitoring. External evaluation tests take place with strict adherence to the schedule, procedure, rules, and regulations of SPPU.

Transparency in the mechanism of internal/ external assessment has been achieved through frequent disclosure of all information about the internal and external evaluation to students through Online and offline notices from time to time. The evaluation results of the tests are displayed on the website site and college notices board for receiving students' doubts and feedback. Additionally, the college allows re-tests to accommodate students facing resource limitations during hybrid learning.

Grievance Redressal System : The college has developed a system of effective 'Grievance Redressal Mechanism' to address internal/external evaluation-related complaints. The college has formed the college-level committee for 'Students Grievance Redressal' with the Principal as its Chairman and a Senior faculty member as its coordinator. The committee meets at intervals to discuss, monitor, and supervise the status of solved and pending students' complaints and revise the mechanism to make the redressal process expedited and time-bound. Clear timelines ensure prompt resolution of grievances, with departmental exam-in-charges serving as immediate contacts for students. Grievance procedures are communicated clearly to students, including Google Forms for remote communication. Grievances cover various issues, from evaluation concerns to technical problems during examinations.

During the pandemic, internal examinations were conducted using the college ERP system, ensuring continuity in assessment. University examinations follow affiliating university guidelines. Despite challenges, the college promptly addressed grievances, providing written intimation and documentary evidence to the university as needed. The college's commitment to efficient grievance redressal ensures a hassle-free academic experience for students.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college considers the Program Outcomes (POs) and Course Outcomes (COs) as essential elements of the student-centric learning process. Hence, the college states it clearly in advance for devising the methods and techniques of learning that are comprehensive and coherent to imbibe desirable knowledge, skills, attitudes, or values among students. The college ensures that it must be carried out with simplistic procedures, easily understood by faculty, students, staff, and administrators.

As an affiliated institute, the POs and COs for each program offered by the college are structured by the Savitribai Phule Pune University through the designing of the curriculum and syllabus of courses. Departmental Heads and subject teachers suggest strategies to achieve these learning outcomes during

the meetings and document them for implementation through curriculum planning. The teachers design a continuous communication system to convey the important POs, PSOs, and COs to the students, parents, and staff to achieve an informative, inclusive, and participative learning procedure. The implementation process of Program Outcomes, Program Specific Outcomes, and Course Outcomes have been developed, reviewed, and revised from time to time after considering its effective execution and conveyed to the stakeholders to have their suggestions and recommendations through a feedback system.

Program and course outcomes for all Programmes offered by the college are stated and displayed on the website and communicated to teachers and students. With this, the college displays the information regarding it on notice boards, publishes it in information brochures, and communicates with stakeholders during the orientation programs. Along with these methods, every department has specified the benefits of a choice-based credit system and value-based, Add-on & Certificate Courses which are helpful in professional development.

The college makes effective use of ICT tools to build a mechanism for strong and timely communication with students and other stakeholders regarding it. This system proved immensely helpful during the pandemic by availing the platform to maintain the continuous channel of interactions among all stakeholders.

The Program Objectives (POs) of programs offered by the college are mentioned as follows; B.Com (Regular) and M.Com. - This program is designed to equip students with the essential knowledge, and skills of Trade, Commerce, and Industry and to develop expertise in finance, research, HR management, and industry-specific knowledge. BBA, BBA (Computer Application), and BBA (International Business) - These encompass a wide range of knowledge and skill development areas, including economics, finance, trade, statistics, accounting, management, organizational behavior, and computer applications, all of which are essential for addressing real-world challenges. B.Sc. (Computer Science) provides a comprehensive set of knowledge in mathematics, statistics, electronics, and computer science to employ solution-centric cutting-edge ICT tools with ingenuity. The M.A. (JMC) program aims to provide students with a strong foundation in mass communication processes, journalistic skills, and a comprehensive understanding of the societal and technological aspects of the field.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The Program Outcomes (POs) and Course Outcomes (COs) have been structured and designed by the

Savitribai Phule Pune University through a curriculum framework and syllabus underlined for courses that provide a foundational framework for further attainment and evaluation.

The college has articulated and employed the following methods for measuring the attainment of POs, PSOs, and COs which help in the continuous assessment of students' learning outcomes in more specified terms.

- 1. Bridge Course and Practice:** Industrial exposure assists in the attainment of program outcomes by bridging the gap between theory and practice by offering them real-time practical experience. Also, Practical assignments, journals, and tutorials objectively test students' ability to apply their theoretical knowledge in practice.
- 2. Extracurricular Participation:** Students are actively encouraged to participate in curricular / co curricular /extracurricular /sports activities. These activities contribute to program-specific outcomes by enhancing their practical knowledge, making their opinions more informative, and nurturing their soft skills.
- 3. Students' progression:** The College monitors students' progress by devising a mechanism for continuous internal assessment and addressing the problems and challenges faced by the students in comprehension and learning. The college tends to take care of the differential needs of the students and tries to help them by providing them with a facilitative environment, mentoring, and counseling with experts. The college ensures that the education pupils receive during their program years will help them in their lifetime endeavors.
- 4. Experiential Learning:** Experiential learning is a fundamental component that helps in achieving the program outcomes effectively. The college imparts experiential learning by engaging students in Lab activities, internships, and project-based activities across all programs providing students with the opportunity to acquire practical skills and apply them in a controlled environment.
- 5. Involvement in Societal Activities:** Participation in extension activities like the National Service Scheme (NSS), Unnat Bharat Abhiyan Scheme, Student Development Cell (SDC), and Rotaract Club leads to developing among the students a sense of responsibility, sensitivity, and empathy towards social problems and solution-orientated approach.
- 6. Evaluation Framework:** The institution adheres to a well-defined evaluation pattern, which includes both internal and external assessments as defined by SPPU. Internal assessment parameters such as class tests, viva, group discussions, book reviews, and presentations are aligned with the Choice-Based Credit System (CBCS) pattern focusing on CO attainment of each course.
- 7. Feedback Mechanisms:** The institution has embraced information and communication technology (ICT) tools to enhance this communication system. Teachers actively monitor course outcomes through feedback mechanisms. Google Forms are utilized to collect feedback from students based on course objectives. Any shortcomings in course attainment are identified through this process, allowing for timely corrective actions. In addition, teachers also provide their feedback regarding curriculum effectiveness and CO, and PO attainment.

The institution has established a robust and multifaceted communication and assessment framework to ensure that POs, PSOs, and COs are clearly defined, effectively conveyed to stakeholders, and rigorously measured.

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

2.6.3

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

Response: 88.53

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
1027	1136	1208	996	1061

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
1250	1285	1300	1080	1216

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.54</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college has fostered an ecosystem that nurtures research, innovations, and critical thinking. It underscores the need for promoting the Indian Knowledge System (IKS) to protect traditional Indian knowledge from getting duplicated and patented. The college focuses on creating awareness and information about Intellectual property rights (IPR) and technology transfers. Through various initiatives such as the establishment of an IPR cell, incubation center, and partnerships with industry stakeholders, the college has facilitated the creation and transfer of knowledge and technology, yielding tangible outcomes.

- 1. IPR Awareness:** The college has taken proactive steps to raise awareness about intellectual property rights through initiatives like national webinars on patents, copyrights, trademarks, and GI (Geographical Indications). Moreover, the college has established an 'Innovation & Start up Cell' and Entrepreneurship Development Cell to provide guidance and support to students and

faculty members in safeguarding their intellectual property and navigating the intricacies of patenting, copyrighting, and trademarking.

2. **Incubation Center and Entrepreneurship Initiatives:** The college Incubation and Innovation Center and Start-Up Cell promote innovation and entrepreneurship among students and faculty members. Collaborations with industry partners such as NASSCOM, ICT, ICAI, MM Center for Invention, Innovation & Incubation, World Trade Center (Pune), Unnat Bharat Abhiyan, IIRS-ISRO, Overseas Education Consultancy Services etc; provide valuable opportunities for students to engage in real-world problem-solving and technology transfer initiatives. Additionally, initiatives like river cleaning & e waste collection in association with Pune Municipal Corporation & Nehru Yuva Kendra to develop the sense of entrepreneurial responsibility among the students.
3. **Skill Development and Vocational Courses:** Efforts to enhance skill development and vocational training are evident through initiatives like the National University Student Skill Development Programme and the proposed Bachelor of Vocational courses in Retail, E-commerce, Digital Marketing, Creative Writing, Journalism & Multimedia, and IT (Internet of Things). These courses are implemented to equip students with practical skills aligned with industry needs, fostering employability and entrepreneurship.
4. **Research and Development Initiatives:** The college has initiated a Postgraduate Research Centre (PGRC) to promote research and innovations. The college organizes workshops on research methodology to provide the students with knowledge about standard research methods and procedures. Students are encouraged to conduct surveys and participate in research activities like affiliating university conducted Avishkar Research Competition that fosters a culture of inquiry and innovation. The college provides financial assistance for promoting research-oriented activities.
5. **Integration of Indian Knowledge System (IKS):** The college has made significant strides in promoting and preserving the Indian Knowledge System (IKS) through various cultural and educational initiatives. Activities such as Maharashtra Lokdhara, Walk of Unity, and celebrations of Marathi Bhasha Samvardhan, promotion of regional arts and culture; showcase the rich cultural diversity of India and promote national integration.

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

3.2.2

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

Response: 43**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
8	18	5	7	5

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 0.26**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
06	05	4	3	08

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

3.3.2

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

Response: 1.3

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
22	16	12	27	53

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

3.4 Extension Activities

3.4.1

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

Response:

The college has a tradition of reaching out to society and community through various extension activities undertaken by NSS, SDC, ELC, and Unnat Bharat Abhiyan in collaboration with govt. bodies and NGOs. These initiatives reflect the institution's philosophy of 'Welfare of the Masses.' It inculcates amongst the students a sense of civic and social responsibility, leadership qualities, a democratic attitude, and the practice of social harmony with strong commitments to national integration.

Intending to protect the environment and spread awareness about it, NSS has periodically conducted E-waste collection drives (PEHEL) and awareness campaigns in association with PMC, Janvani Foundation, and Adar Poonawalla Group.

The NSS Department has organized every year various social activities and special winter camps by focusing on "Shramadan initiatives" to imbibe the spirit of selfless service among volunteers coming from different socio-economic backgrounds. These activities included trench digging, building bunds, rural road construction, and cleaning and beautifying community places like schools, temples, mosques, and churches.

The college has periodically organized Swachhata Abhiyan programs (Cleanliness Campaigns) under the stewardship of the NSS unit and in association with Pune Municipal Corporation. These campaigns are organized at various locations such as the Mula-mutha river coastline, NSS camping villages, Marathwada Mitra Mandal's Deccan Gymkhana campus, and Kade Pathar, Khandoba Temple at Jejuri.

Savitribai Phule Pune University organized a Tree Plantation activity on the 'Palkhi Marg' to attempt the Guinness World Record. The NSS students participated and contributed to making the Guinness World Record of planting 15600 trees in a day. By engaging in tree planting and cleanliness drives, students actively contribute to the preservation of the ecosystem.

NSS volunteers actively organize rallies from time to time to spread awareness about AIDS on the occasion of World AIDS Awareness Day and the prohibition of alcohol on New Year's Eve. Street plays are effective medium of communicating with society and community at open spaces. The N.S.S volunteers of the college organized street plays on various social issues such as dowry, an evil system, population explosion, impact of pollution, superstitions and its impact on society and national integration and secularism etc. These programmes have been organized at major slum areas of various parts of the city. These activities show a willingness to tackle challenging topics such as substance abuse and societal issues head-on.

During the pandemic the college has organised vaccination drive for covid -19 benefiting the employees of the Mandal, our sister institutes as well as students and volunteers of NSS unit. The students volunteered at Covid-19 Care centers during the pandemic showcasing the college's commitment to public health and community service during times of crisis.

The college is involved in initiatives like 'Unnat Bharat Abhiyan,' 'Azadi Ka Amrut Mahotsav,' community outreach initiatives at old age home, orphanage and underprivileged. The donation of books to various orphanages, and various association with organizations like Anandwan Addiction and

Rehabilitation Center, Pune City Police, and Worship Earth Foundation exemplify a commitment to broader societal well-being and collaborative community engagement.

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

3.4.2

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

Response:

In recognition of the college volunteers' outstanding contributions to social welfare and community wellbeing, we have received prestigious awards and recognitions from government or government-recognized bodies. Let's explore the accolades garnered by each of these endeavors.

The "Harit Wari Abhiyan" initiative has been honored with a certificate of participation in the Guinness Book of World Records. This recognition, presented by Savitribai Phule Pune University (SPPU), underscores the initiative's remarkable efforts in promoting environmental sustainability. The certificate serves as a testament to the initiative's dedication to raising awareness and implementing practical solutions for a green planet and sustainable development.

Similarly, the "Plastic Free Jejuri Gad" campaign has received an Appreciation Certificate from the Charity Commissioner Office, Pune. This recognition highlights the campaign's significant contributions towards combating plastic pollution and promoting eco-friendly practices within the community of Jejuri Gad. The certificate acknowledges the campaign's efforts in raising awareness and mobilizing action to address the pressing issue of plastic waste.

The students were appreciated as 'Covid Warriors' by RSS Jankalyan Samiti for their voluntary support for mass screening activity and covid care centers. In addition, the college was appreciated for its contribution in organizing camps for blood donation, regularly.

Furthermore, the exemplary leadership and dedication of individuals involved in these initiatives have also been acknowledged through prestigious awards. The "Best NSS Officer" award, conferred by SPPU, recognizes the outstanding contributions of an officer to the National Service Scheme (NSS). This accolade signifies the recipient's commitment to community service, leadership skills, and positive impact on NSS activities and initiatives.

Moreover, the college officer has been honored with the esteemed "Best Nodal Officer" by the Chief Electoral Officer, Maharashtra State, and the District Election Officer. The award acknowledges ELC volunteers and their exceptional contribution to raising electoral awareness among college students. Their effective public relations skills, dedication, and coordination efforts have played a crucial role in

reaching out to a maximum number of students through Electoral registration drives and awareness campaigns among first-time voters.

Under the leadership of an NSS officer, the college received several accolades for organizing blood donation campaigns in collaboration with R G Gholap Memorial Blood Bank and Sassoon Hospital. The Pune Municipal Corporation has presented a certificate of appreciation for the institute's participation in PEHEL 2022 for Plastic and E-Waste Handling and Eco Friendly Lifestyle.

The Grampanchayat of Malkhed from the Haveli taluka of Pune district has awarded a certificate of appreciation to the college in recognition of the efforts and the students towards organizing a special NSS winter camp in their village.

These awards and recognitions from government or government-recognized bodies not only celebrate the achievements of individuals and organizations but also serve as a testament to their significant contributions to extension activities. They underscore the importance of collaborative efforts in addressing societal challenges and promoting positive change.

In conclusion, the awards and recognition received by the Harit Wari Abhiyan, Plastic Free Jejurigad campaign, Best NSS Officer highlight the impact of their extension activities on environmental sustainability, community engagement, and electoral integrity. These accolades inspire others to actively participate in similar initiatives and contribute towards building a more sustainable, inclusive, and resilient society.

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

3.4.3

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

Response: 39

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
15	14	02	04	04

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

3.5 Collaboration

3.5.1

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

Response: 22

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college stands as a testament to its commitment to providing comprehensive infrastructure and facilities to facilitate holistic development and enriching educational experiences for all stakeholders.

Teaching and learning - The college's well-designed campus spans 2.63 acres, featuring spacious and well-ventilated lecture halls equipped with modern teaching aids. With approximately 30,000 square feet of built-up space, the institution prioritizes stakeholder satisfaction by ensuring state-of-the-art facilities for curricular, co-curricular, and extracurricular activities. This includes two modern smart classrooms and well-equipped laboratories furnished with up-to-date computers and essential learning resources.

ICT - The students and faculty members are encouraged to utilize a variety of teaching aids and ICT tools to enhance the quality of teaching and learning, promoting engaging and informative learning experiences. The college's dedication to accessibility and accountability is evident through its swift adaptation to the need for online teaching and learning during the pandemic. The campus boasts Wi-Fi connectivity and is equipped with LED rings, cameras, speakers, and ICT tools such as smart boards, ensuring seamless access to educational resources.

In addition to academic facilities, the college prioritizes the physical and mental well-being of its students and faculty. It offers dedicated spaces for yoga exercises, a gymnasium, and collaborative outdoor games with sister institutes. The institution emphasizes inclusivity by providing separate washrooms and restrooms for women, complete with sanitary napkin dispensing machines and incinerators. Moreover, facilities for differently-abled individuals, including wheelchair ramps, elevators, and braille signboards, ensure equitable access to all areas of the campus.

Cultural and sports activities, gymnasium, auditorium are integral components of the college experience, further enhancing the overall development of students. The college uses/rents grounds for outdoor games from sister/other institutes. The campus features occasion-friendly auditoriums and seminar halls for various events, promoting artistic expression and academic discourse. The institution's 'Priyadarshani Yuvati Manch' plays a central role in nurturing co-curricular development, particularly among female students, offering platforms for self-defense training and empowerment.

Sr. No.	Description	Area	Year of Establishment	User Rate

1	Multi Gymnasium (Indoor)	1000 sq ft	2002	55%
2	Table tennis Table (Indoor)	500 sq ft	2002	35%
3	Chess Board (Indoor)	500 sq ft	1991	45%
4	Carrom Board (Indoor)	500 sq ft	1991	65%
5	Boxing (Indoor)	100 Sq ft	1989	30%
6	Fencing (Indoor)	800 sq ft	2000	Less than 1%
7	Cricket	25000 sq m	1986	30%
8	Hockey	100*50 m	1986	25%
9	Basketball Court	15*20 m	1990	10%
10	Net Ball Ground	15*25 m	1990	10%
11	Kabaddi Ground	12*15 m	1991	2%
12	Open Air Stage for Cultural facility	24*50 ft	1986	3%

The college's commitment to access, affordability, and accountability is reflected in its robust infrastructure and facilities. From teaching-learning resources and ICT-enabled facilities to spaces for cultural and sports activities, the college provides a conducive environment for holistic growth and personal development. Through inclusive initiatives and collaborative efforts, the institution strives to uphold its mission of providing an enriching and inclusive educational experience for all stakeholders.

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

4.1.2

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

Response: 16.45

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
22.82	42.37	1.96	9.64	4.54

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

ILMS - The library provides students with PVC ID cards prepared using ERP software and printing is done with the help of an ID card printer. The library provides a reading room facility and an internet facility with 100 Mbps bandwidth for accessing online e-resources. The library provides links of subscribed and open access E-resources on the website. The library is automated through the KOHA Integrated Library Management System (Fully Automated Version: 21.05.10.). Koha is open source and is fully automated. The following digital facilities are available :

1. Flexibility to customize according to library needs
2. Multilingual Web OPAC (Mobile & IOS & Android Based)
3. Comprehensive advanced search for online Database with Book Front Page.
4. Printing functions for barcode & spine labels and reports
5. Works as Virtual Bookshelf
6. Copy Cataloging
7. Branch Libraries Management and Items transfers
8. Budget Management and Inventory.
9. Customizable Data Entry Sheet

KOHA ILSM provides the digital facilities through the following modules:

1. Multilingual Web OPAC accessible on Android & IOS Online or Intranet
2. Cataloging
3. Patron Management
4. Acquisition
5. Circulation
6. Serials Control
7. Authorities Control
8. Reports
9. Tools

In addition, the Library also showcases the heritage books and Braille books. It also provides a screen reader for the visually challenged person.

Subscriptions to e-resources and journals - The library subscribes to various journals and e-resources to facilitate the students and staff as detailed below.

1. Remote access to E-resources.
2. Online access to e-journals & e-books by N-LIST
3. Membership of Developing Library Network (DELNET)
4. OPAC (Online Public Access Catalogue)
5. The library has an intranet-based DSpace Institutional Repository to provide E-content for students.
6. Tie-ups with Jaykar KRC, SPPU Pune.

Usage - The library is used frequently for the issue and return of books, reading room facility (as per the library timings), and the e-resources available with the library are accessed by all for the available content depending on the intranet or internet facility.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

In today's breakneck world, staying up-to-date with technology is essential and challenging for educational institutions. One crucial aspect of this is the continuous improvement of IT facilities, including Wi-Fi connectivity.

IT Facilities - The college has well-equipped computer laboratories with state-of-the-art computing facilities, the latest edition of high-performance versions of personal computers by the 2019 pattern CBCS syllabus. New computers were purchased for the latest technology software development.

The G-Suite for Education Upgrade was purchased for the online hybrid teaching-learning techniques adopted during the pandemic.

Leased Line - The line of connection to maintain the information highway was purchased on lease from Inspitele Solutions Private Limited.

Sonic wall firewall is installed to ensure security.

The college offers free internet, Wi-Fi & broadband connectivity to the students and faculty members to provide them with seamless access to online resources. In addition, there is a provision and facility of Dongle of Gazon Communication India Ltd. (51 Mbps) with a sonic wall firewall installed to ensure security.

The college has LCD projectors which are extensively used for presentations, seminars, and interactive sessions. The Heads of Departments instruct and advise their subordinates to use ICT tools effectively to enrich the learning process. They are provided with updated versions of computer technology equipment like laptops, printers with copy, scanning features, digital, web cameras, speakers, headphones, and leased line internet connectivity. Faculty members are provided with in-house modular computer facilities. Faculty training programs are organized at frequent intervals to inform the faculty about the adoption of new tech. and teaching-learning methods.

Digital Lab as CSR initiative - NASSCOM Foundation, Pune has donated twenty computers, webcams,

headsets, and a projector to the college. These computers are donated for students' usage and conduct certificate courses. Apart from academics, students are provided with knowledge related to the latest technologies and software installed on these computers. More than 900 students of BBA (Computer Application), B. SC. (Computer Science), B. Com, BBA, BBA (International Business) have completed D101 and BPM certification which was provided by NASSCOM. NASSCOM is also assisting with the placement of third-year students.

The college is incessantly trying to keep its IT facilities updated with technological advancements. The college is dedicated to providing students and faculty members with state-of-the-art computing equipment, high-speed internet connectivity, and the latest software resources. By continuously investing in the IT infrastructure and adapting to the evolving needs of the digital era, the college has not only enhanced the learning experience but also prepared its students for the ever-changing technological landscape. These efforts signify a forward-thinking approach that ensures students are equipped with the tools they need to succeed in their academic and professional journeys.

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

4.3.2

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

Response: 14.52

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

Response: 250

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 6.96

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
21.25	2.38	1.95	2.54	6.29

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 19.68

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
824	827	722	655	474

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 21.67

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
1557	842	301	666	490

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 11.27

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
233	155	83	89	52

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
1027	1136	1208	996	1061

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

5.2.2

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

Response: 1.91

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
58	24	03	01	06

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

5.3 Student Participation and Activities

5.3.1

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

Response: 66

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
08	20	2	22	14

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: 10

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
10	12	7	12	9

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association is registered under the name ALUMNI ASSOCIATION with Registration Number Maha356/2012 on 13th March 2012. The association is a testament to the enduring bond between our institution and our alumni.

We take great pride and consider it a privilege to be associated with a distinguished and respected group of alumni. Among them, we are pleased to mention the notable alumni holding positions in various arenas like Chartered Accountants, Company Secretary, Certified Financial Analyst, Auditors, Lawyers, Data Analyst, Project Managers, Social Entrepreneurs, Software Engineers, Bankers, Choreographers, Actors and actresses, Shiv Chhatrapati Award winner, IPL Captain (CSK Team), Khelo India Winner etc. These accomplished alumni have excelled in various fields, and their association with our institution has greatly benefited and enriched our students.

The alumni offer their expertise and insights through guest lectures. Having attained high positions in various walks of life, their experiences and wisdom serve as valuable sources of inspiration and knowledge for our students further enhancing our students' understanding of the dynamic business landscape.

The alumni are actively engaged in shaping the educational practices at the college. They introduce innovative learning methods and provide valuable guidance to the departments, helping the current students adapt to the ever-changing business environment. This mentorship extends to the Art circle students who participate in drama competitions, Inter-Collegiate Youth Festivals, and Inter-University Youth Festivals and sports events.

Furthermore, the alumni assist in organizing career counselling sessions, industrial visits, field trips, and placement opportunities for our students. They also organize campus interview drives, sponsor seminars and workshops and mentor the students. Their support also extends to the supply of stationery, printing of journals and college magazines.

The alumni's commitment to community engagement is also commendable. They assist in organizing NSS camps, demonstrating their dedication to social causes. Additionally, they contribute to environmental initiatives, exhibitions, and events such as social and community outreach programs and consumer day, further enhancing our institution's impact on society.

The alumni associated with the health care facility encouraged and promoted students to work as volunteers in the healthcare industry, had conducted sessions on mental well being for the students during pandemic and post pandemic.

By supporting various initiatives, they help create a more inclusive and holistic educational experience for all. The alumni are also a part of the College Development Committee and IQAC committee.

In summary, the alumni have left an indelible mark on the college through their diverse contributions. Their support encompasses academic, professional, social and they play a pivotal role in enriching the lives of the students and the community at large. The college looks forward to continuing the fruitful collaboration with the esteemed alumni as the college strives for excellence in education and community engagement.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision and Mission:

- Our vision is to provide quality education for professional excellence and sustainable development through continuous improvement, teamwork, and efforts. We aim to promote the welfare of all our stakeholders.
- Our mission is to offer learning and development opportunities to our students while working toward social justice, equity, and contentment for all our stakeholders.
- Our institution's motto is *Welfare of Masses*, and we are deeply committed to this ideal. We believe in reflecting our motto, *Welfare of Masses*, by actively engaging with the community and society.

The vision, mission, and motto of our institution embody our commitment to delivering quality education and advancing sustainable development while prioritizing the welfare of all stakeholders. Our goal is to cultivate professional excellence and promote social justice through continual improvement, teamwork, and community engagement.

To realize our vision and mission, our institution adopts decentralized and participative management practices. This approach empowers teams and individuals across all levels to contribute to decision-making, fostering efficiency, innovation, and inclusivity.

Decentralization is deeply embedded in our organizational structure, with clearly defined roles and responsibilities for academic and administrative staff. Faculty members participate in various committees based on their expertise, and a committee rotation policy ensures the cultivation of leadership skills throughout the institution.

At the strategic level, an Executive Committee guides the college through evolving educational landscapes, while the Principal oversees planning and mobilization efforts for successful implementation. Operational responsibilities are distributed among committees focusing on academic, administrative, and quality assurance functions.

Our institution's participative management extends to its engagement with the local community, promoting enriched lives, social responsibilities, and environmental awareness. Various stakeholders,

including industry representatives and educators, contribute ideas and concepts to foster a vibrant academic environment.

In collaboration with the Quality Improvement & Planning division of Savitribai Phule Pune University, we organized state-level workshops and seminars on the implementation of the National Education Policy (NEP) 2020. These events, rooted in decentralized planning and participative management, aimed to raise awareness and ensure readiness regarding NEP 2020.

The success of these events highlights our dedication to inclusivity and equity. Committees comprising diverse stakeholders, including faculty, staff, and industry experts, collaborated on agenda-setting, speaker selection, and resource allocation. This collaborative approach facilitated dialogue, knowledge-sharing, and consensus-building on critical educational issues.

The workshops and seminars attracted a significant number of participants, showcasing our ability to effectively engage stakeholders and foster a culture of innovation. Through participative management, we ensure that decisions reflect collective wisdom, enriching the academic environment and promoting inclusivity.

MMCC serves as a model of effective leadership, embodying principles of equity and inclusiveness. Our commitment to clear role definition, committee engagement, and decentralized power structures sets a high standard for academic leadership and management. We remain dedicated to excellence, creating a dynamic and empowering environment for all stakeholders.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college is committed to continuous improvement and excellence, driven by a comprehensive institutional perspective plan and the efficient operation of its administrative bodies. Through collaboration led by the Curriculum Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC), the institution adopts a multifaceted approach to enhance education quality and foster academic excellence.

Key to this approach is the focus on curriculum development, aimed at creating engaging courses aligned

with contemporary educational standards. Amid the pandemic, the college swiftly transitioned to hybrid and asynchronous teaching modes, utilizing digital platforms like Google Apps and GSuite for teaching, evaluation, and professional development. This adaptability ensured uninterrupted education delivery despite challenges.

Additionally, the college has introduced innovative assessment methods and digital platforms for examinations, ensuring effective student evaluation. Continuous internal assessment, presentations, and assignments contribute to rigorous evaluation, promoting accountability and monitoring student progress.

In parallel, the college prioritizes research and development, organizing events like conferences, webinars, and guest lectures to foster a culture of inquiry and innovation. Access to research materials through the digital library platform promotes inclusivity and equitable access to resources.

Human resource development is also emphasized, with the college offering faculty development programs, financial support for research, and industry collaborations to enhance professional growth. Adherence to recruitment and service rules ensures transparency in staff appointments and performance evaluation.

Administratively, the college operates through participative management and decentralization, with various committees collaborating for effective functioning. These committees, including CDC, IQAC, alumni, purchase, admission, and examination, ensure accountability and smooth operation of academic and administrative processes.

Moreover, the college adheres to UGC and SPPU guidelines, ensuring consistency and standardization in operations covering areas such as admission, research, welfare, ICT, and fund mobilization.

In summary, the college's commitment to quality education is evident through its institutional perspective plan and efficient administrative structure. Through collaboration, innovative strategies, and adherence to standards, the college aims to provide an enriching educational experience, empowering students and promoting academic excellence.

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

6.2.2

Institution implements e-governance in its operations

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

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

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

The college has established a robust performance appraisal system that values equity and justice, ensuring fair evaluation of both teaching and non-teaching staff members. Through this system, employees are encouraged to engage in self-appraisals, followed by discussions with departmental heads and administrative officers to rationalize performance scores.

Recognizing the importance of the welfare of its entire community, including faculty, staff, and students, the college has implemented various initiatives to support them, particularly during challenging times like the pandemic. One significant aspect is the leave policy, designed to accommodate unforeseen circumstances and promote a healthy work-life balance. During the pandemic, employees affected by COVID-19 were granted paid leaves for the duration of quarantine, reflecting the institution's commitment to employee well-being.

Financial support is also provided to ensure the financial well-being of staff members. The college facilitates zero-interest loans through the Employee Credit Cooperative Society, allowing employees to access financial assistance for various needs, including medical emergencies and educational expenses for their children.

Moreover, the institution emphasizes academic and professional progression among its staff. Financial assistance and incentives are offered for research publications in recognized journals, encouraging staff members to contribute to academic discourse and quality research. Opportunities for academic

progression within the college and in collaboration with sister institutes are also encouraged.

Regular performance reviews and post-appraisal meetings are conducted to provide constructive feedback and discuss career progression opportunities for staff members. Promotions are based on established norms, ensuring recognition of dedication and excellence among both teaching and non-teaching staff.

Additionally, the college offers various benefits to enhance the working environment. Free Wi-Fi access and institutional email addresses are provided to all staff members, facilitating communication and access to resources. Study tours and celebrations of festivals and national days foster a sense of community and cultural inclusivity among employees.

In summary, the institution is committed to continuously adapting and refining its welfare policies to meet the diverse needs of its staff members, ensuring a supportive, inclusive, and quality working environment. Through these initiatives, the college strives to promote equity, access, and excellence in all aspects of its operations, fostering a culture of continuous improvement and employee well-being.

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

6.3.2

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

Response: 3.28

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
5	3	00	2	2

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

6.3.3

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

Response: 5.78

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
05	12	10	04	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
34	34	34	34	34

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Our institution is firmly committed to financial accountability, regularly conducting both internal and external audits to ensure transparency and effectiveness in financial management. We prioritize academic and administrative audits (AAA) to maintain discipline in our day-to-day operations. These audits are carried out by duly appointed auditors, including internal audits by Mundae Shah Company and external audits by K.M. Rawas and Company. Oversight for these audits is provided by the College Development Committee (CDC) and the Internal Quality Assurance Cell (IQAC) cluster, aiming to comprehensively monitor our organizational processes from various perspectives.

Internal audits meticulously examine financial data to validate reliability, including cash and bank transactions, ledgers, and reconciliation statements, ensuring compliance with established norms. External audits, conducted annually by chartered accountants, further reinforce our commitment to financial transparency and accountability, with any discrepancies promptly addressed. Additionally, academic and administrative audits focus on key areas such as admissions, teaching, faculty support, and student progression, fostering adherence to regulatory norms and promoting continuous improvement.

Our institution's financial stability relies on diverse funding sources, each contributing to our affordability and quality. Student fees, adhering to prescribed norms, constitute a primary source of income, supplemented by state government salary grants for full-time staff. Moreover, financial support from stakeholders, alumni, and philanthropists sustains special initiatives and projects within the institution.

To effectively manage resources, we have established robust policies and procedures. The CDC, in

collaboration with the IQAC, oversees fund mobilization, ensuring resources are utilized optimally for essential purchases and infrastructure improvements. The Purchase Committee ensures adherence to procurement guidelines, promoting financial prudence. Regular internal and external audits uphold accountability, while diverse facility usage, overseen by advisory committees, underscores our commitment to community engagement.

Budgetary control, overseen by the Principal and Budget Committee, guides resource mobilization, prioritizing academic events and activities while maintaining fiscal discipline. The approval process ensures prudent allocation of funds, avoiding unnecessary expenditure and ensuring financial sustainability.

In summary, our institution's financial management practices prioritize affordability, accountability, and quality. Through rigorous audits, diverse funding sources, and sound policies, we ensure transparency, efficiency, and sustainability, supporting a wide range of educational and community-oriented initiatives.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) serves as a pillar of excellence within the institution, spearheading the institutionalization of quality assurance strategies and processes. Its proactive approach and diligent efforts have resulted in significant improvements across teaching-learning processes, operational structures, and learning outcomes, nurturing a culture of continuous enhancement.

Review of Teaching-Learning Process: The IQAC conducts regular meetings to discuss, propose, and review the progress of academic and administrative activities. These meetings are meticulously documented and published on the college website, ensuring transparency and accountability. During the pandemic, the IQAC arranged faculty development programs (FDPs) to train teachers for e-content and asynchronous teaching-learning facilities, ensuring continuity in education delivery. Faculty and departmental appraisals are conducted to introduce innovative ideas and best practices, fostering a culture of academic excellence.

Structures & Methodologies of Operations: The IQAC promotes industrial involvement in academic

practices through internships, workshops, and guest lectures, enhancing practical learning experiences for students. Postgraduate Research Centers facilitate research activities, while experts are invited for teacher appraisal and departmental reviews. The use of ICT tools strengthens the teaching-learning process, while annual Quality Assurance Reports (AQAR) submitted to NAAC ensure compliance with quality standards. The institution's participation in national ranking frameworks underscores its commitment to quality enhancement.

Learning Outcomes at Periodic Intervals: Continuous internal evaluation, syllabus feedback systems, and course attainment assessments are conducted to monitor student performance. Alumni liaising and result analysis are integral components of monitoring course outcomes. The IQAC ensures periodic reviews of teaching and learning processes, promoting a student-centric environment through various committees and initiatives.

Amid the pandemic, the IQAC's dedication to the institution's motto of "Welfare of masses" stands out. It has spearheaded initiatives promoting mental health counseling, environmental awareness, and financial assistance, ensuring the holistic well-being of students, parents, teachers, and society at large. By sensitizing stakeholders to social accountability and responsibility, the IQAC has fostered a culture of civic engagement and social consciousness.

Through its unwavering commitment to quality assurance, the IQAC has facilitated **incremental improvements** in various activities, aligning them with the institution's overarching goal of providing holistic education. Case studies on adapting to hybrid teaching and enhancing practical learning underscore the IQAC's agility and effectiveness in responding to the evolving educational landscape. In essence, the IQAC's contributions have been instrumental in institutionalizing quality assurance strategies and processes, ensuring the continual improvement and excellence of the institution.

The IQAC members regularly plan, organize, coordinate, implement and review various quality education initiatives as suggested by statutory bodies and the College Development Committee. The review of work status and progress made at regular intervals has brought continuous improvement in the activities.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**

5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender sensitization is a pivotal aspect of modern society, fostering respect, equity, and understanding of diverse gender identities. It begins with recognizing that positive change starts at home and extends to society at large. In this context, empowering girls and young women becomes essential for India's growth and development. Gender Sensitization Action Plan of the college outlines the strategies and activities undertaken to create a holistic ecosystem that respects all gender identities, challenges stereotypes, and supports the welfare of all. It highlights the institution's commitment to providing girls and other gender identities with the tools they need to flourish. Through various activities and programs, action plan aims to ensure a safe and nurturing environment for all students.

GENDER SENSITIZATION ACTION PLAN

- To usher in positive change in perception towards girls, starts at home so as to ensure the rights of all the children in India are respected and fulfilled.
- Through focused investment and collaboration, to empower girls and provide girls with the services and safety, education and skills they need in daily life can reduce the risks they face and enable them to fully develop and contribute to India's growth.
- To facilitate all girls, especially adolescent and young girls, for platforms to voice the challenges they face in everyday life and explore the solutions that work for them so they can build better futures for themselves and their communities.
- To create a holistic ecosystem through positive and participatory interventions for the respect of all gender identities of all sexual minorities.
- To Implement new strategies, modern values, liberal and scientific temper for identifying social realities so that they do not perpetuate gender stereotypes.

Activities Conducted:

1. The girl students generated awareness on appropriate sanitary waste management as part of cleanliness and health issues related to women's hygiene. They visited schools and explained the importance of 'Red Dot' that informs the waste collectors.

2. Priyadarshini Yuvati Manch (Forum of Girl Students) invited several eminent personalities like Prison Officer, Assistant Commissioner of Police, Climate Entrepreneur and Marathi Theatre Personality (alumni) who conducted sessions on Career Opportunities, Societal Contribution, Success Journey which encouraged students to choose the path.
3. College had arranged, under Students forum, a session on "Sources of Joy" (Mental Wellbeing Program). On the auspicious occasion of Raksha Bandhan, Student Forum of MMCC organized a special program where girl students tied `Rakhi` to the Lady Police Officers who serve as a `shield` especially for girls and women in our society.
4. In addition, college provides facilities for ensuring gender equity such as security guards (ladies & gents bouncers) to ensure security at campus.
5. The college is proactively engaged in mentoring and counseling students for their mental well being. There is a grievance redressal cell to ensure a healthy academic environment.
6. College has a separate ladies room for girl students.
7. NSS volunteers and student participants performed street plays on gender sensitization.

In alignment with the motto of "welfare of masses," the MMCC's Gender Sensitization Action Plan embodies a commitment to promoting gender equity, diversity, and respect for all.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

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

Response:

Guided by the motto "Welfare of Masses", our institution is dedicated to fostering an inclusive and harmonious environment through a range of initiatives and schemes aimed at promoting social accountability, equity, and inclusiveness among students and staff. These efforts reflect our commitment to upholding ethical, moral, and spiritual values while celebrating cultural diversity and contributing to societal welfare.

Welfare Schemes: We prioritize financial assistance for economically disadvantaged students, offering fee concessions and part-time job opportunities through the "Earn and Learn" scheme. Additionally, we admit high-caliber students from low-income backgrounds for a nominal fee, ensuring access to quality education for all.

Cultural Promotion: We celebrate linguistic and regional diversity through events like gopal kala, granth dindi, Maharashtra Lokdhara, Walk of Unity; fostering cultural awareness and pride. Festivals and cultural celebrations promote social cohesion and unity, emphasizing the importance of cultural sensitivity and inclusiveness.

Traditional Activities: Our institution encourages traditional art forms and activities, such as fort making, celebrating Rakshabandhan with Lady Police Officers and cultural dance competitions like Navrang, to preserve indigenous practices and promote cultural sensitivity among students.

Disaster Relief: We contribute to disaster-affected areas, providing support to communities affected by natural calamities like floods and the COVID-19 pandemic. Student volunteers and faculty members actively engage in relief efforts, demonstrating our commitment to community service and inclusiveness.

Support for NGOs: We collaborate with NGOs to uplift underprivileged communities, donating resources like Braille books and organizing interactions with children from orphanages to foster empathy and understanding.

Gender Equity: Our institution promotes gender equity through awareness campaigns, poster competition, counseling services, and practical skills training for female students. We strive to create a safe and supportive environment for all genders, empowering students to contribute to a more equitable society.

Accessibility: We ensure accessibility for visually challenged and physically disabled students, providing infrastructure and support services to facilitate their academic success and social inclusion.

Constitutional Awareness: We foster civic responsibility and awareness of constitutional rights and duties through initiatives like Constitution Day celebrations, roadshows, and workshops, promoting a culture of democratic participation and civic engagement.

Commemoration and National Festivals: We commemorate the contributions of leaders and celebrate national festivals with enthusiasm, instilling a sense of civic pride and discipline among students.

Road Safety and Voters Awareness: We organize programs to promote road safety and raise awareness about electronic voting machines, empowering citizens from diverse backgrounds to participate in democratic processes effectively.

In summary, our institution's efforts toward sensitization and inclusiveness encompass various aspects of academic, cultural, and civic life, reflecting a commitment to access, equity, and indigenous values. Through these initiatives, we strive to create a supportive and inclusive environment that fosters personal growth, social responsibility, and civic engagement among our diverse community of students and staff.

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

7.2 Best Practices

7.2.1

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

Response:

Practice No. 1

Title of the practice: Effective Interventions to ensure the mental well-being of students, especially post-pandemic under the institute's 'Connect Activity'.

Objectives of the Practice:

1. To understand the post-pandemic changes in behavioral patterns among the students.
2. To examine the impact of behavior changes on the learning abilities of students.
3. To address the challenges faced by students by understanding their emotional and psychological needs.
4. To suggest effective interventions with the help of experts in the field of mental wellbeing for the students.

The Context:

Post-pandemic scenario, the college has witnessed a drastic change in the teaching and learning process. Students in their formative years of socialization, academic progress, and identity formation have

experienced disruption in learning. The sudden switch to physical distancing norms, isolation, online learning, and the absence of extracurricular activities cause long-term implications on their emotional and mental well-being.

The Practice:

The college has effectively addressed this challenge in association with the Centre for Mental Health Law and Policy by initiating an intervention called `Connect` that signifies reaching out to students and staff to ensure their mental well-being and to provide them with post-trauma consultation.

As part of mitigation measures, our institution has organized workshops and orientation programs under `MMCC Connect.` Students have received counseling and moral support from professional experts, teachers, and fellow students. Additionally, some students have been trained as volunteers to achieve positive outcomes through effective intervention. These volunteers are tasked with identifying students who may be experiencing psychological issues that could lead to suicidal thoughts. Proper training has been provided to these selected volunteers to connect with mentally distressed students and understand their emotional needs.

Along with the students, the college has identified the role of the teacher as a facilitator of this flagship program. Hence, the college has organized workshops and training for the teachers through which they learned about handling sensitive, emotional, psychological, and mental health-related situations among the students. Activities such as Sources of Joy, Art of Living, and Environmental Concerns for Healthy Mind have been conducted under the MMCC `Connect Initiative` to improve the social quotient of students.

Evidence of Success: We have witnessed that the Interventions for positive behavior change among the students without affecting his/her natural behavioral settings through various activities lead to their holistic development by inculcating among them various learning skills, life skills, and literacy skills. Students who benefited from the initiative saw a positive change in attitudes.

Problems Encountered and Resources Required : Lack of personal communication with students due to COVID-related restrictions is a major constraint in dealing with mental health issues.

To address the above issue we required organizations and experts in the field of mental well-being who can provide effective interventions for the issue.

Notes:

[We have observed that post-COVID, students are increasingly facing issues related to mental stress, depression, loneliness, and short attention spans. It is reflected profoundly in their learning abilities. Hence, the institution makes this activity its flagship program to take care of the mental well-being of students]

Practice No. 2

Title of the practice: Inculcation of life skills and values through social and community outreach programs.

Objectives:

- 1.To instill in students the moral and ethical principles and life skills they need for holistic development through a variety of student activities.
- 2.To leverage community outreach initiatives for acquainting students about social harmony and fostering a sense of social responsibility.
- 3.To inculcate in students the value of 'dignity for labor' by exposing them to a variety of work occupations.

Context:

In order to equip students with essential life skills and social awareness, the college strives to promote pluralistic and multicultural ideals, where all faiths and views coexist democratically. The institution incorporates leadership and teamwork as core values into its programs to help students develop critical life skills and become more motivated in their actions.

The Practice:

MMCC has initiated the following Practices:

- 1.The college conducted a Personality Development Program at the orphanage Apla Ghar. The Apla Ghar project is located near Donje village, at the foothills of the Sinhgad Fort. Our students and teachers took the initiative to offer digital and personality development skills to children in the orphanage. This initiative not only provides orphaned children with computer literacy, but it also instills confidence and self-esteem, which are critical for their future success. This program has developed into a continual activity over a period. Every Saturday, students and two staff members visited the Apla Ghar Foundation to teach children digital literacy skills. During the process, the children and teachers developed bonds of affection. They experienced the severity of the suffering and the seriousness of the problem intimately.
- 2.Furthermore, in partnership with the NGO Santulan, the college organized a Value Education Camp for Mine Workers' Children Schools at Wagholi, Pune, benefiting 110 boys and 90 girls. This initiative aimed to imbue young minds with moral values, fostering ethics and empathy vital for personal and social growth.
- 3.MMCC's commitment to empowering young women was evident in the Nirbhay Kanya Abhiyan, which provided expert guidance on health, hygiene, mental wellness, and self-defense, instilling fearlessness and self-reliance in girl students.
- 4.The institute is resolute in bridging the gap between theoretical knowledge and practical application by exposing students to the realities and economic disparities prevalent in society. The college conducted the Rihe Camp at a government primary school, engaging 55 students from Rihe village. This initiative focused on moral values, nurturing ethical consciousness, and civic responsibility among young learners.

Evidence of Success:

The college evaluated the impact of community involvement programs based on stakeholder feedback. Students indicated improvements in attitudes, social skills, initiative, leadership, and resilience. The teachers who took part shown enhanced empathy and social awareness. Beneficiary schoolchildren reported considerable benefits.

Problems Encountered and Resources Required:

Adapting to changes in academic calendars and examinations presented difficulties in time management and coordination. The variety of courses made it difficult to select appropriate programs. Students balanced study plans, assignments, and exam preparation. Prioritization, scheduling, and support from teachers were critical to success.

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

7.3 Institutional Distinctiveness**7.3.1**

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

Response:

MMCC stands as a beacon of commitment to the motto "Welfare of Masses", a dedication that has propelled us to achieve a distinctive reputation in the state of Maharashtra. The college prioritizes and focuses on various areas of service to ensure the well-being and progress of our community, with a particular emphasis on education and social development.

Following are the various facets of the Institute's performance, highlighting the efforts in delivering quality education, fostering social development, and reaching out to marginalized communities for the motto of 'Welfare of Masses'.

Admissions and Financial Assistance: At the core of our institution's mission is the pursuit of empowerment of students and educational equity. The college firmly believes that talent knows no economic boundaries. To this end, we have developed a comprehensive system for admitting students of high caliber, especially those from economically weaker backgrounds. We offer fee concessions and flexible installment plans to alleviate the financial burden on students, a strategy that has gained even more significance in the face of the economic challenges posed by the pandemic and made quality education more accessible to students from diverse socio-economic backgrounds.

Online and On-Campus Learning: The COVID-19 pandemic forced educational institutions across the world to adapt quickly to new modes of instruction. MMCC was no exception. In response to the crisis, we swiftly transitioned to a hybrid model of education, providing both online and on-campus lectures. We also bolstered our e-content resources, ensuring that students had uninterrupted access to learning materials. This adaptability and commitment to maintaining the quality of education during challenging times have been critical to our institutional performance.

Regional Outreach: In our commitment to the welfare of the masses, the college has extended its reach to students from remote and underprivileged regions. Specifically, we have actively sought out and admitted students from rural areas in Marathwada and Pune regions, with limited educational opportunities. By providing these students with access to higher education, we aim to uplift their communities and contribute to regional development.

Social Development Initiatives: MMCC does not limit its impact solely to education; we actively engage in social development initiatives. One of our significant endeavors is the NSS, which operates in association with local bodies, including the Municipal Corporation. The NSS students, under our guidance, have played a vital role in various social development projects, including cleanliness drives, health camps, and awareness campaigns. These initiatives have not only improved the lives of local residents but also enriched our students' sense of social responsibility and community engagement.

One notable achievement in this regard is our association with the 'Karmaveer Bhaurao Patil Earn and Learn Scheme,' funded by the Student Development Cell of the University. Our institution received a grant of Rs 1,78,218 under this scheme, benefiting the students. This program serves as a beacon of hope for students who need financial support to pursue their education. It exemplifies our dedication to ensuring that education remains accessible to all, regardless of financial constraints.

Capacity Building and Collaboration: Recognizing the importance of sharing knowledge and resources, our institution has gone the extra mile to facilitate other colleges in their efforts to establish and strengthen quality processes. The college has conducted various workshops to assist for improving their educational standards and quality.

Community Engagement: In addition to our primary educational initiatives, we actively collaborate with local organizations and underprivileged communities. On International Women's Day, our faculty members visited the 'Jivhala Foundation,' a residence for twenty-five girls, many of whom are daughters of marginalized laborers with limited or no prior exposure to formal education within their families. During the visit, we distributed educational resources and interacted with the girls to encourage and empower them to view education as a pathway to improving their lives.

We furthered our community engagement efforts by hosting the 'Eklavya Foundation,' a dedicated organization focused on the upliftment of tribal communities. Our institution played a pivotal role in advising individuals affiliated with this foundation on diverse career paths, underscoring the significance of education in both personal growth and community advancement.

Our institution's two-decade-long partnership with 'Mamta Baal Sadan Kendra' serves as a prime example of successful collaboration. This enduring alliance has not only enriched the lives of the Kendra's children but has also demonstrated a clear path for the effective operation and performance of both organizations. Each year during the Diwali vacation, we warmly welcome approximately 300 orphans from 'Mamta Baal Sadan Kendra' to our college for a week-long stay. Throughout their visit, we

host a variety of programs and events aimed at fostering their comprehensive development.

Environmental Initiatives: We consider environmental conservation an essential aspect of our dedication to community welfare. Our NSS students actively engaged in a river cleaning campaign titled 'My River My Valentine,' conducted in partnership with the Pune Municipal Corporation and Nehru Yuva Kendra. This initiative not only enhanced the cleanliness and sustainability of the local environment but also fostered a strong sense of environmental stewardship among our students.

Empowering the Marginalized: Our institution's initiatives also reach out to our distinctive priorities through the marginalized segments of society. We organized computer awareness and personality development sessions at 'Apla Ghar,' an orphanage, aimed at equipping the resident children with crucial skills and knowledge. These efforts underscore our steadfast dedication to the welfare and advancement of marginalized communities.

In conclusion, our institution's distinctive priority and thrust on the "Welfare of Masses" encompass a wide array of initiatives and services. From providing financial assistance to students, offering a flexible learning environment during the pandemic, reaching out to remote regions, and engaging in social development activities, our institution has consistently demonstrated a deep commitment to the betterment of society. Through collaboration, community engagement, and initiatives that empower marginalized individuals and protect the environment, we continue to make a significant impact in Maharashtra, ensuring that our institution stands as a pillar of progress and social welfare. Our commitment remains unwavering as we strive to leave an indelible mark on the lives of the masses we serve.

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

5. CONCLUSION

Additional Information :

The College was awarded the Best College Award by the University of Pune in 2009. In 2016, it received the 'Asian and Education Leadership Award' twice from the "Indo-Global Chamber of Commerce, Industries and Agriculture" for its commitment to providing quality education. Furthermore, the college magazine, 'Urmi,' was recognized as the third-best magazine by Savitribai Phule Pune University for the Academic Year 2019-20.

The college actively participates in and organizes various social and community outreach programs. These initiatives include 'My River My Valentine' in collaboration with Nehru Yuva Kendra to ensure environmental cleanliness, providing personality development and computer awareness programs for children at an orphanage, conducting surveys as part of the Unnat Bharat Abhiyan project, recognizing students' efforts as COVID warriors in helping Pune Municipal Corporation during the pandemic, promoting national integrity through events like the 'Walk of Unity,' and showcasing regional art through 'Maharashtrachi Lokdhara,' among others.

The college hosts several centers and clubs such as the IIRS-ISRO nodal center, Competitive Examination Guidance Center, Electoral Literacy Club, Green Club, Extra Mural Studies, Priyadarshini Yuvati Manch (for gender sensitization), and the Foreign Language Cell. These initiatives aim to cultivate responsible citizenship among all members of the college community. In an independent institutional ranking, India Today MDRA surveys, the college Journalism department is ranked as the 3rd most quality and affordable program in the country.

As a result of these collective efforts, students and alumni of the college have been honored with the state highest prestigious awards such as the '*Shiv-Chhatrapati Award*', '*Khashaba Jadhav Gold Medal*', gold medals at '*Khelo India*,' and has legacy of state's prestigious '*Purushottam Karandak*' awards for dramatics, showcasing the institution's commitment to excellence. Further, the College takes pride by having its alumni playing in the Indian National Cricket team.

Concluding Remarks :

The college aligns its vision and mission with the objectives of higher education in India, striving to offer quality education under its motto, 'Welfare of Masses,' particularly targeting underprivileged students from the Marathwada region through effective practices and initiatives.

The Institute employs participatory and decentralized governance, it engages all stakeholders to enhance its efforts in delivering quality education, focusing on skill-based learning and value education.

For effective implementation of a 'choice-based credit system,' the college has designed academic programs to foster continuous comprehensive evaluation for delivering quality education. It provides remedial and experiential learning opportunities through interactive sessions utilizing the latest ICT facilities.

The college prepares students for participation in 'Avishkar' (State Level University Research Competition) and encourages creative and critical thinking through various platforms; the college also supports faculty members' professional development.

The college provides a modest requisite infrastructure and up-to-date ICT facilities to the students, the college ensures inclusivity and access to online resources for all. It fosters a safe and secure environment, embodying the MMCC family culture.

The college takes efforts to mentor, counsel & prepare students for curricular, co-curricular, extracurricular, sports, and extension activities that have witnessed successful students and alumni over the years.

The college extends financial support and assistance to underprivileged students, enabling deserving students to pursue education and eventually achieve success. Through its best practices and distinctive social and community outreach programs, the college has established a prominent presence in Pune, a city renowned for education.

For nearly four decades, MMCC has been relentlessly making its contribution for Nation Building through academic excellence and holistic education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification : 137 Answer After DVV Verification :102</p>																				
1.2.2	<p><i>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</i></p> <p>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</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>3582</td> <td>2907</td> <td>2608</td> <td>2088</td> <td>1354</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>2845</td> <td>2779</td> <td>2608</td> <td>2088</td> <td>1354</td> </tr> </tbody> </table> <p>Remark : Input changed as per given proofs.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	3582	2907	2608	2088	1354	2022-23	2021-22	2020-21	2019-20	2018-19	2845	2779	2608	2088	1354
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2022-23	2021-22	2020-21	2019-20	2018-19																	
2845	2779	2608	2088	1354																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 1481 Answer after DVV Verification: 703</p> <p>Remark : Input changed as per given proofs.</p>																				
2.1.2	<p><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></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</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>747</td> <td>730</td> <td>657</td> <td>625</td> <td>563</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	747	730	657	625	563										
2022-23	2021-22	2020-21	2019-20	2018-19																	
747	730	657	625	563																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
731	717	635	625	563

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1156	1155	1177	1178	1178

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1156	1155	1177	1178	1178

Remark : Input changed as per given proofs.

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
89	89	89	82	82

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
89	89	89	82	82

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

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

Answer before DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1250	1285	1302	1080	1216

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1250	1285	1300	1080	1216

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.5	0	0	0	0

Answer After DVV Verification :

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

Remark : Input changed as per given proofs.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	4	3	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	05	4	3	08

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

29	30	10	18	17
----	----	----	----	----

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	02	04	04

Remark : Input changed as per proofs.

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
90.54	49.92	56.17	83.68	132.65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21.25	2.38	1.95	2.54	6.29

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
284	155	166	126	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
233	155	83	89	52

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1027	1136	1208	996	1061

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1027	1136	1208	996	1061

Remark : Input changed as per given proofs.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	39	3	1	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
58	24	03	01	06

Remark : Input changed as per given proofs. Only qualifying certificates are considered.

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
31	53	2	23	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	20	2	22	14

Remark : Input changed as per given proofs.

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
28	39	37	29	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	12	7	12	9

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	10	3	19	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	00	2	2

Remark : Input changed as per given proofs.

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
46	34	34	76	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	12	10	04	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
12	5	2	23	13

Answer After DVV Verification :

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

Remark : 6.3.3.1. changed as only FDP's ≥ 5 days are counted. 6.3.3.4 Input changed as per data given in IIQA.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 101 Answer after DVV Verification : 100</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</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>76</td> <td>76</td> <td>75</td> <td>70</td> <td>74</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>75</td> <td>75</td> <td>74</td> <td>69</td> <td>73</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	76	76	75	70	74	2022-23	2021-22	2020-21	2019-20	2018-19	75	75	74	69	73
2022-23	2021-22	2020-21	2019-20	2018-19																	
76	76	75	70	74																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
75	75	74	69	73																	