SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MAHARASHTRA EDUCATION SOCIETY'S MAHARASHTRA UDAYAGIRI MAHAVIDYALAYA

SOMNATHPUR VILLAGE, NANDED ROAD UDGIR, DIST LATUR 413517
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1962, Maharashtra Education Society's Maharashtra Udayagiri Mahavidyalaya Udgir is celebrating its **Diamond Jubilee in the year 2022**. The institute is a regular, co-education, grants-in-aid and affiliated college to the Swami Ramanand Teerth Marathwada University, Nanded. The College is located in the rural area on the 36 acres of congenial campus at Somnathpur village, Udgir Dist. Latur in Maharashtra State . The NAAC awarded the College with 'A' Grade in the Cycle 2. The College received the honour of hosting the historic event in the Diamond Jubilee Year- **95 th Pan India Marathi Literary Festival** in April 2022 which usually has more than 200000 participants.

Motto: Karma che Dole Dnyan | Te Nirdosh Ho ave '' (*Dnyaneshwari* :9/350)

 This motto means "Faultless *knowledge, devoid of ego and selfishness, shall come to us, for knowledge is the reason of our action* ''. (*Dnyaneshwari* :9/350) The motto is taken from the Maharashtra Saint Dnyaneshwar. The emblem embodies within it an open book, a bloomed cotton-ball and a cogged wheel.The symbol of emblem comprises the book of knowledge, representing the college, is laid open for the future generations of Marathwada to pore over and to gather the gleanings and to take home the cotton-bolls, the harvest of quality education.

Vision

"To fill the Brains with High Thoughts, the Highest Ideals, Place them day

and night before you and out of that will come Great Work".

Mission

"To offer Meaningful, Purposeful and Useful Education to enhance

Human Potentialities for the Development of Self and Society".

Goals and Objectives :

1. To spread quality education, in general, and to impart instruction in any branch of knowledge, wherever and whenever feasible, to raise the educational standards of the students belonging to the rural areas.
2. To implement and instruct different educational plans, undertaken by the government, which are relevant to the regional and the national needs.
3. To introduce job oriented, career oriented and need based courses as and when the situation demands.
4. To create awareness among students about the existing socio-economic problems of the country.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Quality Teacher Profile

Sports and Games Achievements

Clean and Green 36 acres of Campus

Five Language Departments

Well Equipped 17 Laboratories

Indoor Stadium

A spacious playground

'Women's Hostel'

Special Author Literary Festival

84% Teaching Staff with Ph.D

11 Post Graduate Departments and 6 Ph D Research Centers

Girl and Reservation Students Enrolment

Student Support Depts - NSS/NCC etc.

Well equipped Gymnasium

Student Centric Teaching

Top College in Sports Achievements in the University

Decentralized administration

Participative Work Culture

Democratic Management

IQAC

Institutional Weakness

Over Regulated, Under funded by Govt

Away from Industrial Set up

Insufficient Government Grants

Lack of Distance Mode of Education

Affiliated status

Located away from the main city.

Institutional Opportunity

Autonomous Status

New Education Policy Provisions

Introducing new job and skill-oriented courses

A Private University Status

To increase collaborations with different institutes

 Non-conventional resources of energy

To start post-graduate Courses in select subjects

To construct Principal's Residence

Institutional Challenge

Globalisation of Higher Education

Over Regulated and Under Funded by Government

Location in Draught Prone Rural Area

Traditional Nature of Programmes

Placement and Campus Interviews

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion I: Curricular Aspects:

The College, established in **1962** and accredited by NAAC with **A grade** in Cycle two, is affiliated to Swami Ramanand Teerth Marathwada University Nanded and recognized institute under 2 F and 12 B of the UGC. The institution offers four undergraduate programmes: B.A., B.Com., B.Sc. and B.C.A. There are **11 post graduate programs** out of which 2 are grants-in-aid (Marathi and English) and 9 self-financed. There are **06 research centers of Ph.D**.in Marathi, Chemistry, Geography, Hindi and Urdu and Physics.

 The college follows the **100% CBCS** at UG and PG level. The effective curriculum delivery ensures the holistic development of students by sensitizing students to cross-cutting issues such as gender, environment, sustainability, human values and professional ethics through its curricular and co-curricular activities.

- The students undertake project reports as well as participate in quizzes, competitions, debates, mock-interviews, workshops and seminars to hone their academic skills.
- The College offers 21 programmes in total including UG,PG and Ph D programmes.
- The **12 Certificate Courses -with 864 enrolments in current year-** are available including Communication Skills, Spoken English, Geographical Information System and Soil Quality Testing etc-which offer academic flexibility to the UG and PG students.
- Eighteen courses out of the total courses include experiential learning through **project work/field work** at UG and PG level. Project and fieldwork was completed by 551 students (36.68%) in the latest completed year.
- The **feedback on curriculum** is regularly collected, analyzed and the suggestions of the stakeholders are forwarded to the University for further action.
- The **100% of the teaching staff** contributes in at least one of the academic bodies and panels of the university such as – Academic Council , BoS, setting of question papers for the design of curriculum and assessment process of the University.

For the smooth and effective delivery of the curriculum, the College follows a systematic academic policy and planning in co-ordination with the IQAC for preparation of academic calendar and timetable, departmental meetings, assignment of workload, academic diary and use of ICT.

Teaching-learning and Evaluation

Criterion II : Teaching -learning and Evaluation

The admission process of the college is a transparent system complying with the SRAs. After admission, the **Induction Programs/ Welcome Functions** are organized for the students.

- Currently, the College has **14 Professors**, 14 Associate Professors and 21 Assistant Professors.
- The total intake capacity for **reservation students** of the college is 1635 and 885 reservation students admitted in the current year.
- Student: full time teacher ratio for the current year is 30:1.
- Ratio of students to **mentor** for academic and other related issues is also 30:1.
- Average percentage of **full time teachers** against sanctioned posts during the last five years is 82.2 %.
- Average percentage of full time **teachers with Ph. D.** during the last five years is **83.72%**.
- **Total teaching experience** of full time teachers in the college is **796 years** with an average of 15.92 years per teacher.
- **Average pass percentage** of final year students during last five years is **80%.**

The students are imparted with the **NET/SET and MPSC/UPSC coaching** and guidance. Teachers are proactive in interactive techniques that engage students in HOTS and new teaching methods as per our policy document.

The **IQAC reviews the teaching learning** and evaluation through various quality initiatives. The initial assessment of students' learning levels through the basic test of competence, previous exam performance and teacher observance helps in categorizing the **activities for the Advanced and the Slow learners.** The activities for the slow and advanced learners are conducted accordingly.

The **ICT tools** for learning are inevitable in the context of COVID-19 pandemic and they have made learning more individualized, creative and dynamic.

Quality Teacher Profile is our institutional distinctiveness in terms of their qualifications, characteristics, experience, availability, up-datedness and recognition of teaching abilities.

Learning Outcomes are drafted by the teachers and stated as POs and COs to communicate to the students at the outset of each course.

Student Satisfaction Survey is a direct indicator of the effectiveness of teaching learning in the college enabling identification of the strengths of teaching as well as the possible improvements.

Research, Innovations and Extension

Criterion III: Research, Innovations and Extension

The 'Research Culture' is strengthened owing to the assiduous research centers, adequate resources available, encouraging active research involvement of research guides and scholars resulting in an effective innovation ecosystem. The **Research Promotion Policy** is a framework document for research activities of the college. Required infrastructure in terms of space and equipment and support facilities are made available to students and teachers on the campus for undertaking research.

- The College received 87.51 Lakhs grants from Government and non-governmental agencies for **research projects** during the last five years.
- Currently 52 % teachers are **recognized research guides** of the affiliating university for Ph D.
- The teachers published **223 books and chapters** in edited volumes and papers published in conference proceedings during the last five years.
- **Total 195 extension activities** are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
- The college has **42 functional MoUs** with institutions, other universities, industries, corporate houses etc. during the last five years.

The college provides support in terms of financial, academic and human resources required to submit research proposals and attend conferences, seminars and membership of professional bodies. The college conducts workshop/seminars on Intellectual Property Rights (IPR) periodically.

The research festival 'Avishkar' activities are funded by the college to foster an academic research aptitude among the students. The essential research facilities like books, laboratories, computer, internet, equipment and space are provided by the college.

The college has entered into the **functional MoUs and collaborations** with different institutions. The entire Udayagiri family is quite conscious in handling their social responsibility through different cells and committees, student clubs, NSS and NCC developing sensitivities towards community issues, gender disparities, social inequity etc. and in inculcating values and commitment to society.

Infrastructure and Learning Resources

Criterion IV: Infrastructure and Learning Resources

The college is located on the land of **36 acres c**omprising 112 rooms and a lot of open space for playground, grassland, garden and forestry. The adequate infrastructural facilities are available and augmented on regular basis.

A three-storied **Women's Hostel** is constructed with a capacity of 100 students. In addition to this, the ICT facilities and other learning resources are adequately available in the institution for academic and administrative purposes. ICT halls, one big stack room to the library and wash rooms for students are newly built.

- Departments of Sciences and Social Sciences have total **17 laboratories attached** to the department offices.
- Average percentage of expenditure, excluding salary for **infrastructure augmentation** during last five years is 49.61.
- Average annual expenditure for **purchase of books**/e-books and subscription to journals/ejournals during the last five years is 2.3 Lakhs.
- **Student - Computer ratio** for the latest completed academic year is 17: 1.
- Bandwidth of internet in the Institution currently with broadband connection is **300MBPS** .
- Average percentage of expenditure incurred on **maintenance of infrastructure** -physical andacademic support facilities- excluding salary component during the last five years is **48.35 Lakhs**.

There is an open-stage with a capacity of 1500 students as well **an auditorium** with a capacity of more than 700 students. Computer and internet facility is provided to all the departments with access to Wi-Fi. The **girl's common room** is with a wall mounted television. There are two generators with 15 KV each and several UPS for electricity and computers back up. Safe RO filtered drinking water is made available for one and all.

Automation of **library** using the ILMS, use of e-journals and books, more than 1,42,000 books in the library enable students to acquire information, knowledge and skills required for their programs.

A provision of expenditure in the budget is made annually for maintenance and replenishment of physical facilities. The college promotes the optimum use of the infrastructure through the periodic survey.

Student Support and Progression

Criterion V : Student Support and Progression

Student support facilities of our college facilitate students' holistic development and progression in curricular and co-curricular aspects of students. Facilitating mechanisms like **competitive exams guidance cell, spoken English,** grievance redressal cell, Anti-ragging Committee, library, sports and extension activities facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment.

Students are benefited through **scholarships, freeships** sponsored by central and state government and the college. The College has constituted **Grievance Redressal Cell**(examination, ragging, sexual harassment etc) which is proper functioning to redress the grievances.

- **Capacity building and skills enhancement initiatives** taken by the institution include the Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene) and ICT/computing skills.
- The College has a transparent mechanism for timely redressal of student grievances including **sexual harassment and ragging cases**.
- The outgoing **student progression** to higher education - UG to PG and PG to Ph D during last five years is **1089 students.**
- Our Students bagged **300 awards/medals** for outstanding performance in sports/cultural activities at university/state/national level during the last five years.

- Student Council is formed as per the directives of Maharashtra Government ,University Act 1994 clause 40. The student council is formed on the basis of last academic performance of the students.

The Competitive Exams Guidance Cell, **Remedial Coaching** services are rendered to the students. The annual social gathering is a hub for the students to come out with all their dormant skills by participating in all the activities and learning several skills.

The registered **Alumni Association** contributes financial and non-financial ways for the development of the college. The outcome of the students learning is one of the strengths of the college with university toppers in UG or PG. Effective mentoring is beneficial for students. Brilliant records in games, sports, cultural activities, research festivals, academic, debates, elocution competitions, NSS and NCC have encouraging impressions on the other students.

Governance, Leadership and Management

Criterion VI: Governance, Leadership and Management

The college thrives, through its efficient governance and dynamic leadership to achieve not only the **vision, mission and goals** of the institution but also in building a dynamic organizational culture. The GB, CDC and IQAC co-ordinate for the academic and administrative planning and implementation through **decentralized, democratic and participative management.**The CDC is formulated and functions as per the Maharashtra Public Universities Act 2016.

There are established systems for the **recruitment, performance appraisal** and planning of professional development programs for the teaching and nonteaching staff. The **Internal Quality Assurance Cell** is quite functional, monitoring the functioning of the college and suggesting measures for necessary quality enhancement.

The HoDs synchronize with the other members of the department to plan the academic calendar displaying the activities and executing it. The staff is promoted to advance in their career by attending refresher, orientation and short term courses etc.

- The institution has effective welfare measures for teaching and non-teaching staff.
- Twenty percentage of teachers are provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years.
- 95 percentage of teachers underwent online/ face-to-face Faculty Development Programmes (FDP)during the last five years.
- E-governance is implemented partially in areas of Administration. Examinations, Finance and Accounts, Student Admission and Support.

Systematic **feedback from the students** and other stakeholders is collected, analysed and action taken report is available on website. A student's satisfaction survey is taken through feedback. A Performance Based Appraisal System is filled by all the faculties and non teacing staff at the end of the year.

Budgeting and optimal utilization of finance as well as mobilization of resources are regular practices of the

college. There is transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular audit by CA. The IQAC is aimed at continuous improvement of quality and achieving academic excellence. **Academic and Administrative Audit** is done by the university and the financial audit is done by the Chartered Accountant whereas external audit is done by the Joint Director, Government of Maharashtra.

Institutional Values and Best Practices

Criterion VII : Institutional Values and Best Practices

The College displays **sensitivity to the environmental issues**, energy conservation, rain water harvesting, waste recycling through its activities and facilities.

The College organizes activities such as Swachh Bharat Abhiyan, International women's day, Blood donation camps etc. for the **promotion of universal values**, human values, and national integration. The college observes the national festivals , birth and death anniversaries of great personalities.

- The College campus comprises rainwater harvesting unit and bore well recharge pit. The college conducts a **green audit,** energy audit. The College observes **No Vehicle Day** and restricted entry to vehicles.
- The College implemented security and safety measures such as **CCTV cameras** and 24 hours **security personnels** in the campus. For girls a separate common room facility is available on the campus, which comprises First Aid Box and Sanitary Napkin Vending Machine and bedding facility for sick person.
- The College library has **separate reading room** for girl students. The college periodically conducts **Gender Audit**. Women Redressel Cell and Anti-Harassment Committee are functional for the girls. The college organizes gender sensitization and equity promotion programmes.
- As an evidence of the success of our Best Practice- **Annual Literary Festival**, the College received the honour of hosting the historic event in the Diamond Jubilee Year- **95 th Pan India Marathi Literary Festival** in April 2022 which usually has more than 200000 participants.

Quality Teacher Profile is one of the priority and thrust areas for this assessment period as the Institutional Distinctiveness**.** Our institution is recognized for the quality teacher profile which make it '*distinct*', or, one of its kinds. This attribute characterizes the institution and is reflected in all its activities in focus and practice. This is a distinct attribute of our college in terms of teachers' qualifications, characteristics, experience, availability, up-datedness and recognition of teaching abilities.

The two best practices of the college chosen out of the several quality initiatives during the Cycle 3 assessment period(2016-2021) are: **'Special Author Literary Festival'** and the second one is - '**Sports for Holistic Development: Sound Mind in Sound Body'.**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHARASHTRA EDUCATION SOCIETY'S MAHARASHTRA UDAYAGIRI MAHAVIDYALAYA
Address	Somnathpur Village, Nanded Road Udgir, Dist Latur
City	UDGIR
State	Maharashtra
Pin	413517
Website	www.mumu.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	R.r. Tamboli	02385-295545	8208246558	02385-256052	iqacnaac21@gmail.com
IQAC / CIQA coordinator	Kamlakar Gavane	02385-295546	9421694801	02385-295547	kamlakargavane@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

Date of establishment of the college	22-06-1962

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Swami Ramanand Teerth Marathwada University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	03-05-2012	View Document
12B of UGC	03-05-2012	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				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes autonomydoc_1636640619.pdf
If yes, has the College applied for availing the autonomous status?	No

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	Somnathpur Village, Nanded Road Udgir, Dist Latur	Rural	36	11169.32

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts	36	HSC	Marathi	660	334
UG	BCom,Commerce	36	HSC	English,Marathi	360	291
UG	BSc,Science	36	HSC	English	660	499
UG	BCA,Computer Management	36	HSC	English	240	68
PG	MA,Marathi	24	BA	Marathi	160	34
PG	MA,Hindi	24	BA	Hindi	160	21
PG	MA,English	24	BA	English	160	55
PG	MA,Urdu	24	BA	Urdu	160	14
PG	MA,History	24	BA	Marathi	160	29
PG	MA,Sociology	24	BA	Marathi	160	20
PG	MA,Geography	24	BA	Marathi	160	18
PG	MA,Economics	24	BA	Marathi	160	10
PG	MSc,Computer Management	24	BSc	English	60	13
PG	MSc,Chemistry	24	BSC	English	66	66

PG	MSc,Dairy Science	24	BSc	English	60	24
Doctoral (Ph.D)	PhD or DPhil,Marathi	84	MA	Marathi	1	1
Doctoral (Ph.D)	PhD or DPhil,Hindi	84	MA	Hindi	1	1
Doctoral (Ph.D)	PhD or DPhil,Urdu	84	MA	Urdu	1	1
Doctoral (Ph.D)	PhD or DPhil,Geography	84	MA	English,Marathi	2	2
Doctoral (Ph.D)	PhD or DPhil,Physics	84	MSc	English	1	1
Doctoral (Ph.D)	PhD or DPhil,Chemistry	84	MSc	English	1	1

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				14				14				32
Recruited	13	1	0	14	14	0	0	14	17	4	0	21
Yet to Recruit				0				0				11
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				66
Recruited	38	2	0	40
Yet to Recruit				26
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	13	1	0	12	0	0	12	4	0	42
M.Phil.	0	0	0	2	0	0	0	0	0	2
PG	0	0	0	0	0	0	5	0	0	5
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	19	24	0	43
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	690	2	0	0	692
	Female	499	2	0	0	501
	Others	0	0	0	0	0
PG	Male	136	30	0	0	166
	Female	128	4	0	0	132
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	5	0	0	0	5
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Certificate / Awareness	Male	251	0	0	0	251
	Female	265	0	0	0	265
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	190	157	173	217
	Female	143	136	105	142
	Others	0	0	0	0
ST	Male	21	14	8	18
	Female	7	9	10	14
	Others	0	0	0	0
OBC	Male	288	234	284	319
	Female	198	204	182	209
	Others	0	0	0	0
General	Male	334	314	381	396
	Female	282	282	277	356
	Others	0	0	0	0
Others	Male	23	15	59	0
	Female	16	10	14	0
	Others	0	0	0	0
Total		1502	1375	1493	1671

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinarity/ Interdisciplinarity: * As envisaged in the NEP 2020, our Institute currently offers CBCS for all the 100% programmes at UG and PG level. And almost all courses have interdisciplinary chapters integrated into the curriculum. The faculty from the different departments interacts with the students on the interdisciplinary chapters. * We offer 12 certificate courses open for all students across all disciplines- humanities, social sciences, life sciences and material sciences. These are add on certificate courses available to all students. * The CBCS system synthesizes and harmonizes links between disciplines into a coordinated and coherent holistic approach to

	resolve real world problems, to provide different perspectives on problems through the academic flexibility. *In our curriculum delivery mechanism, multidisciplinarity does not challenge or transcend conventional disciplinary boundaries, but rather students work on distinct aspects of the common undertaking within the context of theor own disciplinary base, providing a different perspective on the problem or issue. *From the perspective of our institute, multidisciplinarity does refer to the ability of the students to access courses taught by disciplines outside their area of study.
2. Academic bank of credits (ABC):	Academic Bank Of Credits (ABC): * Our institute aspires at the ABC, as the Banking Model, a bag of immense opportunities for our rural students. Ours is an affiliated college located in rural area. * The ABC will help us in minimizing the dropout rate and offering flexibility to the local needs of our rural students. *We are prepared to accept and implement the ABC for our students. It is a great opportunity to our students if credits awarded to a student for one program from an institution may be transferred or redeemed by another institute . * Credit transfer is the key to successful study mobility for rural girl-students, who marry midway usually during their graduation. The ABC will be a boon to these girl-students. * The ABC will offer us online centralized system, credit accumulation and enable student mobility. * Academic flexibility is a direct benefit of the ABC which allows student to choose own learning path with multiple entry and multiple exit. This will be advantageous to our rural students as a model of anytime anywhere learning. We welcome it for it allows student to study at their own pace and offers transperancy in curriculum delivery.
3. Skill development:	Skill Development: * We offer currently mandatory SECs-Skill Enhancement Courses across all UG programs. BA English - Skills for Employability, Life Skills BA Hindi - Hindi Skill Development BA Marathi- Letter writing, News Writing, Advertising BA Urdu- Translation Skills BA Economics- Cashless Transactions, Financial Literacy BA History - Tourism , Appreciation of Indian Art BA Political Science - Election Management, Political Journalism, Good Governance, Democracy BA Public Administration- Rural Development ,e-devices for administration B Com- E- insurance,Auditing, Tally

	B SC -Botany- Medicinal Plant product Preparation Skill, Fungal Biomas Production, Floriculture, Bioinstrumentation B Sc Chemistry- Food Processing and adultaration, Preparation of solution and its standardisation B Sc -Computer Science- PC Installation and Networking, Programming in SCILAB B SC Mathematics- MATLAB B Sc Physics- Electrical Measurements, Renewable Energy and Harvesting B Sc Zoology- Urinology, Haematology. * Our Skill Enhancement Courses- SECs- focus on life skills, problem solving skills, critical thinking, scientific vigor to meet the challenges of the times ahead. * We have adopted a learner centric approach while focusing on experiential and lifelong learning, vocational education focusing on HOTS besides besides LOTS as the new teaching methods in our curriculum mechanism. *We envisage a renewed focus to promote creativity and curiosity among young minds to make the curriculum of college more skill-oriented , thereby, leading to a transformation of our youth into tangible global resources. * Skill Development is a significant driver by improving employability and inclusive growth. It facilitates a cycle of high productivity, increased employment opportunities, income growth and overall development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Appropriate Integration of Indian Knowledge Systems: * We have already integrated some of the NEP 2020 Provisions relating to promotion of Indian Languages, Arts and Culture into our innovation ecosystem. Here we summarize : * Provision in NEP Para 4.27: "....Indian Knowledge Systems will be covered and included in mathematics...." Our Preparedness: We offer a " Certificate Course in Vedic Mathematics" In the Current academic Year 150 students completed this course. * Provision in NEP Para 22.1: "....reading the classical literature of India, practising Yoga and meditation, being inspired by Indian philosophy, participating in India's unique festivals....The preservation and promotion of Indias cultural wealth must be considered a high priority for the country." Our Preparedness: Our department of History currently offers a course on 'Appreciation of Indian Art and Culture'. Five language departments- Marathi, Hindi, English, Urdu, Kannada- have classical literature of India into their core syllabi. We celebrate uniquely the festivals- Ganesh Chaturthi,

	Raksha Bandhan, Makar Sankranti in the college. Indian Philosophers are included in almost all subjects in the theory of 'thought' course. *Provision in NEP Para 22.4 : " Language , of course, is inextricably linked to art and culture....in order to preserve and promote culture, one must preserve and promote a culture's languages." Our Preparedness: We have Ph D Research Centres for Marathi, Hindi and Urdu. Five Language departments offer post graduate courses which include language skills and literature courses. * Provision in NEP Para 22.7 : "....Additionally, there has been a severe scarcity of skilled language teachers in India, despite various measures being taken." Our Preparedness: Our five language departments have the ratio of 90% full time teachers to the vacant sanctioned posts. Language teaching is now more experimental with HOTS approach . Spoken Urdu, Anuvaad, Spoken English courses are available for students.
5. Focus on Outcome based education (OBE):	Focus on Outcome Based Education (OBE) * Our institute has a committee for Outcome Based Education (OBE). The college follows the curriculum designed by afiliating university. This curriculum has well defined POs and COs. * The College faculty draft the COs for the courses which are not provided in the syllabi of the university following the Bloom's Taxonomy. The POs and COs of all programs are stated and displayed on the college website. * The 15 teachers represented on Academic Council, and BoS as member and chairperson integrate OBE principles while designing the syllabi at university level. * At the time of admission and at the outset of each semester teachers communicate POs and COs to the students. Course Exit Survey and Program End Survey are conducted to assess the attainment of POs and COs.
6. Distance education/online education:	Distance Education/ Online Education: * We currently do not offer any programme on distance mode. * But Online Education is indispensable part of our curriculum delivery system now. Corona Pandemic adversity was utilized by our institute as an opportunity to go for online mode. Almost all teachers use ICT for online teaching. * The students and teachers are techno-friendly and prefer innovative tools for teaching learning. Besides the traditional methods and tools of teaching, the faculty members use ICT tools such as MOODLE, LMS

	(www.mumu.gnomio , www.kamalakargavane.xeted.com) , Video lectures, Video Conferencing, television, Google Meet, Zoom, Whats App etc. * A Fifteen Day FDP was organised for staff by the IQAC on Online Teaching . It is our experience that online teaching learning is inevitable now. The ICT tools have made online education more individualized, creative and dynamic.

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
377	377	377	377	377

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
21	21	21	21	21

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1502	1375	1493	1671	1654

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1635	1633	1633	1633	1633

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
435	384	380	445	387

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	50	50	49	46

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
60	60	60	60	58

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 25

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
49.80	97.57	106.16	103.49	117.95

4.3

Number of Computers

Response: 87

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Effective Curriculum Delivery Mechanism:

The Curriculum Delivery Cycle of our College comprises mainly three stages:

A) Curriculum Delivery Planning:

i) Effective planning is prelude to our effective curriculum delivery. The IQAC has a **policy document on effective curriculum delivery** and teaching learning review. A comprehensive **Academic calendar** is prepared covering almost all academic activities.

ii) In the first week of the academic year, Principal addresses the meeting of staff to convey the blueprint for the effective curriculum delivery.

iii) **The departmental meetings** are held periodically with the agenda of curriculum planning and academic calendar. The teaching commences as per academic calendar prepared by the IQAC after several rounds of meetings.

iv) The annual **academic committees** are revised as per the needs including the statutory committees. The Sports, NSS, NCC, Women Development Cell and other committees of the college prepare their annual plan for **co-curricular and extension activities.**

v) The time table committee prepares the master time table based on the individual and department timetables. The time table for all the programs is communicated to the students.

B) Curriculum Implementation:

vi) Our curriculum comprises the alignment of the syllabi prescribed with the vision and mission of the college, co-curricular activities, values education aiming at the holistic personality development of the students. The teachers communicate the **course outcomes and the program outcomes** to the students at the beginning of each semester.**Teachers** maintain the record of daily teaching and teaching plans in the **Teachers' Diary.**

vi) The **student centric teaching methods** such as-Projects, GDs,mock-interviews, seminars, quizzes etc. are employed by the faculty to hone the **HOTS**- Higher Order Thinking Skills in addition to the **LOTS.**The HoDs ensure that the faculty members integrate classroom teaching with the **use of ICT tools** and Innovative practices in teaching. Teachers use innovative and student-centric teaching tools and aids.

viii) The curriculum delivery processes comprise the **activities of advanced and slow learners, incorporating cross-cutting issues, extension activities, effective mentoring**, **add on courses, experiential learning, robust formative evaluation,extra curricular activities, sports for holistic development, review and feedback etc.**

C) Curriculum Review and Adjustment:

ix) The IQAC regularly reviews the teaching learning process and it's adherence to the academic calendar through the meetings, the **feedback on teaching and Course Exit Survey etc**. Review for syllabus completion is taken by the Head of the Department and by the Principal periodically. The **feedback on curriculum** is collected from the stakeholders and further analyzed to bring out the suggestions on the curriculum. **Academic and Administrative Audit i**s conducted by the Institute periodically.

x) The problems encountered during the implementation of the effective curriculum delivery are taken into consideration while planning for the next year Curriculum Delivery Cycle. The next year's **consolidated Academic Calendar** is prepared well in advance, taking into consideration the impediments in the adherence to the academic planning.

Thus, our curriculum delivery cycle comprises effective planning, effective implementation, review and adjustment.

For Additional Information: http://www.mumu.edu.in/c1_1_1_1.htm

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Adherence to the Academic Calendar:

i) We plan our work and work our plan. **The academic calendar** of the college is prepared by the IQAC **in line with the university calendar**. It shows plans for curricular and co-curricular activities, holidays, commencement and end date of the semester, tentative dates of university examination and internal evaluation schedule etc. The Calendar comprises the Academic Adherence Report in itself to offer flexibility and adjustment in annual planning.

ii) The Academic Calendar is available on the college website and is **a source of information and planner** for students, parents, faculty, staff, and other stakeholders of the institute. It encompasses all the activities of the institute such as, Administrative, Academic, co-curricular and extracurricular activities.

iii) The academic calendar is then provided to all faculties of the department before the commencement of the semester. Preparation of academic calendar immensely contributes to **timely completion of all the academic activities.** The faculties then prepare detailed individual Teaching plans and academic planner which shows curriculum delivery plan for each course and corresponding execution dates.The academic planner of the teacher generally highlights the unit test, practical, group discussions, seminar, presentations, and projects etc. as per their teaching plans.

iv) **The IQAC** ensures the implementation of the Academic Calendar by arranging **periodical meetings** to monitor activities and implementing gaps are reviewed.

v) **The college examination cell** also adheres to the dates of academic calendar for conduction of term end and internal assessment as well as dates by which the marks need to be submitted online. There is a separate CIE committee for the adherence of internal evaluation.

vi) **The Heads of all the Departments** also prepare their own examination schedule in tune with academic calendar of the College. The Principal of the College addresses the newly admitted students in the Induction Program to make them aware of various facilities, rules and regulations and examination related activities.

vii) **The Principal** regularly conducts meetings of Examination Cell and CIE committee to ensure the timely completion of CIE and examination related activities. It is mandatory for the students and the faculty to adhere to the academic calendar for the completion of CIE.

viii) In each academic year, semester-wise Examination Committee meetings are organized for the better conducting of CIE. The CIE dates are adhered to during each semester. This helps in timely declaration of internal assessment result. **The grievances related to the CIE** are addressed at department level for transperancy.

ix) From the academic calendar of events and calendar for **internal evaluation,** each department prepares its schedule of departmental curricular activities like assessment dates, cocurricular events, field visits, guest lectures, workshops and other extra-curricular activities, seminars, quizzes, project submission, practical journal certification etc.

 x) Academic calendar is strictly followed in the case of **Ph.D. courses** for conduction of course work, pre-viva presentations, assignments, written exam, presentation, synopsis submission by the college.

For Additional Information:http://www.mumu.edu.in/c1_1_1_2.htm

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following

academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 21

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for Additional information	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 43

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
12	10	08	05	08

File Description	Document
List of Add on /Certificate programs	[View Document](#)
Link for Additional information	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 31.38

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
864	527	358	290	326

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

Integrating Crosscutting Issues into Curriculum:

The cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics are integrated into the syllabi indirectly and directly:

A) Gender Issues:

i) The gender issues are integrated through the **curricular and co-curricular activities**. They are also an integral part of the direct implementation of curriculum in the classroom.

ii) Besides, **Women's Development Cell, the Girls' Coordination Committee** organizes gender sensitization workshops, awareness programmes, health camps, guest lectures, day specials, essay competitions, debates, legal awareness workshops, seminars, rangoli competitions, wall posters activities on gender issues. **Gender Audit** is conducted. Anti-ragging and Sexual Harassment committees are statutory and functional on the gender issues.

B) Sustainability and Environmental Education:

iii) A Special Paper of **Environment Studies** is taught through theory and field work projects in all UG final year program to develop environmental awareness amongst the students.

iv) **Environmental awareness** is also created by NSS and NCC Students through tree plantation, water conservation, cleanliness, plastic-free drives etc. No-Vehicle Day is observed. The College has installed a solar power plant and maximized use of LED bulbs to save energy and minimize environmental pollution.

v) The college has the Environment Science Department offering the **undergraduate course in Environment Science.** The issue of climate change is a part of paper in the post graduation studies of **Geography** syllabus. Lectures are arranged for the students and they are taken for field visits, waste water treatment plant, sugar factory, molasses processing plants etc. in the nearby locality. The college is sanctioned a **project to assess the air quality** of this region by the government to the Environment Science department of the college.

vi) **The Environment Day, Earth Day, Ozone Day, Geography Day** are the special occasions to make students aware on the sustainability and environmental education.

vii) The **B. Sc. Environment Science students** trace the atmospheric purity index 'API' of the college campus every year through Lichen studies. The students of **Life Sciences** are taken on seasonal visits to local ecological restoration point, ecosystem, flora and fauna studies. **Botanical Garden and Rare Plants Garden** in the campus is a contribution in itself. Several guests have been invited in the last five years to speak on Environmental Education in collaboration with **'Marathi Vidnyan Parishad' on Environmental education.**

C) Human Values and Professional Ethics:

viii) Human Values and Professional Ethics are already **part of the curriculum** at UG and PG level. Besides, the motivational speeches, workshops, soft skills activities, NCC, NSS activities contribute to these values education.

ix) **Awareness lectures** are arranged for the students by the Bar Association of Udgir. They give the students the details regarding the legal problems of their age. This is referred to as legal literacy mission. The birth anniversaries of great leaders are celebrated along with a talk on that personality.

x) Thus, the institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

For Additional Information: http://www.mumu.edu.in/c1_1_3_1.htm

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 5.25

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	19	23	21

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)

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

Response: 36.68

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

Response: 551

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows: Options:

   1.**Feedback collected, analysed and action taken and feedback available on website**
   2.**Feedback collected, analysed and action has been taken**
   3.**Feedback collected and analysed**

4. Feedback collected

5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 44.73

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1502	1375	1494	1671	1654

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

2020-21	2019-20	2018-19	2017-18	2016-17
3446	3440	3440	3440	3440

File Description	Document
Institutional data in prescribed format	[View Document]

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 52.63

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
885	754	790	923	946

File Description	Document
Average percentage of seats filled against seats reserved	[View Document]
Any additional information	[View Document]

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Advanced and Slow Learners:

A) Identification of Advanced and Slow Learners:

i) The initial assessment of students' learning levels is done through the three different strategies/ methods at the department level

- **The basic test of competence,**
- **Previous exam performance and**
- **Teacher observance**

This identification process helps in planning and implementing the activities for the Advanced and the Slow learners at department level.

ii) At the entry level, slow and advanced learners are identified through the teachers direct observation and the students' marks and achievement in the previous examination. The activities for the slow and advanced learners are conducted accordingly.

B) Activities for Advanced Learners:

iii) **The following Activities are conducted for the Advanced learners-**

- Quiz Competitions
- Group Discussions and Mock Interviews
- Communication Skills Activities
- Soft Skills
- Skill Enhancement Courses
- Project work
- Poetry Recitation
- Story Telling Competitions
- Creative Writing Workshops
- The Departmental Library Books
- 'Avishkar' competition,
- Debates,
- Elocutions,
- Anchoring.
- Active participation in National Seminars/ Workshops
- Student Club activities
- Competitive Examinations Guidance
- NET/ SET Coaching

- Mentoring
- Mathematics Quiz
- Staging a Play
- Entrance Exams Guidance
- Science Exhibition
- SWAYAM -NPTEL online courses.
- Prizes for meritorious students.

C) Activities for Slow Learners:

iv) **The following Activities are conducted for the slow learners-**

- Remedial coaching,
- Spoken English
- Personal counseling,
- Basic English Course
- Practice Tests
- Motivational Speeches
- Mentoring Sessions
- Question Bank,
- Extra Lectures
- Question Paper Solving
- Special and Individual Guidance
- Home Assignments
- Question Bank
- Test/Tutorials
- Departmental Library

v) After organizing special programs for advanced and slow learners these students have shown better performance ; passing percentage has increased, several students have qualified SET/NET and other entrance and competitive examinations in the last five years. Many students have ranked/topped in University ranking and merit list. Students have succeeded in Avishkar Festival.

For Additional Information: http://www.mumu.edu.in/c2_2_2_1.htm

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 30:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Student Centric Methods:

i) Student is at the centre of our organogram symbolizing the centripetal hierarchical force of all our activities. All the teaching -learning activities of the college run mostly as per the policy document on Effective Teaching and Learning developed by the IQAC. This policy includes effective delivery and inculcation of the HOTS- higher order thinking skills- besides LOTS- lower order thinking skills- amongst the students through the student centric innovative teaching methods.

A) Experiential Learning:

- **Educational Tours**
- **Field Trips and Project Works**
- **Practical Sessions**
- **Screening of Films**
- **Excursion and industrial visits**

.**B) Participative Learning:**

- **Innovative Teaching Methods- Collaborative and Cooperative Learning**
- **Special Author Literary Festival**
- **Group Practicals**
- **Sports and Cultural Events**
- **Group Discussion and Mock Interview**
- **NSS and NCC Camps**

ii) During the **youth festival,** the students learn different skills in performing arts by an-expert to train the students in cultural events under the supervision of the teachers . **The literary associations** of the college also arrange lectures after which a question answer session makes the students open their think tank.

iii) **The annual social gathering** is with a list of activities promoting students to develop their critical thinking, creativity and simultaneously maintaining scientific temper.

iv) Every year **several competitions** like rangoli, mehendi, handicraft, cooking, performing, dancing, singing and discussing with the guest give a vent to all their potentialities.

C) Problem Solving Skills:

02-08-2022 04:28:40

v) Debate, elocution, quiz, group discussion, mock interviews, essay writing competitions, poster presentations, science exhibition-all these activities help the students in acquiring problem solving skills .Teachers supervise and endeavor to be models by presenting ideal seminars for all the PG departments.

vi) The projects to be written on a particular subject under the guidance of the mentors in the UG and PG departments make the student's search go through the library catalogue, internet and all the available resources. This makes them researchers in the real sense .

vii) Wallpapers are published every year by a few departments. Audio-visual aids such as LCD projectors, models, charts, maps and films are made available.

viii) In project work students learn the process of collection, analysis and presentation of data. They make use of ICT for preparation of dissertation and theses.

ix) The research festival 'Avishkar' has nurtured the critical thinking and problem solving skills amongst the students . In fact, the students look forward to the participation of the festival.

x) Thus, the various methods of experimental, participative learning and problem-solving methodologies, are implemented to make sure that students are dynamic participants than passive recipients in the teaching-learning process. The College endeavors to make teaching learning as a two-way process and student-centric by encouraging the students to participate in the teaching-learning activities whole-heartedly.

For Additional Information: http://www.mumu.edu.in/c2_2_3_1.htm

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

ICT Tools for Effective Teaching-learning Process:

i) ICT is an indispensible part of teaching-learning process of the college. Almost 90% teachers use ICT for effective teaching. The students are techno-friendly and preferinnovativetools for learning.

ii) Besides the traditional methods and tools of teaching, the faculty members use the IT enabled learning tools such as LMS(www.mumu.gnomio.com, www.kamlakargavane.xeted.com), MOODLE, Online Lectures, Video Conferencing, Mobile Apps, PPT, Video clippings , Audio system, e-sources , television, camera, Wi-Fi, Zoom, Whats App groups.

iii) The professional development programmes on the ICT for effective teaching and learning is organized for the training.   A Faculty Development Programme on Online Teaching was conducted for the staff.

iv) ICT is used for planning and effective delivery of the curriculum. Innovative pedagogical practices are increasingly linked to the effective use of ICT for student seminars, presentations , online teaching etc.

v) However, students remain central to our teaching - learning process. It is our experience that the ICT arouses the interest of the learner in the learning-teaching process. It enhances the teacher productivity in the classroom.

vi) ICT classrooms are furnished with LCD and Computers. Most of the faculty use different ICT tools for effective teaching. The major emphasis is on classroom interaction in terms of research paper presentations, seminars, debates, group discussions, assignments, quiz/tests/viva and laboratory work.

vii) Pedagogical integration of appropriate emerging ICT strategy in Teaching, Blended Learning, Flipped Learning, MOOCs, and M-Learning have immensely transformed the Teaching and Learning mechanism of the college. It has transformed teaching to the student- centric experience.

viii) Television is used for screening of the educational movies and plays in the language departments. All the departments are provided with the computers and printers with internet facility.

ix) Thus, the college has sufficient ICT infrastructure and frequently upgrades it as per the requirements of the time. The ICT tools for learning are inevitable in the context of COVID-19 pandemic and they have made learning more individualized, creative and dynamic.

x) For Additional Information:

1. http://www.kamlakargavane.xeted.com
2. http://www.mumu.gnomio.com
3. http://www.mumu.edu.in/c2_2_3_2.htm

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 30:1

2.3.3.1 Number of mentors

Response: 50

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	
mentor/mentee ratio	
Circulars pertaining to assigning mentors to mentees	

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 82.2

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	
Any additional information	

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 83.72

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
44	41	40	40	40

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	
Any additional information	

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 15.92

2.4.3.1 **Total experience of full-time teachers**

Response: 796

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<u>View Document</u>

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

A) Mechanism of Internal Assessment:

i) The Examination Cell and the CIE committee plan, implement and review the internal assessment as per the university rules. The tentative dates of the unit tests and seminar, assignments are communicated to the students through the notices and academic calendar.

The following are the transperancy and robustness measures for the Internal Assessment:

B) Transperancy Measures:

ii) Internal Evaluation Record books are provided to all UG and PG students. Plan of the conduct of internal assessment process along with assessment tools is communicated to the faculty through the meeting.

iii) Teachers initially communicate in the classroom the weightage and the process of continuous internal evaluation. After the evaluation, the grades or marks are displayed for the students.

iv) Grievances related to the CIE are addressed at the department level by the HoDs. Students who are not able to give internal exams at the scheduled time due to their engagements in sports and cultural activities or due to personal valid reasons, are given opportunity to reappear for internal tests.

v) CIE Attendance records of students are strictly checked. The results of all the internal examinations are declared and model answers of the test are discussed with the students.

vi) The record of the CIE is maintained and retained for three years at the departments under the custody of the HoDs.

C) Robustness Measures:

vii) Assessment practices are conducted and undertaken ethically, honestly and with integrity by faculty and students. In theory courses minimum two unit tests along with assignments, seminar, quizzes etc.

viii) For practical courses, tools are attendance, preparation, conduction of lab, post experiment quiz and practical book. Prevention of malpractices in examination halls is also ensured by the vigilance of internal squad and surveillance of CCTV system. The heads of department look after effective monitoring and timely implementation of the internal examination and procedure of evaluation. Question paper setting and evaluation of some courses are carried out by the respective departments as per the university guidelines.

ix) There are other variety of assessment tools such as Viva Voce for Project Reports, home assignment, oral test, group discussion, Quizzes , question bank, presentations, brain storming sessions, preparation of tour reports etc. for UG students.

x) Marks of the internal examination are communicated to the students and teachers discusses the assessed answer sheets with the students. Use of cell phone is strictly prohibited in the examination hall. There is a Grievances Redressal Cell to deal with the complaints regarding the CIE.

Thus, the internal assessment mechanism of the college is transparent and robust in terms of frequency and variety.

For Additional Information: http://www.mumu.edu.in/c2_2_5_1.htm

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

A) Mechanism for Examination Related Grievances:

i) All grievances related to the internal assessment are primarily redressed by the respective **heads of the departments.** Internal assessment test schedules are prepared and communicated to the students well in advance. In some unsatisfied cases, they are forwarded to the **examination committee and to Grievance Redressal Cell**.

B) University Related Grievances:

ii) In case of any university related grievance, applications in prescribed **Grievance Redressal forms** are collected and forwarded to the concerned authorities. The grievances of the students related to examinations such as online form submission, under marking, queries related to hall ticket viz. correction in name/ subject/ subject code/ programme/ pattern, wrong entry of marks and absentee etc. are addressed at college and university level in time-bound period.

iii) Students can apply for online photocopy within 10 days after the declaration of the result. College/

university provides **photocopy of the assessed answer sheets** to students on demand within a period of 30 days from the date of receipt of application.

iv) If students have grievances regarding assessment of answer sheets then he/she can demand the photocopy of assessed answer sheet. Once the student receives the online photocopy of answer-sheet, the student consults with the respective subject teacher and takes his/ her opinion and then further processes for **rechecking and revaluation** is carried out within 10 days.

v) The result of revaluation is declared **within 45 days.** The benefit of revaluation is given to a candidate if the original marks and the marks obtained after revaluation **exceed by 5%** or more of the maximum marks as per university norms.

C) CIE Related Grievances:

vi) Internal assessment is a continuous evaluation process. Any grievances regarding CIE are immediately resolved by the **respective teacher and the head of the department.** The notices regarding CIE grievances are issued after internal results regularly.

vii) Grievances related to oral tests, project and practical examination are resolved at the department level. The CBCS based evaluation system at PG consistently assesses through various CIE assessment methods, viz. seminars, group discussion, assignments, research paper review etc. The grievances regarding the same are resolved at department level.

viii) Grievances related to **Ph. D. research centres** are resolved by the research coordinator and the head of the institution. Students approach teachers and heads of departments to resolve their queries related to the marks obtained in internal assessment.

ix) Continuous **follow up** is taken with the university till the grievance is settled. Examination related grievances are received and resolved in a specific time by the concerned authorities.

x) Thus, all internal examinations are conducted **adhering to the norms and regulations of the university.** The students are given opportunity to redress their grievances concerning CIE marks if any through their department head and grievance form available on the college website.

For Additional Information: http://www.mumu.edu.in/c2_2_5_2.htm

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

A) Programme and Course Outcomes-POs, COs:

i) The college follows the **curriculum designed by the affiliating university.** This curriculum has well defined Programme Outcomes (POs), and Course Outcomes (COs). The college teachers draft the COs for the courses which are not provided in the syllabi of the university following the **Bloom's Taxonomy.**

B) Drafting of POs and COs:

ii) The **POs** under the different programmes of Humanities faculty basically aims at developing personality of the students through language aptitude, humane values and morals to fulfill the needs of society and to be a good citizen.

iii) The **POs of Commerce** faculty are to make student competent in banking and finance sector and to develop entrepreneurial attitude to cope with the global challenges. The **POs of Science** faculty are to imbibe scientific temper, research attitude and rational thinking among the students to make them competent in basic sciences and upgraded recent technologies.

C) Communicating POs and COs:

iv) The POs, and COs for all programs offered by the college are **stated and displayed on the college website** which is inclusive and regularly updated.

v) The teachers are actively involved in **syllabus framing committees,** workshops, where they contribute in asserting POs, COs in curriculum. The POs and COs are uploaded on the college website.At the time of admission, teachers communicate the POs, COs to the students.

vi) The POs and COs of respective courses is **explained to the students** by concerned teacher at the commencement of theory as well as practical sessions.

vii) The POs and COs are also **reviewed by the stakeholders** and suggestions regarding modifications are discussed in IQAC meetings and the same are communicated to the University.

viii) The **Vision, Mission and Goal statements of the College** are displayed in the College campus as well as on digital media i. e. College website. Vision, Mission and Goal statements have been frequently highlighted by the Principal and faculty members in their address to the student in various programs

ix) The POs and Cos are stated and **communicated** through policy documents, syllabus books, Course files and lab manuals, Laboratories in the departments, website, department notice boards. They are also communicated to the students in the classroom frequently.

x) Thus, programme outcomes and course outcomes for all programme offered by the institution are **stated and displayed on website and communicated** to teachers and students.

For Additional Information: http://www.mumu.edu.in/c2_2_6_1.htm

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

A) Assessment of the POs and COs Attainment:

i) The College monitors the achievement of Programme Outcomes (POs) and Course Outcomes (COs). The POs and COs of the relevant courses of the College are assessed through direct and indirect methods.

B) Direct Method :

ii) In direct assessment, the course outcome is assessed through **internal examinations and a final examination** at the end of the semester.

iii) The questions for the internal examinations are framed **in line with course outcomes** and the attainment is assessed from the answer scripts.

iv)The results of the final examinations are used to measure their attainment of POs and COs.

v) The overall Course Outcome is measured by taking the average of percentage attainment of internal assessment and final examination.

vi) **Result Analysis meetings** are arranged at department and college level to assess the attainment of POs and COs.

vii) Various **Co-curricular activities** such as seminars, group discussions, workshops, book review, projects, assignments, etc. are also useful for the attainment of POs and COs.

C) Indirect Method :

viii) Indirect assessment tools are **Student Progression to higher studies, alumni , Course Exit Survey** for each course and **Program End Survey** for each programme. Every unit-test question, quiz and laboratory performance and project is mapped to the respective COs. Assignments and unit-test questions are designed using Bloom's Taxonomy.

ix) The indirect method of assessment is done through **feedback** collected from the outgoing students at the end of the course in the form of Course Exit Survey. This feedback serves as the genuine opinion of the teachers and students in the CO attainment. The CO attainment further contributes to the PO attainment.

x) Thus, attainment of programme outcomes and course outcomes are evaluated by the institution

For Additional Information: http://www.mumu.edu.in/c2_2_6_2.htm

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

2.6.3 Average pass percentage of Students during last five years

Response: 78.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
396	324	269	311	271

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

2020-21	2019-20	2018-19	2017-18	2016-17
421	358	367	452	403

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.46

File Description	Document
Upload database of all currently enrolled students (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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 87.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
30.18	00	00	12.95	44.38

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
Any additional information	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 52

3.1.2.1 **Number of teachers recognized as research guides**

Response: 26

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 12

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	00	00	3	7

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
20	20	20	20	20

File Description	Document
List of research projects and funding details	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

A) An Ecosystem for Innovations:

i) The college has created an ecosystem for innovation and the initiatives for creation and transfer of knowledge are the part and parcel of vision and mission of the college.

B) Initiatives for Creation of Knowledge:

ii) **Separate research laboratories** have been established for Chemistry, Botany and Zoology, Microbiology, Geography, Physics, Electronics, Dairy Science, Mathematics Departments, in which the equipment for research, glassware and chemicals have been supplied to students of UG,PG and Ph.D. to do their research work easily and successfully.

iii) **The Research Committee** encourages and provides necessary guidance to the faculties in submitting research proposals to UGC and other funding agencies.

iv) The teachers are encouraged to apply for **recognized research guideship** of affiliated University. It also helps departments in submitting seminar proposals and motivates the teachers to pursue **Ph. D**. studies.

v) The teachers are encouraged for **publishing research papers.** They are provided with umpteen opportunities to submit innovative research papers, publish them as chapters, books and in journals with ISBN and ISSN respectively. Resources like, laboratory, equipment, computer, internet, Journals, Chemicals, Glassware, etc., are provided for research work. Separate research section in central library is developed to access back volume of research journal and thesis.

vi) **MoUs and linkages** with other academic institute research institute and industry for research co-operation contribute towards the creation and transfer of knowledge. Students are informed about the research carried out by faculty members, which works as inspiration. Displaying the information regarding various **students projects** on notice board and providing guidance of particulars. Our institution organizes **seminars/workshops** and expert's lectures. The research projects are given to the PG students.

C) Initiatives for Transfer of Knowledge:

vii) The **effective teaching –learning mechanism** of the college is the prime means of transfer of knowledge besides co-curricular and extra-curricular activities of the college.

viii) Transfer of knowledge is also done with the help of the workshops, **conferences, webinars, seminars, guest lectures** and students are encouraged to participate in the seminars which are organized. Students are encouraged to present their innovative ideas and research papers in competitions like **Avishkar** and other intercollegiate competitions every year. They secure ranks and win prizes in such competitions.

ix) The college promotes and grants duty leave to the faculty to participate in **orientation courses, Refresher courses** and short term training programmes organised all over India. The college **library with more than 1,17,000 books** is well resourced by research journals and reference books to facilitate and update the knowledge of research work. INFLIBNET, N List databases, e-Books, manuscripts, etc, provided to the researcher for updating the recent developments in the relevant fields.

x) Various collaborations and linkages are established with **research institutes and industry** to avail the facility and expand the knowledge of research.The College organizes the workshop/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. **Awards for innovation** won by teachers, research scholars, students are explicitly commended by the Maharashtra Education Society.

File Description	Document
Paste link for additional information	[View Document](#)

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

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

File Description	Document
Report of the event	
List of workshops/seminars during last 5 years	

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 8.85

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 230

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

Response: 26

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	
URL to the research page on HEI website	

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 8.16

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
35	74	97	80	114

File Description	Document
List of research papers by title, author, department, name and year of publication	

02-08-2022 04:28:40

3.3.3 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: 4.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	16	54	42	105

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Extension Activities:

i) The College has established reciprocal engagement with the periphery through our extension activities. These activities channelize the students to become a sensible and civilized human being with awareness of social issues, environment, health, constitutional rights etc. The College has an **NSS unit of 225** students and an NCC **MAH BN NCC Latur of 53 Cadets (Boys and Girls).**

ii) Our extension activities are mainly executed by our organs at three levels:

- **NSS**
- **NCC**
- **Student Clubs and Associations**
- **Academic /Subject Departments**

iii) The extension activities influence the students, their understanding of the problems in the rural and urban areas of the state, the various policies of the Government or the society and their impact on human life are brought to the perception of the students.

iv) They are encouraged to participate in various **community development programs** to develop their all around personality. Self-discipline, loyalty, respect and patriotism are nurtured among the NCC students.

v) In addition, the NSS (National Service Scheme) conducts **annual camp in the neighbouring villages**

for 7-10 days,which helps them to mingle with the village and rural people to understand their lifestyles and needs better.

vi) Various activities enable the students to cultivate the much-needed traits like **self-confidence, leadership, self-discipline, commitment and devotion, hard work and teamwork** and the same qualities will help them to excel in academics as well. The students accumulate new knowledge, experience changes in their attitude and behaviour positively towards the socially deprived or oppressed.

vii) **Corona Vaccination Camps,** Health awareness Programs, Blood Donations, Tree Plantations, Awareness Rallies, Day Specials, Corona Awareness, Chikungunya, Dengue and Swine flu Awareness, awareness about social and health problems like female foeticide, dowry system, environment protection, tree plantation, waste plastic collection, Back to Nature Awareness Program, consumer protection awareness, anti-corruption, HIV awareness, anti-tobacco and cleanliness awareness etc.

viii) Awareness about Government schemes like Jandhan Yojana, Swachchh Bharat Abhiyan, ODF, Beti Bachao-Beti Padhao, Vyasan Mukti (De-addiction), Voting awareness Programmes, the birth anniversaries of eminent leaders, celebration of Independence day and Republic Day.

ix) All the **special-days** such as Environment day, Ozone Day, Constitution Day, Sadbhavna Day, Yoga Day, Teachers' Day, Hindi Day, etc., are celebrated periodically to familiarize students with the value of our ancestors and traditions.

x) Thus, extension activities are carried out in the neighborhood community through NSS, NCC etc., sensitizing students to social issues, for the holistic development of the students.

For Additional Information: http://www.mumu.edu.in/c3_3_4_1.htm

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

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 3

3.4.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 113

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	26	25	18	18

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document](#)

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 74.66

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
972	879	912	1479	1572

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 82

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
32	13	13	19	5

File Description	Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	[View Document]()

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 42

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
09	04	10	00	19

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	[View Document]()

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

A) Infrastructure and Physical Facilities for Teaching- learning:

i) Based on the master plan for the **36 acres of campus**, the college has developed adequate facilities for teaching-learning and extra-curricular activities, which are regularly maintained with established mechanisms and augmented as per the requisitions:

B) Classrooms:

ii) There are **22 laboratories,05 rooms for library,25 are classrooms, 05 ICT halls, and 22 department offices** in the college. The classrooms are provided with facilities like fan, tube-lights, benches and other required facilities. Sixteen classrooms have the capacity of 120 students each and rest of the rooms have the capacity of 60 each.

C) Laboratories:

iii) All the departments of Science and Social Sciences have attached **17 laboratories**.

- Physics and Electronics Labs -
- Chemistry Labs-
- Botany Lab:
- Microbiology Lab:
- Zoology and Environmental Science Lab:
- Dairy Science Lab:
- Computer Lab:
- Geography Lab:
- Mathematics Lab

D) ICT and Other Equipment :

iv) There are well-equipped seminar cum **ICT halls**. Subject wise time table for the students for the use of ICT halls. The post graduate seminars are held in ICT halls. There are 87 computers, 5 LCD Projectors and6. LED TVs **.**

v) Globes, maps, wind vane, pocket and mirror stereoscope, survey instruments, weather instruments, weather maps, aerial photos and satellite imageries are all available in the department of **Geography.**

vi) **The department of Botany** is well equipped with CHi-20 Olympus research microscope with transmission camera and laminar airflow system. It comprises visible Spectrophotometer for research as

well as Third Year students.

vii) **The department of Chemistry** has a Research Laboratory with UV visible Spectrophotometer, conductometer, potentiometer, polarimeter, colorimeter, Flame photometer, microwave oven and rotavapour.

viii) The PC and internet facility with printer in the departments- Marathi, English, Urdu, Geography, Economics, Physics, Chemistry, Botany, Zoology, Environmental Sciences, Dairy Science.

ix) **The department of Physics** is well equipped with Laser source, Cathode Ray Oscilloscope, Fly wheel, Katter's Pendulum, Torsional Pendulum, Lee's Disc Method, Travelling microscope, Spectrometer, Searls Viscometer, Carey Foster's Bridge, Sodium source, Mercury Source, e/m by Thomson's method, Efficiency of Transformer, Y by Konig method, Y by bending of beam, Fergusson apparatus for determination of surface tension, Newton's Rings apparatus. All these apparatus are helpful in the teaching–learning process. First aid box is provided.

x) **Dairy Science Department** is well equipped with '*Khoa*' making machine, mini-plant PHE, milking machine, single flavor ice cream machine and homogenizer machine.

For Additional Information: http://www.mumu.edu.in/c4_4_1_1.htm

File Description	Document
Paste link for additional information	[View Document](#)

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

A) Facilities for Sports and Cultural Activities:

i) **The Department of Physical Education** provides facilities for outdoor and indoor sports. It has well-equipped Gymkhana and fitness zone. There is an open-stage with a capacity of 1500 students as well an auditorium with a capacity of more than 600 students.

B) Cultural Activities:

ii) The college has **an auditorium** accommodating near about 600 students. The college also has an open air space for all our mega events like Annual Social Gathering or inauguration of Students' Council. We have seminar halls on the ground floor with a stage accommodating 200 students. Cultural activities are held on open air stage and in the auditorium.

C) Sports and Games :

iii) The students are motivated to participate in sports activities by providing **financial support** like travelling allowance, dearness allowance, concession in College fees and medical facilities.

iv) The **sports kits and track suits** are also given to the students. The special facilities and additional financial support as per the need are given to the students participating in national competitions. Yoga Day and yoga training and activities are regularly organized.

D) INDOOR FACILITIES:

Name of the Facilities	Number of Facilities		
Indoor Sports Training Facility with Wooden Flooring	01		
Badminton Court	04		
Table Tennis	01		
Gymnasium(Gym) Hall	02		
Weight & Power Lifting	01		
Bodybuilding/ Aerobics/ Zumba	01		
Chess	18		
Carrom	04		
Volleyball (Alternative)	01		
Kabaddi(Alternative)	01		
khokho(Alternative)	01		
Wrestling(Alternative)	01		
Judo(Alternative)	01		
Yoga(Alternative)	01		

E) OUTDOOR FACILITIES:

Name of the Facilities	Number of Facilities
Cricket Field with Pitch	01
Cricket Box Net	03
Basketball Court	01
Football Field	01
200/ 400 Meter Running Track	01
Volleyball Court	02
Kabaddi Court	02
khokho Court	01
Ball BadmintonCourt	01
Handball	01
Shot put & Hammer Throw	01
Discus throw	01
Javelin throw	01
Long Jump & Triple Jump Pit	01
Outdoor (Open) Gym	01
Walking Track (1.5 km/1400m)	01

F) THE GYMNASIUM:

Name of the Equipment	Total
Multi Gym Machine (8th Station)	1
Bench Press Table	1
Squat Stands (1 pair)	1
Weight Machine (Manual)	2
Weight Machine (Digital)	1
Olympic weight Lifting Competition Bar 20 kg. Men	1
Olympic weight Lifting Competition Bar 15 kg. Women	1
Olympic weight Lifting Competition coloured rubber disc set 167 kg.	1
Black Rubber plate set (95 kg.)	1
Iron plate set (145 kg.)	1
Iron Bar (5')	2
Single ladder station and flat sit-up bench	1
Hyper-extension bench	1
Standing waist twister	1
Power Tower	1
Medicine Ball set (1 kg. to 5 kg)	1
Bull worker	1
Height Measuring Stand	1
Platform Weight Lifting	1

For Additional Information: http://www.mumu.edu.in/c4_4_1_2.htm

File Description	Document
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 24

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 6

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during

last five years(INR in Lakhs)

Response: 9.02

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
5.10	19.08	2.49	12.24	1.34

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Library:

i) The central library is rich with more than **1,42,000 books.** The librarian's guest lecture is arranged on User-Orientation for the staff and the students separately. 'The Best Student Library User' awards are given to students to motivate and sustain the student's interest of library resources.Several e-books are available online. Near about 25 hard copy journals are subscribed.

ii) The students have a **separate newspaper reading section.** They are available in Hindi, Marathi, English and Urdu. New arrivals are displayed on the notice boards. Every student gets 2 library cards. The staff and the students are able to access the internet services available in the library. The faculty is provided with all the books listed in the requisition form . The e-resources like journals, CDs also makes a great contribution to update and upgrade oneself. The College Library has **the rare, original copy,** one of the first 1000 print copies of the Constitution of India.

iii) The **advisory committee for the library** consists of the Principal, Librarian and the faculty of various departments and one student representative. The library advisory committee meets twice a year to take the stock of its working and make necessary recommendations for the developments.

iv) The **library budget** is prepared in the beginning of academic year by the library committee. Each department gives list of books, journals to be purchased.The librarian brings to the notice of concerned department information about current titles, important journals by way of online searches and catalogues.The faculty members and the Heads are allowed to visit the book dealers and purchase the

books.

v) Library Fact-Sheet

- **Name of ILMS Software:**   LIBMAN
- **Library Website Link**   https://sites.google.com/site/mumulibrary/home
- **Total Books:**   1,42,000
- **Total area of the library**   : 1341 sqm.
- **Total seating capacity**   : 120
- **Working hours**   : 10.30 am to 5.30 pm   Monday to Friday

  10.30 am to 2.00 pm Saturday

  10.00 am to 7.00 pm during Examinations

   8.00 am to 1.00 pm during Vacations

- **Web OPAC**   : Online access- N-List subscribed
- **Electronic Resource Management Package for e-Journals** : Yes
- **Library Website**   : Library Google website
- **Library Automation**   : LIBMAN Partial
- **Internet bandwidth**   : 50 MBPS
- **Institutional Repository**   : Yes

- **Average number of Foot falls**   : 350
- **Average number of books issued / returned**   : 150 to 200
- **Ratio of library books to students enrolled**   : 1:44
- **Average number of books added during last three years**   : 3945
- **Number of Library Orientation Programs organized**   : Student training -4 Staff Training-1
- **Library Tour for the First Year students at the entry point**   : Yes
- **Internet**   : Yes

For Additional Information: http://www.mumu.edu.in/c4_4_2_1.htm

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

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu

3.**Shodhganga Membership**

4.**e-books**

5.**Databases**

6.**Remote access to e-resources**

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	[View Document]
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document]

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.08

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
00	0.96	2.02	0.59	1.81

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document]
Audited statements of accounts	[View Document]
Any additional information	[View Document]

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 2.77

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 43

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT Facilities :

i) On the basis of the **feedback** received from faculty and students during the last five years it was envisaged that there was a need for introducing the usage of new technology for teaching-learning process. Taking this into account, the college has taken efforts to improve the IT facilities.

ii) For us, ICT and online teaching is not a substitute but supplement to the effective curriculum delivery. The **COVID-19** adverse pandemic time was made into an opportunity to 100% teachers go for online teaching with "Bricolage" approach.

iii) **Faculty Development Programme** of 14 days was arranged for teachers on LMS and MOODLE. All the teaching staff availed themselves of this programme. There were 60 enrolments for this FDP.

iv) Internet and WI-FI facilities were improved gradually to more than 50 mbps.

v) **LCD projectors** were installed in classrooms and laboratories. Software were made available for students.LCD projectors, **TVs and computers** added to the existing.

vi) **Online feedback system** is introduced for feedback on curriculum, teaching learning which is analyzed.

vii) Due to COVID-19 Pandemic, from March 2020 onwards the teaching adversely affected for three months, but the IQAC formulated the Anti-Corona Policy and implemented it with effect from June 2020. A **Committee for Online Teaching** was formulated .

viii) **Almost 100% teachers** started with Google Classroom, Zoom, Google Meet, MOODLE etc. The Online Teaching Committee created Whats App groups of all the college students class-wise. Daily online class link was shared to the students. The weekly report of the online teaching was submitted to the IQAC through the HoDs. This practice helped to bring back on the track the teaching-learning activities during COVID-19 pandemic.

ix) The IQAC Coordinator designed an **LMS website** for college to introduce **MOODLE platform** : www.kamlakargavane.xeted.com   and   www.mumu.gnomio.com

x) During Pandemic period, our teachers organized the **Online Course in BASIC ENGLISH** and repeated the same thrice. There were about 1500 beneficiary students for this course.

For Additional Information:

1. http://www.mumu.edu.in/c4_4_3_1.htm
2. http://www.mumu.gnomio.com
3. http://www.kamlakargavane.xeted.com

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

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

Response: 17:1

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

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 1.73

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
1.86	1.21	2.52	1.24	0.15

File Description	Document
Upload any additional information	[View Document](#)
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response:

A) Maintainance and Utilisation System:

i) The college has a **well defined mechanism for the maintenance** and the upkeep of all the physical, academic, and support facilities. There are established systems and procedures for maintaining and utilization of various facilities in the college. The college has stated maintenance policy of facilities. The routine cleaning and maintenance of classroom and physical space is performed regularly as per policy.

ii) Renovation, alteration, and improvement of the existing academic, research, and support buildings is decided by the Principal in consultation with concerned head of the program. The requirement for this is made to Management of the college and after their permission the work is carried out. The college allocates the funds for maintainance and utilization of various facilities.

B) Physical Facilities:

iii) An employee of the office is assigned the work of supervising all the college allied maintenance **under the supervision of Principal.** Private services of different professionals are hired for maintenance of campus facilities. This includes the services of scavengers, gardner, watchmen, cleaners, plumbers, electrician, carpenter, attendants, water filter mechanic, computer technicians etc. Regular pest control is done to maintain hygiene in the premises. Proper storage facility is provided for maintaining old records. There are four bore wells for water supply to the college, but owing to scanty rainfall and drought conditions, the college faces scarcity in water supply.

C) Laboratories:

iv) Maintenance and utilization of the laboratory procedures are executed under the supervision of the **Heads of the Departments of the respective laboratories**. The calibration and precision of instruments of the science departments is done by the lab assistants and staff. Regarding computer systems and other equipment, two generators, inverters and UPS are available to keep the system working. Maintenance and Servicing of analytical instruments in all the departments is done through the company suppliers and service engineers.

D) Library:

v) Library Committee is mainly given the responsibility of library maintenance procedures. The three members from the non-teaching staff are assigned the maintenance responsibility under the supervision of **Dr. L. B. Pensalwar, Librarian.** Daily and timely cleaning of stacks and racks is done with sweeping, wiping and removing dust by vacuum cleaner. The library attendant and peon look after the maintenance of library. Old books are maintained properly. Library is fumigated once in a year to keep it away from library pests. Library advisory committee looks after the issues of library fees, late fee on delayed return of books, deposits, disposal of newspapers and ragged books. The library is under surveillance of CCTV. For safety and security of the library, fire extinguisher is made available.

E) Sports and Gym:

vi) The college provides sports and games facilities and maintains it. The Department of Physical Education looks after the maintenance and utilization of playground. Gymnasium facility is available in the campus. The outdoor sport facilities are maintained under the supervision of **Prof. Satish Munde, the Director of Physical Education** and non-teaching staff. The ground is maintained with the help of players and students.

vii) Minor repairs to all instruments and equipments are done by the Director of Physical Education. Repairs to gymnasium and specialized equipments are done with the help of trained agencies. Such type of maintenance policy is also used in case of indoor games. Besides physical director, coach is also called for guidance and training. Our alumni also guide our athletes and players. Besides our students, other stakeholders are also allowed to use sports facilities with prior permission of the Director of Physical Education and Principal.

F) Computers:

viii) Maintenance and minor repairs of computers and other electronic instruments are done by hiring external agency.**Prof. Awale Sadanand, Head, Department of Computer Science** is the In Charge of the Maintenance of Computers. The College uses licensed softwares. Licensed copies of antivirus are installed every year whenever necessary. Any repair to hardware is done by hiring external agencies. Computers and all other electronic devices out of use are removed from dead stock on recommendation of expert committee and prior permission of relevant authorities.

G) Classrooms:

ix) The college has maintenance procedures for the classrooms, seminar halls, ICT classrooms. All classrooms have comfortable and sufficient seating arrangements, glass boards, dais, LED tube lights and fans. The **Head Peon Mr. Shivaji Motipawle**is the In Charge of Classroom Maintenance. Classrooms are kept clean by sweeping and wiping with the help of peons.Broken desks and furniture are repaired or damaged desks are replaced by new ones. Black boards, windows if broken are changed. Minor changes and repairs to classrooms, and other facilities are done departmentally by college. Major repairs and augmentations of classrooms are done by hiring external agencies.

H) Botanical Garden:

x) Two college peons are allocated the responsibility of the maintenance of the Botanical Garden. **Dr. J. M. Patwari, Head, Department of Environment Science** is the in charge teacher for the same. A land of

5 acres is allocated for Botanical as well as Medicinal Plants Garden. Nearly five hundred and fifty plants are on the campus.

For Additional Information: http://www.mumu.edu.in/c4_4_4_2.htm

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 35.54

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
427	422	540	595	774

File Description	Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.57

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	12	15	9

File Description	Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

02-08-2022 04:28:41

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 28.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
62	387	608	74	1051

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 The Institution has a transparent mechanism for timely 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
Upload any additional information	<u>View Document</u>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<u>View Document</u>
Details of student grievances including sexual harassment and ragging cases	<u>View Document</u>

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of student placement during the last five years (Data Template)	<u>View Document</u>

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 250.34

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 1089

File Description	Document
Details of student progression to higher education (Data Template)	<u>View Document</u>

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 84.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	10	08	11

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	12	10	12

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document]

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 329

5.3.1.1 **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) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
82	72	75	81	19

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	**View Document**

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

A) Student Council :

i) **Student Council** is formed as per the directives of Maharashtra Government ,University Act 1994 clause 40. The student council is formed on the basis of last academic performance of the students.

ii) For each class, the topper is selected as a **Class Representative (CR)**. In addition to this, one representative each from **Sports, Cultural, NSS and NCC** are selected on merit by concerned HOD and **two girl student** representatives are nominated by the Principal on merit to this council.

iii) All these members of the Student Council elect Secretary of the College who is ultimately **University Representativ**e (U.R.) of the College.The Student's Council is inaugurated in the first term. All the representatives are administered the oath by the Inaugurating Chief Guest.

iv) The Annual Social Gathering is held in the second term which includes several activities, prize distribution and concludes with 'Udayagiri Family Dining Together' which is one of the best practices of our college.

B) Representation on Academic and Administrative Bodies

v) Students' representation on several other important committees and academic and administrative bodies is adequate:

- **CDC**
- **IQAC**
- **Departmental Clubs and Associations**
- **Fresher's Welcome and Farewell Functions**
- **NCC student leader**
- **Science Club**
- **Social Science Club**
- **Student Welfare Committee**
- **Cultural Committee**
- **Library Committee**
- **The Advisory Committee of the Library**
- **The College Magazine 'Uday' is student-centered with student editors**

- **NSS Representative**
- **UR University Representativ**e

vi) **The functioning of the Student Council** is based upon democratic procedures mentioned in the uniform Statutes of the Maharashtra Public Universities Act and participation of students help share their ideas, interests and develop their leadership skills.

vii) Sakal Media Group organizes elections for "Young Inspirators Network" for providing platform for college students to participate in democratic processes. College students actively participate in these elections. Students from the college are elected as representatives for Daily Sakal **YIN network**.

viii) Apart from these, many other students are involved in various co- curricular and extracurricular activities in the College through Department **Student Clubs**. The important events in College like organizing guest lectures, celebrations of Teachers' day, Science day, Graduation day, etc. are managed by the students.

ix) Students participate in organisation of programmes by **anchoring the event**, by introducing the guests or by offering vote of thanks under the guidance of their teachers.

x) The volunteers of NSS shoulder complete responsibilities for the successful organization of various social activities on behalf of the College.

For Additional Information : http://www.mumu.edu.in/c5_5_3_2.htm

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

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

Response: 284.8

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
162	354	402	385	121

File Description	Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	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:

Alumni Association:

i) The institution has a **registered Alumni Association**. During last five years the alumni assisted the college in different ways. Each department has organized Alumni Meetings regularly. Alumni guide the students on career opportunities in these meetings. The Department of Marathi felicitates a notable alumnus every year **with a memento, Rs 5000 and citation.**

ii) **The Alumni Association was inaugurated by the Former Governor of Punjab,** Hon'ble Shivrajji Patil Chakurkar. The institute invited the alumni on one platform who are placed as class I officers by passing competitive exams. All of them have their own success stories to narrate. The students of the entire college feel proud to belong to the college with a glorious history. The alumni are always eager to guide the students.

iii) **The alumni have started a library in the 'Women's Hostel'.** This library comprises inspirational literature books and several magazines related to girls issues.

iv) They also organized a **medical checkup of all the girl students** through a team of Doctors. This was beneficial as all the girls could not afford to go for a general health checkup.

v) At the academic level the alumni have been guiding the students every year. Their academic guidance with experience is an asset for the college. On behalf of **Mahila Ayog Dakshta Samithi and Alumni Association collaboration,** the girl-students are given guidance regarding the defence and legal matters.

vi) The alumni have contributed lawns for landscaping , six white boards of 4 x 6 ft. to the college. In fine, the attachment of the alumni and the existing staff has been retained since years and it will remain for the years to come. They are also invited for **career guidance to our students** especially those holding prominent positions in the society. They inform job opportunities available in different firms.

vii) There are examples of **three generation alumni of the college**. A number of alumni bring their wards to seek admission in our college which is a matter of great pride for us.

viii) The Alumni are invited for the **Independence and Republic Day** through letters. They are also invited to deliver lectures. During our Golden Jubilee Celebrations our institute took the impressions of

several alumni in black and white and published it in the **SPECIAL ALUMNI ISSUE** of the magazine "*Uday*"**.** Alumni who active in cultural, sports, NSS and NCC activities participate in the functions organized on various occasions.

ix) **The NSS unit** receives the alumni students help of nearby villages in adopting village, organizing annual camps and carrying out development projects. Alumni also help in organizing blood donation camps, tree plantation campaign and other extension work. They participate in the annual College functions.

x) **Some of our NRI alumni,** when they visit India visit the College and interact with our students updating their knowledge about the field. Many of alumni are in regular contact with teachers and contribute to the teaching learning processes indirectly by providing a variety of information.

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

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: A. ? 5 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

A) Governance and Effective Leadership:

i) The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

ii) Vision:

"To fill the brains with high thoughts, highest ideals, place them day and night before you and out of that will come great work"

Mission

"To offer meaningful, purposeful and useful education to enhance human potentialities for the development of the self and society"

iii) Keeping in mind the mission and vision statements, the institution provides various opportunities for the holistic growth of students. The college aims at shaping the students as good citizens with excellent qualities of mind and heart showing commitment towards the community besides their academic achievements. With such orientation students are expected to get involved in societal transformation.

B) Perspective Plans:

iv) The Perspective Plan based on the Master Plan is prepared for 2016-2022 comprising academic, infrastructural and support facilities and it is uploaded on the college website for the perusal of all the stakeholders. Academic Calendars incorporate the plan activities. The GB , CDC and IQAC work harmoniously to implement the Perspective Plan.

C) Nature of Governance:

v) The nature of governance is **democratic, participative and decentralized.** The College Development Committee meets regularly to converse on the agenda related to the growth of the institution.

vi) The IQAC suggestions are considered for academic planning of the college. Besides these, annual committees are active and so at all levels the functioning is quite efficient and smooth.

vii) The Management of the Maharashtra Education Society at all times strives for the excellence.

viii) The Principal looks after the day to day activities of the college. He, with the help of the Management, Vice-Principal, IQAC, Faculty and Non-teaching staff, coordinates to design and look into the quality of

education. They have well defined mechanism for the smooth functioning of the institution. There is coordination in all decision making authorities of the college.

D) Teachers' Participation in Governance:

ix) To adhere to the vision, mission and goals and objectives of the institution while discharging the duties

- IQAC – Internal Quality Assurance Cell for quality enhancement
- Democratic and participative CDC- College Development Council
- Drafting and revising Policies and Procedures
- To Plan and implement the academic calendar of the institution
- To supervise the admission process with the help of the various admission committees and the office
- To comply with the service rules and regulations of the SRAs- regulatory bodies.
- To safeguard the democratic interests in the work culture
- Participating in Quality Pledge
- To coordinate and execute the activities of the institution and department
- To cooperate for the implementation of good governance
- To be role models for the students

x) For Additional Information:http://www.mumu.edu.in/c6_6_1_1.htm

File Description	Document
Paste link for additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

A) Decentralization and Participative Management:

i) The college promotes a culture of **democratic, decentralized and participative management**. Here is a case study of the NAAC- SSR drafting:

B) A Case Study of NAAC- SSR Drafting:

ii) The IQAC of the college was established in the year **2013 after the first cycle**. Since then, it has played a catalyst role in the enhancement and sustenance of quality education of the college. The IQAC has been a democratic, decentralized and participative cell in practice. The preparations for the Cycle 3 started immediately after the college secured 'A' Grade in the Cycle 2. The College formed the IQAC as per the latest notifications of the NAAC.

iii) The drafting of the SSR started at the second wave climax of **COVID-19 pandemic** in March, 2021.

The IQAC in its meeting discussed the methodology to prepare for Cycle 3. All the members of the IQAC have been enthusiastic and proactive in finalizing the decentralized and participative methodology for the drafting of NAAC- SSR.

iv) The IQAC conducted **108 Rolling Plan Meetings,** 12 Common Meetings and 20 IQAC meetings in this process. The GB- Governing Body and CDC- College Development Committee met thrice with this agenda. At the end, the IQAC came up with drafted, compiled and documented about 360 files (120 IQAC files, 200 Department files) calculating approximately to 10,000 pages to face NAAC.

C) Data Collection, Verification and Drafting:

v) The **GB and the CDC** gave assent in their meetings to face NAAC for the Cycle 3. The IQAC included 100% teaching staff in the process of data collection and reviewed, oriented the staff regularly on the revised accreditation framework- RAF of the NAAC. The IQAC devised several data collection formats for collecting authentic data.

vi) The members of the IQAC contributed for the **scrutiny of the files for data** verification and validation. The qualitative and quantitative metrics were distributed as the work-packages among all the teachers considering their aptitude, interests and experience.

vii) The **regular meetings of the IQAC** were successful always with intellectual debates, discussions, participative inputs ending in quality enhancement resolutions. The administrative and non-teaching staff equally contributed in the process.

viii) The **First Draft** was prepared with inputs from all the members drafted in the form Manual Workbook handwritten inputs by each and every IQAC Member.The SSR was finalized after three loud readings. Thus, the SSR drafting was an example of decentralized management of the college.

ix) The SSR drafting was an example of **a participative experience** for all stakeholders. The IQAC, GB, CDC, annual committees, HoDs, NCC, NSS, library and sports departments, students, teachers, non-teaching staff, alumni, parents, employers equally participated in the process through- meetings, feedback, evaluations, events reports, suggestions, action taken reports, informal discussions, interactions, department meetings etc.

x) Thus, the SSR drafting stands for the perfect **case study** of the decentralized and participative management of the college.

For Additional Information:http://www.mumu.edu.in/c6_6_1_2.htm

File Description	Document
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

A) Perspective Plan Deployment:

i) The college has developed a Master Infrastructure Development Plan which is being implemented in phases. Based on the Master Plan, the IQAC has developed a Perspective Plan in harmony with the NAAC benchmarks after several rounds of meeting with the stakeholders to reach the college objectives on the occasion of Diamond Jubilee Celebration in 2022 .

ii) The comprehensive Perspective Plan (2016-2022) is uploaded on the college website for the perusal of the stakeholders. This strategic plan aims at strengthening student support services, augmenting into the Eco friendly campus, improving the communication skills of students, promoting of research and publications, improving e-library resources etc.

 iii) This Plan comprises   infrastructural, academic and support services requisitions such as Indoor Stadium, Faculty development/addition of new courses, introduction of innovative short term and add-on courses, organization of seminars and workshops, Indoor Stadium, Career development and placement services, Accreditation/Reaccreditation (cycle 3), Effective and extensive use of ICT in teaching etc.

B) Indoor Stadium: An Activity Implemented Successfully

Name of the Facilities	Number of Facilities
Indoor Sports Training Facility	**01**
Badminton Court	**04**
Table Tennis	**01**
Gymnasium(Gym) Hall	**02**
Weight & Power Lifting	**01**
Bodybuilding/ Aerobics/ Zumba	**01**
Chess	**18**
Carrom	**04**
Volleyball (Alternative)	**01**
Kabaddi(Alternative)	**01**
khokho(Alternative)	**01**
Wrestling(Alternative)	**01**
Judo(Alternative)	**01**
Yoga(Alternative)	**01**

v) The campus of 36 acres has immense scope for the development of the sports infrastructure. Hence, Indoor Stadium was one of the major plan items in the Master Plan and the Perspective Plan of the college. The college has completed recently the Indoor Stadium under the UGC scheme of XII Plan. It was constructed during UGC XII Five year plan Under scheme of Development of Sports infrastructure and Equipment in college in the main college campus.

For Additional Information:http://www.mumu.edu.in/c6_6_2_1.htm

File Description	Document
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

i) Maharashtra Education Society: Parent Institute

Maharashtra Education Society was established in 1962 by the farmer's community collecting the cess from the masses for the noble cause of making available quality higher education to the rural first generation downtrodden students. Maharashtra Education Society is a society registered under Societies Registration Act 1860.

Appointments and Service rules:

The teachers are recruited , fair and transparent, as per the guidelines of the UGC, State Government and the Swami Ramanand Teerth Marathwada University, Nanded. Appointed teachers are approved by the Swami Ramanand Teerth Marathwada University, Nanded.

ii) Governing Body-GB

The GB- Governing Body of the Maharashtra Education Society has 21 members.

iii) Role of the Principal

Maharashtra Udayagiri Mahavidyalaya is run by the Maharashtra Education Society, a society registered under Societies Registration Act 1860. The Principal looks after the entire functioning of the college. His major function is to endeavor for the overall growth of the college

- To adhere to the vision, mission and goals and objectives of the institution while implementing the functions of the college
- To coordinate between the management and the staff
- To implement the academic calendar of the institution
- To adhere to the rules and regulations of the regulatory bodies.

iv) College Development Committee-CDC

The CDC is formulated and functions as per the Maharashtra Public Universities Act 2016.

v) IQAC

The IQAC was first established in 2013 after the NAAC first Cycle. Our institutional IQAC is established in accordance with the guiding principle of NAAC. It comprises vivacious faculty from different disciplines and visionaries from the stakeholders. It conducts meetings and sets up an academic plan for the year.

vi) Students

Students are at the heart of our work culture.Various departmental clubs and study associations have different office bearers as President, Secretary and Treasurer. The duly constituted student council meets and discusses the issues related welfare of the students. Thus they are provided an opportunity to get skills, experience, expertise and self confidence

vii) Role of the Faculty

There are 49 full time permanent teachers in the college.

- To commit themselves for the progression of the college, students and self

- To coordinate and execute the activities of the institution and department
- To cooperate for the implementation of good governance
- To be role models for the students

viii) Non Teaching Staff

There are 40 non teaching staff members currently .Motivational lectures are conducted for non-teaching staff where their interest is renewed and work proficiency is enhanced. Supporting staff manage official activities such as admission, examination and results.

ix) Support Services Departments

Besides the subject departments , the college has several support services departments- NSS, NCC, Examination Cell, Mentoring Cell, Library, Sports and Physical Education etc

x) Subject Departments

There are 20 subject departments - English, Marathi, Hindi, Urdu, Kannada, Geography, Economics, History, Sociology, Political Science, Public Administration, Chemistry, Physics & Electronics, Botany, Zoology, Mathematics, Dairy Science, Microbiology, Computer Science, Commerce.

For Additional Information and organogram : http://www.mumu.edu.in/c6_6_2_2.htm

File Description	Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Welfare Measures for Teaching and Non-teaching Staff :

There are a number of welfare measures taken by the Institution for the benefit of teaching and nonteaching staff.

i) Since 1991 the teaching and non-teaching staff members' amount is deducted every month towards **Group Insurance**. The amount is deducted category wise such as Rs. 213/- for teaching staff, Rs.106/- for administrative staff and Rs.53/- for menial staff. The amount is repaid to them at the time of superannuation.

ii) In case any staff member expires either a natural death or accidental death during his working days, the family can claim an amount of Rs. 100000/-Employee credit **cooperative society** of the college helps them to save as well as take a loan.

iii) The faculties are also permitted to be a member of **Professional Bodies** like SWAMUCTA. They can convene meetings in the college premises and also convey their say to the concerned authorities.

iv) Festival advance is given for the members of supporting staff. Supporting staff are given free **uniforms**. Processing of **loan facility** of staff and faculty. General Provident Fund (GPF) for grantable staff Investment of 12 % of basic pay with returns as per government rules. General Provident Fund scheme is in practice for the teaching and non-teaching staff members of the non-aided courses.

v) Gratuity funds are also available for Non-grant employees. Defined Contribution Pension Scheme (DCPS) for grantable staff who have joined the service after 01/11/ 2005.

vi) Medical claim facilitated through Joint Director of Higher Education to Government of Maharashtra. Retirement pension as per government rules and regulations. Contributory pension for teaching and non-teaching staff.

vii) Staff insurance / Mediclaim of Coverage up to Rs. 8 Lac with investment of Rs. 720 per annum. The members are given advantages of a good rate of interest i.e. 11 % on their fixed deposits in the credit society.

viii) In addition to these , **Accident Insurance facility, Maternity leave** for 180 days, Paternity leave for 15 days, Medical leave for 20 days (half paid), Training Programmes for non- teaching, **Sabbatical leaves /study leaves** for pursuing higher studies.

ix) In addition to these the management gives following benefits to the employees: Rectitude and genuineness in work of the staff members is encouraged by the management by felicitating the praiseworthy staff members regularly at the Annual General body meeting. Dedicated work of the employees over the academic year in various fields is noted and honored by the management to encourage work culture in the college.

x) In addition to this, staff members are **felicitated** in a function for sincere discharge of their duties in the College, clearing qualifying examination like SET/NET, paper presentations at International conferences, publishing books, achieving M. Phil or Ph. D degree. Well-equipped **gymnasium facility** is available for teaching and non-teaching staff. Guest Lectures are organized under **Staff Academy** for the welfare of teaching and non-teaching staff.

For Additional Information: http://www.mumu.edu.in/c6_6_3_1.htm

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 20.16

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**

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	12	7	26

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 94.86

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
89	83	26	16	21

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File Description	Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Performance Appraisal System for Teaching and Non-teaching Staff:

i) The Institution has Performance Appraisal System for teaching and non-teaching staff.

A) Performance Based Assessment System(PBAS):

ii) The **Self Appraisal Forms -PBAS** of the teaching staff are used by the institute for the performance appraisal and promotion under CAS of the UGC. It is obligatory for the faculty members to fill and submit the performance appraisal report according to the standards of the University Grants Commission and in accordance with the plan given by the University.

iii) This form has to be filled at the end of each academic year which is then submitted to the Head of the Department with the supporting essential documents. After evaluating the form, the head of the department forwards it to the IQAC.

iv) The IQAC of the college assesses and validates the report submitted by the faculty and validates the scores. This report is given to the Principal. The performance appraisal is also used for Career Advancement Scheme (CAS).

v) The teacher's performance is assessed for:

- **Category I: Teaching, Learning, and Evaluation Related Activities**
- **Category: II: Professional Development, Co-curricular and Extension activities**
- **Category: III: Research and Academic Contributions.**

vi) Evaluation by students - The College collects structural feedback from students on teacher's performance at the end of every academic year for further improvement and implementation.

B) Performance Appraisal of the Non-teaching Staff:

vii) The performance appraisal system is channelized through **confidential report.** Every member of the Administrative staff has to fill this form and hand it over to the OS of the college. The OS adds his own observations and comments and forwards it to the Principal for the final remark.

viii) After the Principal's remark it is advanced to the Management for further scrutiny and assessment. Action is taken accordingly. Students suggestion box is another mechanism to collect information about

the level of satisfaction they get from the services provided by the staff.

ix) The overall performance of the non-teaching staff within the campus is evaluated by the Registrar, Heads of the concerned Departments and the confidential report is submitted to the Principal for the final evaluation.

x) Thus the Institution has Performance Appraisal System for teaching and non-teaching staff which aids in improvisation of the standards of the teaching and non-teaching staff.

For Additional Information: http://www.mumu.edu.in/c6_6_3_5.htm

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

A) Financial Audits:

i) Maharashtra Education Society's Maharashtra Udayagiri Mahavidyalaya is well-known for its transparent and rigorous financial audit system. A well-known Chartered Accountant firm is appointed as an auditing agency by the institute.

- **Internal Audit:**
- **External Audit**- by Chartered Accountant
- **Joint Director**, **Higher Education** - Salary and non-salary audit
- **Senior Auditor of Higher Education, Nanded Region** – Financial Audit

Internal Audit:

ii) Internal audit is a continuous process which ensues after each and every financial transaction. The auditor is appointed by the Maharashtra Education Society. The receipts of the fees collected from the students are checked by the auditor.The official letters, official funds collected, and Bank statements are checked by the internal auditor. Donation receipts are also checked by the auditor.

iii) At payment level the account of the purchase bills is entered in the tally system, vouchers are created which come under various ledgers. The payment vouchers are signed by the Accountant, office superintendent and finally the Principal.

External Audit:

iv) The external audit takes place annually after the completion of every financial year.The Chartered Accountant, who works as an auditor is appointed by Maharashtra Education Society. The external auditor checks Accession records at three levels viz-the checking of Accession record of the library,all the purchase records & dead stock of the laboratories, the dead stock and equipment of the gymkhana.

v) The nature of the payment is categorized into Revenue Expenditure and Capital Expenditure. This is also checked by the auditor. The bills and vouchers of the revenue expenditure is checked. The vouchers and proper record with the concerned Department of the capital expenditure is also checked and verified.

vi) All the last Audit Reports are available at the college with its compliance reports. Annual salary and non-salary audit done by senior auditor completed audit. Annual salary and non-salary audit done by Joint Director verified and approved by Senior Auditor of Higher Education . **The Financial Audit of NSS Unit** is done by the parent University annually.

B) The Mechanism for Settling Audit Objection:

vii) After the completion of the college audit by the internal and external competent chartered accountant. They submit their audit report to the Institute. The Institute submits this report to the college for compliances.

viii) The audit report is discussed in the GB Meeting and College Development Committee (CDC) of the college. After the discussion with CDC , Principal completes the compliance report and submits the compliance.

ix)) However, no major audit objections are noted by Auditing Agencies. The compliance of minor queries is fulfilled. Simultaneously, the administrative department of the college calculates the income tax and deposit in a stipulated time.

x) The College immediately responds to the appeals made by the government on the national calamities. The 24Q form is submitted to the Income Tax Office after the date of every three months. The Auditor General of Maharashtra State audits financial affairs of the college after every ten years.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 361.01

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during

the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
00	57.80	2.25	13.66	287.30

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

A) Financial Resource Mobilization Strategy:

i) The College receives the funds from UGC, University and other funding agencies for academic and infrastructural development. Apart from this, the College mobilizes funds through alumni contribution/donation, individual philanthropies, and self-financed courses and from other sources.

ii) Steps of Fund Allocation :

- Preparation of Budget
- Requirement from IQAC
- Requirements from Departments,
- Requisitions from Library and Gymkhana
- Discussion with Principal
- Allocation of funds as per budget.

iii) The financial Sources of the College:

The budgetary resources of the College include plan and non-plan grants received from UGC, Salary grant is received from Government of Maharashtra, Grants received from the University, N. S. S. grants, Examination grants, EBC and BC scholarship grants are received from Government of Maharashtra. Admission, tuition and other fees are collected by the College from students and other grants (Bank Interest, Fines, Breakages, Common dues, a fee charged for issue of certificates) and Alumni Contribution for the College development.

iv) Following system is adopted by the College for the optimal utilization of resources; The College invites requirements from all Departments and accordingly prepares the budgetary plan. Purchase Committee works on the details of the budgetary plan. Purchase sanctions the budget by considering financial resources and needs of the Departments and presents it to the Principal and the CDC. The GB and CDC of College approves it. The utilization of the sanctioned budget is monitored by the Principal.

B) Survey on the Optimal Utilization of Resources:

v) A Survey based on a questionnaire is conducted periodically on the optimal utilization of the Non-financial Resources. **Dr. M. P. Mankari, Professor and Head , Department of Geography** supervises the survey currently. The Survey Report is discussed in the meeting and suggestions are forwarded to the Principal for further action. This survey report is uploaded on the college website in the public domain.

For Additional Information: http://www.mumu.edu.in/c6_6_4_3.htm

File Description	Document
Upload any additional information	[View Document](#)
Paste 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

Response:

Internal Quality Assurance Cell:

i) The IQAC has contributed significantly for institutionalization of quality assurance strategies and processes. The IQAC of the college was established in the year 2013 after the first cycle. Since then, it has played **a catalyst role** in the enhancement and sustenance of quality education of the college.

ii) The IQAC has been **a democratic, decentralized and participative cell** in practice. The preparations for the Cycle 3 started immediately after the college secured 'A' Grade by NAAC in the Cycle 2. **The IQAC publishes its Annual Report on Quality Initiatives** including all the academic and co-curricular quality initiatives carried out in the year. The same is uploaded on the college website.

Example Quality Initiative 1: Academic and Administrative Audit

iii) The IQAC successfully conducted the **AAA- Academic and administrative Audit** for the Assessment Period of three years. The academic inspection committee visited the college in the academic year 2019 -20 .The committee interacted with all the stakeholders of the college- students, teachers, parents and employers. The committee verified the physical facilities and documentations at the IQAC.

iv) The AAA brought out the **SWOC analysis** of the college and some of the suggestions by the committee were incorporated in the perspective plan of the college.

Example Quality Initiative 2 : ICT for Effective Teaching

v) On the basis of the feedback received from faculty and students during the last five years it was envisaged that there was a need for introducing the usage of new technology for teaching-learning process. **LCD projectors** were installed in classrooms and laboratories. Software were made available for students.LCD projectors, smart TVS and computers added to the existing

vi) Online feedback system is introduced for feedback on curriculum, teaching learning which is analyzed. Due to COVID-19 Pandemic, from March 2020 onwards the teaching adversely affected for three months, but the IQAC formulated the Anti-Corona Policy and implemented it. A Committee for Online Teaching was formulated .

vii) Almost 100% teachers started with Google Classroom, Zoom, Google Meet, MOODLE etc. The Online Teaching Committee created Whats App groups of all the college students class-wise. Daily online class link was shared to the students. This practice helped to bring back on the track the teaching-learning activities during COVID-19 pandemic.

viii) The IQAC Coordinator designed an **LMS website for college to introduce MOODLE platform** : www.kamlakargavane.xeted.com (Username: Admin, Password Gavane123@) and www.mumu.gnomio.com.(Username: Admin, Password Gavane123@)

ix) During Pandemic period, Dr. Kamlakar Gavane organized the **Online Course in BASIC ENGLISH** and repeated the same thrice. There were about 1500 beneficiary students for this course.

x) Among the major quality initiatives of the IQAC implemented during assessment period are-**Special Author Literary Festival, Effective Mentoring, LMS for Effective Teaching, Quality Pledge, Feedback on Curriculum, Performance Appraisal Mechanism, ISO 9000:2015 Certification, participation in NIRF, timely submission of AISHE reports, AQARs,SWOC Survey, Course Exit Survey, workshop on IPR, Workshop on Soft Skills etc.**

For Additional Information:

1. http://www.mumu.edu.in/c6_6_5_1.htm
2. http://www.mumu.edu.in/iqac.htm

File Description	Document
Paste link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation

quality initiatives   )

Response:

A) Review System of the Internal Quality Assurance Cell

i) The IQAC reviews the teaching learning process, structures and methodologies of operations and learning outcomes periodically.

a) Review of Teaching Learning Process:

ii) The IQAC conducts **regular meetings** with teachers, HoDs and management with the agenda of effective teaching learning. The periodic meetings with the teaching staff help to review syllabus completion, resources augmentation etc.

iii) **Teacher's Diary records** are reviewed regularly by the HoDs, principal and the IQAC. The diaries include the individual timetable, teaching plan, daily teaching record and co-curricular aspects in record.

iv) The CIE committee in coordination with the IQAC and Exam committee plans and implements the CIE calendar. **Feedback on Curriculum** is collected, analyzed and forwarded to the University for further action.

v) **Effective Mentoring** helps to review the various academic aspects through mentee inputs. **Teacher Quality Indicators Survey** reviews the strengths and weaknesses of the teacher profile of the college. **Performance Appraisal Mechanism** of the teaching staff is helpful in reviewing the teaching and learning process.

b) Review of Structures & Methodologies of Operation:

vi) The IQAC is offered with freedom, facilities, recognition and respect to chisel the structures and methodologies of operation at all levels. Hence we could come up with the **student-centric centripetal hierarchical model of organizational operation**. The IQAC in consultation with the principal forms the **Annual Committees.**

vii) The IQAC is not merely a record keeping cell but **record-making agent of the college**. The **SWOC Survey** conducted periodically by the IQAC helps in making structural and methodological transformations.

viii) The IQAC installed the new SSD- Student Support Departments such as Mentoring, Advanced and Slow Learners etc. All Quality Initiatives use the **Event Report Formats** for uniformity of documentation.

ix) **Academic Calendar** is prepared well in advance and communicated to all the stakeholders. Perspective Plan based on the Master Plan has a great impact on the methodological operations of the college.

iii) Review of Learning Outcomes:

x) The IQAC reviews the learning outcomes through various measures such as -**Result Analysis, Formative Evaluation, Student Progression Data, Programme End Survey, Feedback Mechanism,**

Student Satisfaction Survey, Course Exit Survey etc.

iv) Post Accreditation Quality Initiatives:

xi) For the current NAAC cycle, the IQAC started with incorporating the **Second Cycle PTR**- Peer Team Report suggestions into the Perspective Plan and Annual Plan of the college.

Post Accreditation Quality Initiatives

xii) **Post accreditation quality initiatives** are annually recorded in the the IQAC Reports. The college introduced:

- New Certificate Courses,
- Indoor Stadium completed
- Policy Revision and Drafting,
- E Books, e-journals, N List were added,
- The ICT tools
- Quality policy document implementation,
- Solar energy system and biogas plant installed,
- Internet with 50 mbps and Wi-Fi facilities made available,
- Annual budget prepared,
- Stock register maintained properly,
- Office automation services enhanced,
- Self financing fund created for making payments to the teachers of self financing courses,
- LCD projectors,
- Smart TVs and computers ,
- National Conferences and Workshops organized.

B) Two Examples of Teaching Learning Reforms:

1. LOTS to HOTS- Innovative Teaching Reforms

xiii) The IQAC formulated a **Policy Document on Effective Teaching Learning**. This document served as the roadmap for reforming our teaching from LOTS – Lower Order Thinking Skills based to the **HOTS-** Higher Order Thinking based classroom teaching.

xiv) This policy transformed our each classroom into Red Thinking Labs. Our journey of effective teaching from green thinking to red thinking is still in the making stage.

xv) The IQAC oriented the teaching staff on the need to incorporate 21st Century Skills into their classrooms through meetings, notices and FDP.

xvi) Our teachers prefer innovative teaching tools such as problem solving, critical thinking, collaborative learning, mentoring, interactive learning, student engagement etc.

2. COVID Pandemic and Online Teaching Reforms:

xvii) The COVID-19 pandemic adversity was transformed into an opportunity and all teachers opted for

online teaching with "Bricolage" approach. **Faculty Development Programme of 14 days** was arranged for teachers on LMS and MOODLE. All the teaching staff availed themselves of this programme. There were 60 enrolments for this FDP.

xviii) Internet and WI-FI facilities were improved gradually to 50 mbps. LCD projectors were installed in classrooms and laboratories. LCD projectors, smart TVS and computers added to the existing. Online feedback system is introduced for feedback on curriculum, teaching learning which is analyzed.

xix) Due to COVID-19 Pandemic, from March 2020 onwards the teaching adversely affected for three months, but the IQAC formulated the Anti-Corona Policy and implemented it with effect from June 2020. A Committee for Online Teaching was formulated. Almost 100% teachers started with Google Classroom, Zoom, Google Meet, MOODLE etc. Classwise Whats App groups were made for instant communication of notices and online teaching links.

xx) The Online Teaching Committee created Whats App groups of all the college students class-wise. Daily online class link was shared to the students. The weekly report of the online teaching was submitted to the IQAC through the HoDs. This practice helped to bring back on the track the teaching-learning activities during COVID-19 pandemic. The IQAC Coordinator designed an LMS website for college to introduce MOODLE platform : www.kamlakargavane.xeted.com and www.mumu.gnomio.com (Username: Admin, Password Gavane123@)

For Additional Information:

http://www.mumu.edu.in/c6_6_5_2.htm

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution	[View Document](#)
Upload any additional information	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

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Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender Equality and Gender Equity Promotion Programmes:

The number of girl-students enrolled in the college is usually more than the boy-students. There are four committees- Women's Development Cell, Internal Complaints Committee -ICC, Anti-Ragging Committee and Girls Co-ordination Committee – which implement gender equality and gender sensitization programs.

A) Annual Gender Sensitization Action Plan:

Below is the list of activities carried out for gender equity and sensitization:

	Annual Gender Sensitization Activities
1.	Workshop on Sexual Harassment Act 2013
2.	Workshop on Women's Legal Rights
3.	Quiz, Debates, Competitions and GDs
4.	Thematic Rangoli Competitions
5.	Women's Health Camp
6.	Essay Competitions
7.	Women-Parent's Meet
8.	Personality Development Workshop
9.	Guest Lectures on Gender Issues
10.	Lectures on Female Foeticide
11.	International Women's Day 8 March
12.	Girl Students Hb check up Camp
13.	Savitribai Phule Jayanti 3 January
14.	Lecture by Brahmakumaris on Adolescence.
15.	Stage Performance on Female Foeticide
16.	Workshop On Women's Legal Rights
17.	International Women's Day
18.	Mother Parents Meet
19.	Sports and Game.s Competitions
20	Eye Health Check Up Camp
21.	Wall Posters Competitions
22.	Hb Check Up Camp for Girls
23	Screening of Films- Dangal
24.	Women's Human Rights – Guest Lecture
25.	Group Discussions - Gender Issues
26.	Gender Audit

B) Women's Specific Facilities :

a) Safety and Security: The Campus is under the CCTV surveillance with 32 cameras and the 24 hours security guard. Sufficient washrooms, Doctor on Call facility, lady non-teaching staff, Women's Hostel, Enclosed and Gated Campus, Sufficient Street Lights, Safe Roads and Pathways ensure the safety and security of the girl students.

b) Counselling: The Girl Students Coordination Committee and Women Development Cell frequently meet to plan counselling activities such as guest lectures, workshops, mentoring etc. Counselling aims particularly at adolescence , good habits, Sexual Harassment, Legal Rights, Fitness and Health, Academic Mentoring, Stress Management, Gynaecological Problems, financial problems, parental pressures etc. These objectives are met through workshops, guest lectures, meetings, counselling sessions etc.

c) Girls Common Rooms:

For girls, a separate common room facility is available on the campus, which comprises TV, Washrooms, mirrors, First Aid Box and Sanitary Napkin Vending Machine and bedding facility for sick person. The College library has separate reading room for girl students. The college conducts Gender Audit. Women Redressel Cell and Anti-Harassment Committee working for the girls. The college organizes gender sensitization programmes :

Thus, the girl students are always under the surveillance of the ladies staff with – next to parents approach and they feel free to talk to the teachers on all gender equality and gender equity problems.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Any other relevant information	View Document

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

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

Response:

Solid Waste Management

In the College, the solid waste generated is in the form of paper waste, glass waste, and plastic waste almost all the waste is non-biodegradable. **Udgir Municipal Corporation** had a solid waste management system. The waste is sent to the 'Municipal corporation solid waste management plant' for further processing. The Institute has major contribution of organic waste in the form of leaf foliage. This is treated by using the pit method. And this fully decomposed material is used as manure in the garden. Some partially decomposed material

Liquid Waste Management

The major sources of generating waste water are **wash basins, toilets and science laboratories.** Waste water coming from Water purification unit is used for a **Borewell recharge**. The waste from science laboratories is disposed properly. Waste Recycling System for water, water from water purification unit is used for **gardening.**

Bio Medical waste Management:

Biomedical waste is the waste which is generated through surgeries, medical dressings, waste of syringes, hand gloves, operated organs and first aid. In the college First aid is available but the waste from it is generated it is **negligible**.

E- waste Management

E-waste is any electrical or electronic equipment that's been discarded. This includes working and broken items that are thrown in the garbage in the campus whatever e waste is generated in the form of computers, CD, and printers and other equipment's are sorted properly and **sold as scrap to local vendor.**

Hazardous Chemicals and Radioactive Waste Management:

Hazardous chemicals and radioactive waste: Hazardous materials are substances that could harm human health or the environment. Hazardous means dangerous, in the campus only chemistry lab has the output of hazardous waste in the form of mixed chemical waste. But this is also **very less and negligible**. The solution for pollution is the dilution, so the waste from this laboratory is initially diluted and disposed of.

Memorandum of Understanding has been done for the these facilities of Institution School of Earth Science's, Swami Ramanand Teerth Marathwada University, Nanded, Sardar Vallabhbhai Patel College, Chandrapur and Recently with Maharashtra Pollution Control Board, Government of Maharashtra.

Solution for the pollution is dilution whatever chemical waste is coming out from the laboratories is diluted for more than 100 times and then discharged.

For Additional Information: http://mumu.edu.in/c7_7_1_3.htm

File Description	Document
Any other relevant information	[View Document](#)
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Any other relevant information	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Inclusive Environment for Tolerance and Communal Harmony

Tolerance is a crowning virtue of a good citizen today. The demographic 'Potpourri' of our college proudly celebrates the linguistic, communal, socio-economic, regional and cultural diversities all its stakeholders.

A) Linguistic Harmony:

i) The students' linguistic diversity of our college includes seven to eight languages- Marathi, Hindi, English, Urdu, Kannada, Tamil, Telugu, Malayalam etc. There are five language departments with **four PG and three Ph D research centres** in languages. Hence, the college is a microcosm of the linguistic tolerance and harmony as it is located on the border area of three states. The College celebrates Hindi Day, Marathi Day, Urdu Mushaira, Kannada Wachana Workshops, Marathi Poetry Recitations, Shakespeare Festival, Kannada Vachana Melawa , Marathi Conservation *'Pandharwada'*. Special Author Literary Festival is one of our best practices. Above all, the students stage one act plays in Five different languages.

B) Communal Harmony

ii) **Iftar Party: An Example**- *Iftar* Party for communal tolerance and harmony is arranged during the days of Fast (Roza) of the Muslim in the month of Ramzan for all college students. For the last more than **40 years** *Iftar Party* is arranged for all the students as well as teachers. After the Iftar party, the Muslim students pay the Namaz of Maghrib for which the Hindu students make the arrangements.The fruits are very willingly served by the students. In fact, they are the ones who purchase it, cut into pieces, and serve it. The guest speakers too are amazed at the amicable communication and the coordination among the teachers and students.

C) Regional Harmony:

iii) The college is located on the border area of three states- Karnataka, Maharashra and Andhra Pradesh. A good number of students from Karnataka, Andhra Pradesh, Telangana and Maharashtra take admission to the different courses. The College caters to the special problems of these diverse students through various activities. The KYS- Know Your Student format collected at the time of admission helps in gathering data on the student diversity.

D) Cultural Religious Harmony:

iv) Almost all the festivals are celebrated in the college in some or the other form. Ganesh Chaturthi is observed by installing the image of Ganesh for a week. In the same way Makarsankranti is also celebrated by one and all by exchanging *Tilgul*. Dassehera is also celebrated by exchanging sona i.e. auspicious leaves of Bahunia tree or Camels foot tree.

E) Socio-economic Harmony:

v) The SCs, STs and minorities are the major part of our student diversity. Most of the students are rural and from the farmer's community. Mass reading of the Preamble of the Constitution, Day Specials of the great Social Reformers inculcate the values of fraternity and equality among the students. The compulsory uniforms, freeships, concessions, induction programs, activities on ethics and constitutional values help in maintaining the tolerance and harmony. The Code of Conduct rules including the measures on discrimination based on caste, creed, color, language, sect or religion are strictly implemented in the college.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Sensitization on Constitutional Obligations:

Ii) The constitutional obligations such as fundamental rights, duties, national consciousness are the indispensible part of our curriculum delivery for making our students the responsible and good citizens of India.

ii) The College Library has **the rare, original copy,** one of the first 1000 print copies of the Constitution of India. Every year, library organizes the orientation for the newly admitted students making them familiar with the rich resources on constitutional values amongst the 117,000 books available in the library.

iii) The college celebrates **Constitutional Day** on 26th November every year and organizes the guest lecture on the themes of the constitutional obligations. The birth anniversary of Dr B. R. Ambedkar- the architect of Indian constitution- is celebrated with competitions, quizzes, guest lectures, 18 Hours Study Competition etc.

iv) The **mass reading of the Preamble** of Constitution on 26 November every year help to inculcate the values of liberty, equality, fraternity, social justice, socialism, secularism and national integrity among the students and employees . They on this occasion pledge to abide by constitution.

v) **National Voters Day** is celebrated. Besides this the college organizes Voters Awareness Rally regarding the value of their votes and impartial voting. The college creates awareness among students and society regarding their registration as voters. The college also provides facility of **Drive for Voters' Registration**.

vi) **National Festivals** -Independent Day, University Foundation Day, Maharashtra Day and Republic Day are the occasions crowded with events to imbibe the values of national integrity, respect for the National Flag and the National Anthem. Birth anniversaries of national heroes are celebrated to inculcate the constitutional principles and making students familiar with the national struggle for freedom.

vii) **The NCC Unit** 56, Maharashtra Battalion is an assiduous through its camps, parades, guest lectures, rallies imbibe the spirit to defend the country as and when required and uphold and protect the sovereignty, unity and integrity of India. Many of our NCC cadets have been selected in the Indian Army during the assessment period.

viii) **Iftar Party** is arranged during the days of Fast(Roza) of the Muslim in the month of Ramzan for all college students. For the last more than **40 years** *Iftar Party* is arranged for all the students as well as teachers. After the Iftar party, the Muslim students pay the Namaz of Maghrib for which the Hindu students make the arrangements.The congenial culture of the college transcends religious, linguistic and regional or sectional diversities of students demography in the college.

ix) **Gender sensitization activities** organized through the women's development cell contribute to renounce practices derogatory to the dignity of women.

x) The College is a **Life Member of the NGO** -**Gorakshan Sanstha** which arranges several events jointly which teach students to have compassion for living creatures.Science Club and the NSS activities mainly aim at developing the scientific temper among the students through camps, guest lectures, seminars, conferences, quizzes and competitions.

For Additional Information: http://mumu.edu.in/c7_7_1_9.htm

File Description	Document
Link for any other relevant information	View Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

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

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

A) Day Special Celebrations:

i) The College has a **Day Special Committee** with a Chairperson and three members. This committee prepares an **Annual Calendar of Day Specials** on the basis of **the GR of Maharashtra government** This includes national festivals, Birth and Death anniversaries of the great Indian personalities. **Annual Literary Festival** is one of our best practices.

ii) This aims at inculcating the **values of patriotism, self-dignity, tolerance, fraternity, social justice and national integrity** among students and makes them aware about the sacrifices of the freedom fighters.

B) National Festivals:

Republic Day	Flag Hoisting, Competitions, NCC Parade,
Independence day	Flag Hoisting, Guest Lecture
Maharashtra Din (Labour day)	Flag Hoisting, Guest Lecture
Kranti Din (09 Aug)	Guest Lecture
Science Day	Quiz Competitions, Guest Lecture
University Foundation Day-	Flag Hoisting, University Song

C) Day Specials:

Ozone Day	Environment Awareness, Guest Lecture
Earth Day	Guest Lecture, Rangoli Competition
Constitution Day	Mass Reading of the Preamble, Guest Lecture
Teachers' Day	Felicitations of the Best Teachers
Environment Day	Tree Plantation, Wall Posters
AIDS Day	Wall Posters, Blood Donation
Geography Day	Guest Lecture
Science Day	Exhibitions, Quiz Competitions
Librarian Day	Guest Lecture, Book Exhibition
Human Rights Day	Workshop, Guest Lecture
Yoga Day	Yoga Training Workshop

NSS Day	Blood Donation, Guest Lecture		

D) Birth/Death Anniversaries:

Mahatma Gandhi	Guest Lecture		
APJ Abdul Kalam	Wachan Prerna Din, Loud Reading Competition		
Dr. B. R. Ambedkar	18 Hour Study Competition		
Anna Bhau Sathe Jayanti	Guest Lecture		
Lokmanya Tilak Jayanti	Guest Lecture		
Lal Bahadur Shastri	Guest Lecture		
Jyotiba Phule Jayanti	Guest Lecture		
Savitribai Phule Jayanti	Girl Students Competitions, Guest Lecture		
Cchatrapati Shahu Jayanti	Guest Lecture		
Chhatrapati Shivaji Maharaj	Rally, Guest Lecture,		
Basavjayanti	Guest Lecture		
Swami Vivekanand	Guest Lecture, Debate Competition		
Sardar Patel	National Unity Day		

iii) The celebration of the day specials help imbibe the values of good citizenry among the students. To inculcate the principles and philosophy of the great Indian thinkers, social reformers and national heroes, the College pays tribute to them and recalls their contribution on their birth and death anniversaries.

iv) The College organizes lectures of eminent personalities on such occasions to make the students aware about their thoughts and contribution for social and national development. The College plans and celebrates various activities such as mehendi, essay, elocution, rangoli, cookery competition, and display of wall papers.

v) Along with these, the College also **conducts extension activities** such as cleanliness drive, rallies and lectures on these day specials. The government of Maharashtra and the parent university has issued a special circular including the annual calendar of day specials, birth and death anniversaries of freedom fighters and social reformers and events. **The NSS unit** of the college plans separately the annual day special celebrations as per the university guidelines.

For Additional Information: http://mumu.edu.in/c7_7_1_11.htm

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format

provided in the Manual.

Response:

Best Practice I

1. Title of the Practice: Annual Literary Festival: Special Author

2. Objectives of the Practice:

1. To enhance the appreciation skills of the students
2. Improving the student engagement and commitment in the learning process
3. To motivate the students of different colleges to exchange their ideas and thoughts
4. To listen to good speakers on the Special Author
5. To make the students ponder on a specific writer and participate in the Festival
6. To enhance their reading skills, stage courage and confidence
7. To introduce our academic culture to the students of other colleges.

3. The Context:

Literary Festivals are organized on grand scale globally today- **Jaipur Literary Festival, Hyderabad Literary Festival, Berlin Literary Festival, Kerala Literature Festival** etc. The Special Author Literary Festival of our college mainly the student- centric event. The schoolchildren, teachers, literati, booksellers, and poets attend this Festival. Maharashtra Udayagiri Mahavidyalaya Udgir organized three Literary Festivals during the assessment period.

The Department of English of the College organized successfully the following Special Author Literary Festivals during the assessment period:

- **Shakespeare Festival**
- **R. K. Narayan Festival**
- **Rabindranath Tagore Festival**

Currently, the institute received the honour of hosting **95 th Pan Indian Marathi Literary Festival** in the month of March this year.

- **95 th Pan Indian Marathi Literary Festival   weblink:https://abmss95.mumu.edu.in/**

When it comes to **choosing a Special Author** for the Literary Festival, there are several considerations to take into account- occasion, appeal, relevance, contribution and acquaintance of the author. After discussing these aspects in a meeting, we choose a Special Author for the Literary Festival commemorating that year special author. We make the program available online & offline. We use online and offline ways to promote our literature festival.

We use **social media to promote** our Special Author Literary Festival- Facebook, Whats App, Twitter etc. We create an event hashtag and ensure its included in all our marketing collateral. We encourage our

students, teachers, college staff, subject teachers , resource persons, speakers and presenters to share the event on their social channels, website and in email newsletters.There are different offline ways to promote the Special Author Literary Festival.

Local newspapers are always looking for valuable content .we get in contact and discuss our event and what makes it unique. We work with the local schools to get students to design wall-posters and display them around the auditorium as well as **sending leaflets** home for parents and teachers of the local schools. We organize a **promotional reading of the Schedule** at our local library and display brochure on the notice board to increase awareness of the literature festival.

4. The Practice: Special Author Literary Festivals

4.1 Shakespeare Festival: (2016-17)

In Shakespeare Festival,the center of attraction was the most awaited performance of the Shakespearean sub-plot of **Hamlet-"The Mousetrap**" or "**The Murder of Gonzago**" presented by the PG students of the English department. The performance was simply mesmerizing with its most alluring dressing which made the audience visualize the Shakespearean Age. They got a laud applaud from the audience. The participants participated in sonnet recitation also. Different quotations by Shakespeare were delivered by the participants.

A movie entitled "**Shakespeare in Love"** was screened for the participants. It was the concluding event for the first day. The second day, that is, 2nd March 2017, commenced with a quiz on Shakespeare. The penultimate part of the Festival was the screening of Shakespeare's comedy "The Comedy of Errors" in Hindi, i.e. "Angur."In fine, the two-day festival was a magnificent success in all ways.

Shakespeare Festival 2016-17

Special Author	Shakespeare Festival
Year	2016-17
Total Beneficiaries	120
Duration	1-2 March, 17
Feedback Collected & Analyzed	Yes
Student Engagement :	Acting in HAMLET, Welcome song, anchoring, vote of thanks, competitions etc
Book Exhibition	Yes
Collaborations	Shivaji College
Panel Discussions	Yes
Theme and Ambience	Denmark
Key Note Address	Yes
Author Quotes Session	Yes
Stage Performance	Mouse Trap from HAMLET
Film Screening	Shakespeare in Love
Competitions	Quiz, Wall Posters, Essay Writing, Public Speaking,

	Student Seminars, Group Discussions,
Story Telling	No
Poetry Recitation	Yes
Posters Competitions	Yes
Convener Department	PG Department of English

4.2 Rabindranath Tagore Festival(2018-19)

The Department of English organized "Tagore Festival" on the 22nd of February 2019 which was exclusively for the student-participants. The Inaugural Function was presided by the Principal Dr.R.R.Tamboli and the Chief-Guest was Prof. M.H. Khandagale from Dayanand College, Latur. Dr. Nagori S.R., the Head of the Department introduced the festival. The UG students in their Bengali attire welcomed the guests and the audience with Tagore's composition from 'Geetanjali-Where the Mind is Without Fear' in a melodious lyrical form. It made the entire atmosphere enthusiastic and pleasant. Prof. Khandagale in his keynote speech gave a holistic idea of the legendary, Rabindranath Tagore. He also inaugurated the wall-poster competition in a representative manner. Mr. Ulhas Sonkamble and Ms.Shivani Ratnaparkhi compered the session and Mr. Namdev Tukaram proposed the vote of thanks.

In the next session, the PG students performed Tagore's short story "Homecoming" in the form of a **one-act play** which became the centre of attraction. They received a loud applaud from the audience. The post lunch session started with the **screening of Tagore's movie-"The Post-Office."**

Tagore Festival 2018-19

Special Author	Tagore Festival
Year	2018-19
Total Beneficiaries	220
Duration	22 Feb, 2019
Feedback Collected & Analyzed	Yes
Student Engagement :	Welcome song, anchoring, competitions, Stage Performance
Book Exhibition	Yes
Collaborations	Shivaji College Hawgiswami College
Panel Discussions	Yes
Theme and Ambience	Shantiniketan
Key Note Address	Yes
Author Quotes Session	Yes
Stage Performance	HOMECOMING
Film Screening	Postoffice
Competitions	Quiz, Wall Posters, Essay Writing, Public Speaking, Student Seminars, Group Discussions, Panel Discussions

Story Telling	Yes
Poetry Recitation	Yes
Posters Competitions	Yes
Convener Department	PG Department of English

4.3 R K Narayan Festival (2019-20)

The number of student delegates for the year 2018 was more than 150 and in 2019 it was more than 250.The participants till now were limited upto Udgir and Latur colleges. But this year it was organized the Festival at the National Level. The writer we finalized was R.K.Narayan. He is a prolific Indian fiction writer. His short-stories were also screened in the form of serials on the Television set. Schedule of the Festival comprised the Inaugural Session including Keynote Speech, Poster Presentation, Stage Performance of R.K.Narayan's short fiction, Quiz on R.K.Narayan's Fiction-Team wise, Narrating short stories by participants-5 min. per participant, Valedictory Function & Prize Distribution.

R K Narayan Festival 2019-20

Special Author	R K Narayan Festival
Year	2019-20
Total Beneficiaries	256
Duration	11 Feb,2020
Feedback Collected & Analyzed	Yes
Student Engagement :	Anchoring, Quiz, Competitions, Poster Presentations, Staging Adaptation
Book Exhibition	Yes
Collaborations	Shivaji College Hawgiswami College
Panel Discussions	Yes
Theme and Ambience	Malgudi
Key Note Address	Yes
Author Quotes Session	Yes
Stage Performance	MALGUDI
Film Screening	Guide
Competitions	Quiz, Wall Posters, Essay Writing, Public Speaking, Student Seminars, Group Discussions,
Story Telling	Yes
Poetry Recitation	No
Posters Competitions	Yes
Convener Department	PG Department of English

5. Evidence of Success:

The Festival gets the overwhelming participation of about 120- 200 students, school children, parents and teachers. This helped in enhancing the literary appreciation skills of the participants and brings out the students' enthusiastic approach towards knowing a writer. This event introduces our students with other colleges in the vicinity and exchanges their ideas. Staging event enhances their performing skills on the stage and increases their confidence. Each year we get increased participants and positive feedback from the students and the parents.

6. Problems Encountered and Resources Required:

Due to Corona Pandemic, the College cancelled the event **"G.B. Shaw Festival"** in the last academic year i.e. 2020-21.

Staging an English Play before the Indian audience of rural background is always a challenge for us. We make certain changes in the script and adapt it to suit the comprehension of the audience.

For Additional Information Contact:

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Best Practice II

Sports for Holistic Development :Sound Mind in Sound Body

1.Title : Sports for Holistic Development :Sound Mind in Sound Body

2. Objectives of the Practice:

- To integrate sports activities into campus life for the holistic development of the students
- To inculcate among the students the importance of fitness and health.
- To imbibe the principles of team spirit, cooperation, tolerance and inclusion among the students.
- To train students in life skills through various games and sports activities
- To increase the participation of students in sports activities.

3. The Context:

To cater to the excellence in sports for the budding players, the College gives priority in providing better trainers, quality infrastructure and financial support in order to implement the practice of sports for holistic development- sound mind in sound body. The College also promotes sports culture among students, girl students, the teaching and nonteaching staff by organizing sports activities for them.

4. The Practice:

Sports offers health benefit, alternative career, spirit of unity. Maharashtra Education Society encourages the students to excel in sports , not just in academics. Sports is supplementary to academic success . Hence, in this assessment period the institute focused on sports for holistic development as one of the best practices.The financial and welfare motivation like traveling allowance, dearness allowance, medical facilities, and concession in tuition fee, sports specific kits and tracksuits to the winner students are given. The College provides financial assistance to purchase equipments under the provision of seed money to the national players. Along with Sports, the training of Yoga is also given to the students by the Sport Department. Body Mass Index Measure Testing, Body Flexibility Testing, Endurance Testing, Agility Testing, Circuit Training Programme, and Weight Training Programme.

5.Evidence of Success:

Sports and physical education has contributed immensely in several ways to the holistic development of students. This can be summarised as follows:

1. The Students of the College bagged 295 medals and awards for sports at different levels during this assessment period.
2. The college organised 68 sports events during the assessment period of five years.
3. Achievements at team and individual level have been increased largely.
4. The students of the collge participated successfully in 176 sports events at national, state and university level sports events.
5. The College organised three summer camps with more than 450 beneficieries in the assessment period.
6. The college updated its sports infrastructure with the Indoor Stadium and facilities for outdoor games.
7. A state of the art gymnasium is one of the evidences of success in the best practice of the college.

5.1 Organization of Sports Events 2015-2021

Name of the Sports Events Organized by the College	Number of Sports Events	
S.R.T.M. University, Nanded Jointly Organized "Inter Collegiate (Men& Women)Tournaments	13	
S.R.T.M. University, Nanded Jointly Organized "University Coaching Camps"	26	
Other Sports Events	29	
Total Sports Events Organised by college	68	

5.2 Outstanding Team Achievements (2016-2017 to 2020-2021)

Sports Events	Achievements	
Athletics (M/W)	General Championship	
Weightlifting (M)	General Championship	
Powerlifting (M)	General Championship	

Best Physique (M)	General Championship
Cricket (M)	Winner- (2017-18,2018-19) Runner- (2019-20)
Cricket (W)	Winner- (2017-18,2018-19)
Cross Country(M)	Winner- (2018-19,2019-20) Runner- (2017-18)
Chess (M)	Winner- (2017-18,2018-19, 2019-20)
Chess (W)	Runner-(2018-19, 2019-20)
Football (M)	Winner- (2016-17,2017-18) Runner- (2019-20)
Volleyball (W)	Runner- (2017-18, 2018-19)

5.3 Participation in All India Inter-University, West Zone, National, Khelo India Games, Inter-Collegiate and State Level Various Sports Events:

Year	Number of Events Participation
2016-2017	27
2017-2018	58
2018-2019	41
2019-2020	46
2020-2021	04
Total Events Participation	**176 Sports Events**

5.4 Number of awards/medals for outstanding performance in sports activities at university/state/national/international level

Year	Number of awards/medals
2016-2017	27
2017-2018	97
2018-2019	85
2019-2020	81
2020-2021	05
Total Sports awards/medals	**295**

5.5 Summer Sports Camp -2017 (17 Apr. to 2 May 2017)

Sports Events Organised	Number of Participants	Number of Coaches/ Teacher	
Cricket, Volleyball, Football, Athletics, Kabaddi, Kho Kho,Karate,Yoga, Surya Namaskar,Recreation Activity,Aerobics,Fun Fitness,Team Building,Traditional Sports,Ball Drills,Physical Fitness,Fundamental Movements,Obstacle Race, Talent Show,Lead-up Games(20+Activities)	162	1	

5.6 Summer Sports Camp -2018 (16 Apr. to 4 May 2018)

Sports Events Organised	Number of Participation	Number of Coaches/ Teachers	
Cricket, Volleyball, Football, Athletics, Kabaddi, Kho Kho, Chess, Carrom, Aerobics, Lazy, Relay Race, Cross Country, Ball Drills, Fun Fitness,Team Building,Recreation Activity,Obstacle Race, Traditional Sports,Lead-up Games, Fundamental Movements (20+Activities)	176	20	

5.7 Summer Sports Camp -2019 (15 Apr. to 4 May 2019)

Sports Events Organised	Number of Participation	Number of Coaches/ Teacher	
Cricket, Athletics, Football, Volleyball, Cross Country, Karate,Yoga, Surya Namaskar,Recreation Activity,Fun Fitness,Team Building, Traditional Sports,Relay Race, Ball games, Ball Drills,Physical Fitness,Fundamental Movement, Obstacle Race,Lead-up Games(20+Activities)	128	16	

5.8 Indoor Stadium:

Name of the Facility	Number of Facilities
Indoor Sports Training Facility with Wooden Flooring	01
Badminton Court	04
Table Tennis	01

Gymnasium(Gym) Hall	02
Weight & Power Lifting	01
Bodybuilding/ Aerobics/ Zumba	01
Chess	18
Carrom	04
Volleyball (Alternative)	01
Kabaddi(Alternative)	01
khokho(Alternative)	01
Wrestling(Alternative)	01
Judo(Alternative)	01
Yoga(Alternative)	01

5.9 Outdoor Facilities:

Name of the Facility	Number of Facilities
Cricket Field with Pitch	01
Cricket Box Net	03
Basketball Court	01
Football Field	01
200/ 400 Meter Running Track	01
Volleyball Court	02
Kabaddi Court	02
khokho Court	01
Ball BadmintonCourt	01
Handball	01
Shot put & Hammer Throw	01
Discus throw	01
Javelin throw	01
Long Jump & Triple Jump Pit	01
Outdoor (Open) Gym	01
Walking Track (1.5 km/1400m)	01

5.10 Gymnasium:

Name of the Equipment	Total
Multi Gym Machine (8th Station)	1
Bench Press Table	1
Squat Stands (1 pair)	1
Weight Machine (Manual)	2
Weight Machine (Digital)	1
Olympic weight Lifting Competiton Bar 20 kg. Men	1
Olympic weight Lifting Competition Bar 15 kg. Women	1

Olympic weight Lifting Competition coloured rubber disc set 167 kg.	1
Black Rubber plate set (95 kg.)	1
Iron plate set (145 kg.)	1
Iron Bar (5')	2
Single ladder station and flat sit-up bench	1
Hyper-extension bench	1
Standing waist twister	1
Power Tower	1
Medicine Ball set (1 kg. to 5 kg)	1
Bull worker	1
Height Measuring Stand	1
Platform Weight Lifting	1

6. Problems Encountered and Resources Required:

The college is located in the rural area where the parents' attitudinal barrier is one of the main problems. Parents do not consider sports as a lucrative career option. Parents encourage their children to become doctors and engineers rather than sportpersons. This attitude should change now. Funding crunch is another problem we face for implementing our plans for sports and physical education of the college. The 36 acres of the campus of the college has a large scope to develop into even more better quality sporting infrastructure. The following are some additional requirements to excel ahead in this practice:

1. Sports Sponsorship
2. Sports Diet for Outstanding Players
3. 400 m Standard Track
4. Football Grass Field
5. Cricket Turf Wicket with Boxnet
6. Special incentives for sports students
7. Lady Coaches

6. For Additional Information:

Contact:

Satish Mundhe

Director

Department of Physical Education & Sports

&

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File Description	Document
Link for any other relevant information	[View Document](#)
Link for Best practices in the Institutional web site	[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:

Institutional Distinctiveness: QUALITY TEACHER PROFILE

1) INTRODUCTION:

Established in 1962, Maharashtra Education Society's Maharashtra Udayagiri Mahavidyalaya Udgir is celebrating its Diamond Jubilee in the year 2022. Teacher quality matters. The most important predictor of quality higher education is teacher quality. Attracting the brightest minds, their recruitment and retaining is a challenge to HEIs today. Significantly, **United Nations** blueprint to achieve a better and more sustainable future for all people and the world by 2030, **SDG 4- Sustainable Development Goal 4**- recognized that :

"Quality education can only be delivered by qualified and quality teachers".

The COVID-19 pandemic poses additional challenges, and risks reversing years of progress on education. The College promotes quality education that builds tolerance, harmony, humanism, understanding, democracy, respect for human rights and active citizenship for sustainable development.

2) METHODOLOGY

Teachers filled in the questionnaire on 21 'Quality Indicators' with respect to their perceptions of their own qualifications, professional development, research output and their pedagogy, in addition to demographic information. The data for the " Institutional Distinctiveness" was collected by the following three sources:

1. **Questionnaire Survey**
2. **Student Satisfaction Survey**
3. **PBAS- Self Appraisal Forms**

3) ANALYSIS OF 21 TEACHER QUALITY INDICATORS (TQIs)

The IQAC after exhaustive study on the teacher quality and quality teaching delimited the 21 teacher quality indicators in the structured questionnaire format targeting at the 50 full time teachers (including the librarian and the director of physical education) for the Academic Year 2020-21.

Below is the list of the major findings of the analysis on the '**Quality Teacher Profile'** of the **Maharashtra Education Society's Maharashtra Udayagiri Mahavidyalya Udgir.**

1. The teaching experience increases teacher effectiveness, when our **15.64 years average teaching experience** per teacher with **796 total years of teaching experience** stands ideal in the global context too.

2. The teacher-leaders play the role of catalyst in the teaching learning and intellectual growth of students, when **100% of our teachers** represent as the leaders in the Academic Council, Board of Studies, Head of the Department Chairman of Committees and Academic Cells at different levels in the organogram of the higher education system.

3. The research, an integral part of quality education, which improves quality of life and contributes to the welfare of human beings at large, is our strength , when our **60% teachers** actively engage themselves in research through the **major and minor research projects.**

4. The international participation and collaborations are the hallmarks of quality education , when 20 % of our teachers have been on **foreign study tours** and 8 % more than three times on study tours to Europe, America and the rest of the world.

5. The good students only can become the best teachers , when 76% of our teachers have the first class at PG level as the students, 60 % have the first class at UG level.

6. The designation is an identification of an academic achievement as the level in the career of a teacher, when **58% of our teachers are either Professors or Associate Professors**!

7. The gender representation leads to gender equity and equality, where we plan to recruit specially the female teacher in the recruitment of our teachers.

8. The professional development courses boosts the expertise and affects the teacher effectiveness positively, when 100 % of our teachers participate in total **770 professional development activities.**

9. The reservation is a necessity for establishing social democracy and social justice, when our HEI strictly **adheres to the implementation of reservation rules** of the government with 2 % STs, 16 % SCs, 30 % OBCs and 52 % general category teachers.

10. Physical fitness and health is the true wealth of the human resource in any field of profession , when our all teachers recognize literally that the true wealth is health.

11. Maturity is when our teaching staff reaches the **average age of 45 years now**, when our mature teachers are ready with full potential to perform effectively to shape the lives of our students**.**

12. Teacher diversity exposes students to various cultural and social groups preparing them to become better citizens, when 8 % of our teachers hail from the states other than Maharashtra.

13.A cohesive and professional **online presence** is becoming a necessity in higher education, when **100 % of our teachers** are present online through social media, internet accounts, ICT tools, research publications and LMS etc.

14**. Digital literacy** is an inevitable part of teaching career today, when 100% of our teachers have digital and ICT literacy with 44 % basic digital literacy , 36 % intermidiate digital literacy , 16 % advanced digital literacy , 4 % expert digital literacy.

15. Qualified and quality teachers can only deliver quality education , when 100 % of our teachers are qualified teachers with **86 % possessing Ph D as the highest qualification**.

16. Results are the true indicators of teacher quality,when 60% of our teachers have more than **90 % results on an average.**

17. Research guide is a matter of pride, when **52 % of our teachers are the recognized research guides** of the affiliating university.

18. Research publications are a great asset to quality teacher profile as an integral part of teaching learning process , when our teachers' **total research publications are 1606** out of which 877 are peer reviewed journal publications, 157 books and book chapters, 446 papers in conference proceedings and 126 other publications.

19. Well prepared teaching is truly well delivered, when 36 % of our teachers spend more than 4 hours daily in study, 28 % spend less than 4 hours daily in study and 26 % spend less than 2 hours daily in study.

20. Teaching is the first love of our teachers , when 62 % of our teachers engage more than the minimum workload stipulated by UGC as the basic professional responsibility.

21. The 21st century citizens of the world require HOTS based teaching to make students life ready, when **68 % of our teachers prefer HOTS over LOTS.**

For Additional Information:

http://mumu.edu.in/c7_7_3_1.htm

File Description	Document
Link for any other relevant information	View Document
Link for appropriate web in the Institutional website	View Document

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5. CONCLUSION

Additional Information :

Maharashtra Education Society's Maharashtra Udayagiri Mahavidyalaya Udgir was established in 1962 by the farmer's community collecting the cess from the masses for the noble cause of making available quality higher education to the rural first generation downtrodden students.

 The College teachers have always been a great asset since 1962, fetching brightest minds through a fair and transparent recruitment and retaining them for life time is a secret mantra for the success of the college.

The Former **Principal Dr N. Y. Dole** was a great thinker, educationist, philosopher and above all a great teacher who was the principal for 35 years since inception, is a great impact on overall work- culture of the college.

The college inculcates social responsibility among staff and students through various forums like NSS, NCC and extension activities. Individual departments are also involved in community engagement either by promotional activity or by working in real life situations. Medical and Blood donation camps have been organized. Rallies for Voter Awareness during election period and the issue of female foeticide have been organized.

Our college received the *Best College Award* (Rural) of the University and was accredited by NAAC with A grade in the cycle two. It was all due to the activities of the college under the guidance of the Principal. Our students have a lion's share to play in clinching the award. Our college also received the *Second Prize in Jagar Janivancha* sponsored by the Government of Maharashtra to promote women empowerment.

Concluding Remarks :

Our College lost "Three Valuable Teachers" at the climax of Second Wave of COVID-19 Pandemic in the same month April, 2021, who actively contributed to the College in getting ready for the submission of SSR-Self Study Report- of NAAC:

1. Late Professor A. U. Mundhe (English) - Age 40 - (Death 24 April,2021)

2. Late Professor Gangadhar Shivaji Namgawli (Marathi) – Age 56

(Death 13 April,2021)

3. Late Professor B. T. Ghotekar (Political Science)- Age 49

(Death 5 April,2021)

This is a huge and irrecoverable loss to our institution ,

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the college pays tribute to these 'three gems' of the college and

expresses deep condolences!

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.6.3	**Average pass percentage of Students during last five years** 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:

2020-21	2019-20	2018-19	2017-18	2016-17
396	294	288	312	317

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
396	324	269	311	271

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:

2020-21	2019-20	2018-19	2017-18	2016-17
421	358	367	452	403

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
421	358	367	452	403

Remark : DVV has made the changes as per shared report of final year passed students by HEI.

3.4.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years** 3.4.3.1. **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
40	41	39	38	37

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
26	26	25	18	18

| 3.4.4 | **Average percentage of students participating in extension activities at 3.4.3. above during last five years**

   3.4.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2572	2479	2512	2479	2572

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
972	879	912	1479	1572
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4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15.10	119.08	3.49	22.24	1.34

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5.10	19.08	2.49	12.24	1.34

   Remark : DVV has made the changes as per shared report of audited statement of Expenditure for infrastructure augmentation, excluding salary by HEI. |
| 4.2.3 | **Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

   4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2.56	0.96	4.02	2.14	1.81

   Answer After DVV Verification : |

2020-21	2019-20	2018-19	2017-18	2016-17
00	0.96	2.02	0.59	1.81

Remark : DVV has made the changes as per shared report of Annual expenditure of purchase of books/e-books and subscription to journals/e- journals and for report has not shared for 2020-21 by HEI.

4.2.4	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**

4.2.4.1. Number of teachers and students using library per day over last one year
Answer before DVV Verification : 215
Answer after DVV Verification: 43

Remark : DVV has made the changes as per average of teacher and students using library per day on (dates) as per SOP.

4.4.1	**Average percentage of expenditure incurred on maintenance of infrastructure (physical 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:

2020-21	2019-20	2018-19	2017-18	2016-17
50.20	71.25	37.74	47.21	49.43

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1.86	1.21	2.52	1.24	0.15

Remark : DVV has made the changes as per shared audited statement of Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary by HEI.

5.2.1	**Average percentage of placement of outgoing students during the last five years**

5.2.1.1. **Number of outgoing students placed year - wise during the last five years.**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	10	5	6	8

	Answer After DVV Verification :				
	2020-21	2019-20	2018-19	2017-18	2016-17
	0	0	0	0	0

Remark : DVV has made the changes as per HEI clarification.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
97	81	85	97	27

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
82	72	75	81	19

Remark : DVV has not consider shared certificate of participation by HEI.

6.3.3	**Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years** 6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	1	2	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : DVV has made the changes as per HEI clarification.

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations