



YEARLY STATUS REPORT - 2020-2021

| Part A | |
|--|--|
| Data of the Institution | |
| 1.Name of the Institution | Manghanmal Udharam College of Commerce |
| • Name of the Head of the institution | Dr. Mrs. Vinita Basantani |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 9028004422 |
| • Mobile No: | 8668554504 |
| • Registered e-mail | mucc17@rediffmail.com |
| • Alternate e-mail | basantanis@rediffmail.com |
| • Address | Jai Hind School Campus, Gate No. 5, Jhamtani Chowk, Pimpri |
| • City/Town | Pune |
| • State/UT | Maharashtra |
| • Pin Code | 411017 |
| 2.Institutional status | |
| • Type of Institution | Co-education |
| • Location | Urban |
| • Financial Status | Grants-in aid |

| | | | | | |
|---|---|----------------|-----------------------------|---------------|-------------|
| • Name of the Affiliating University | Savitribai Phule Pune University | | | | |
| • Name of the IQAC Coordinator | Azhar Khan | | | | |
| • Phone No. | 9028004422 | | | | |
| • Alternate phone No. | 7620864498 | | | | |
| • Mobile | 9423520069 | | | | |
| • IQAC e-mail address | azhar.khan@mucollege.edu.in | | | | |
| • Alternate e-mail address | azhar1248@gmail.com | | | | |
| 3. Website address (Web link of the AQAR (Previous Academic Year)) | https://mucollege.edu.in/wp-content/uploads/2021/08/AQAR-2019-2020.pdf | | | | |
| 4. Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://mucollege.edu.in/wp-content/uploads/2022/01/Academic-Calendar-2020-2021.pdf | | | | |
| 5. Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B | 75 | 2003 | 21/03/2003 | 20/03/2010 |
| Cycle 2 | B | 2.21 | 2010 | 28/03/2010 | 27/03/2015 |
| Cycle 3 | B++ | 2.78 | 2017 | 12/09/2017 | 11/09/2022 |
| 6. Date of Establishment of IQAC | 12/02/2001 | | | | |
| 7. Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc., | | | | | |
| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount | |
| Nil | Nil | Nil | Nil | 0 | |
| 8. Whether composition of IQAC as per latest NAAC guidelines | Yes | | | | |
| • Upload latest notification of formation of | View File | | | | |

| | | |
|---|------------------|--|
| IQAC | | |
| 9.No. of IQAC meetings held during the year | 4 | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| <p>1. Recommendation to purchase 'O2' Cylinders taking cognizance of the emergency situation of Covid-19 especially for such patients who struggled to procure a bed in a hospital but did not need an emergency hospitalisation either. Two O2 cylinders were purchased with generous financial assistance from the college management, staff and alumni. 2) Recommendations regarding commencement of classes against the background of uncertain academic conditions. The academic calendar for the ensuing year for the students was taken care of by starting the classes for the next academic year for every student irrespective of his/her previous year's results. 3) A perpetual guidance pertaining to how to fill the documents of Academic Performance Indicator needed under Career Advance Scheme. 4) The process to commence B.A in English and Economics was complete. 5) The process to commence B. Voc. and a few certificate courses was complete.</p> | | |
| 12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year | | |
| | | |

| Plan of Action | Achievements/Outcomes | | | | |
|--|--|------|--------------------|---------------------------------|------------|
| 1. To apply to SPPU for Bachelor of Arts | Applied and the course is approved by Savitribai Phule Pune University though the government did not sanction it due to some technical errors. | | | | |
| 2.To apply to NSQF for Bachelor of Vocational course and certificate courses . | Applied and sanction received to all the courses applied for. | | | | |
| 3.To introduce autonomous Certificate courses at college level | Introduced, commenced and successfully completed. | | | | |
| 4.To organise Local, state and National level seminars | Two National level webinars and 1 student seminar were organized. | | | | |
| 5.To apply for Permanent Affiliation for BBA | Applied for the permanent affiliation. | | | | |
| 13.Whether the AQAR was placed before statutory body? | Yes | | | | |
| <ul style="list-style-type: none"> Name of the statutory body | | | | | |
| <table border="1"> <thead> <tr> <th>Name</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td>Jai Hind Sindhu Education Trust</td> <td>23/03/2022</td> </tr> </tbody> </table> | | Name | Date of meeting(s) | Jai Hind Sindhu Education Trust | 23/03/2022 |
| Name | Date of meeting(s) | | | | |
| Jai Hind Sindhu Education Trust | 23/03/2022 | | | | |
| 14.Whether institutional data submitted to AISHE | | | | | |
| <table border="1"> <thead> <tr> <th>Year</th> <th>Date of Submission</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>02/02/2022</td> </tr> </tbody> </table> | | Year | Date of Submission | 2020-2021 | 02/02/2022 |
| Year | Date of Submission | | | | |
| 2020-2021 | 02/02/2022 | | | | |

Extended Profile

1.Programme

1.1

176

Number of courses offered by the institution across all programs during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Student

2.1 1724

Number of students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.2 476

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.3 496

Number of outgoing/ final year students during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic

3.1 21

Number of full time teachers during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.2 0

Number of Sanctioned posts during the year

Extended Profile

1. Programme

| | |
|--|------------|
| 1.1 | 176 |
| Number of courses offered by the institution across all programs during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2. Student

| | |
|------------------------------------|-------------|
| 2.1 | 1724 |
| Number of students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|------------|
| 2.2 | 476 |
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|---|------------|
| 2.3 | 496 |
| Number of outgoing/ final year students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3. Academic

| | |
|--|-----------|
| 3.1 | 21 |
| Number of full time teachers during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| 3.2 | 0 |
|---|---------------------------|
| Number of Sanctioned posts during the year | |
| File Description | Documents |
| Data Template | View File |
| 4.Institution | |
| 4.1 | 13 |
| Total number of Classrooms and Seminar halls | |
| 4.2 | 12.6 |
| Total expenditure excluding salary during the year (INR in lakhs) | |
| 4.3 | 86 |
| Total number of computers on campus for academic purposes | |

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The College is very conscious of engaging the learners by adopting a multitude of techniques to achieve the same. The context of the COVID 19 pandemic did create challenges. Despite the context, efforts were made to expose the students holistically by optimizing the online platform.

1. College prepares an academic calendar inclusive of teaching, curricular and co curricular aspects.
2. Every teacher prepares a teaching plan. The effective curricular delivery is facilitated as a result of effective implementation of the academic calendar and teaching plan.
3. Teaching the curriculum through G-Meet and Zoom & online aids such as YouTube and SPPU repositories. Many faculty members of the college have contributed to the repository.
4. Inviting experts with specialized knowledge and practical experience for guest sessions in various subjects.
5. Guiding them to courses of Swayam, IIBF, Coursera, Future

Learn for allied learning like Personality Development, GST, Stock Exchange Basics and so on.

6. Organizing various Add On and Short term Courses through experts in modules like Democracy, Constitution, Financial Planning, Communication Skills and related areas.
(<https://mucollege.edu.in/value-added-courses/>)
7. Sharing case studies with students for solving problems through practical applications
8. Inviting participation of students in Moot Court Competition to understand the working of the lawyers, judges and the Court.
9. Organizing seminars in the topics related to recent developments relating to specific subjects.
10. All these activities, for the first year students, begin with an induction programme meant for each student enrolled in the college.

| File Description | Documents |
|-------------------------------------|--|
| Upload relevant supporting document | No File Uploaded |
| Link for Additional information | https://mucollege.edu.in/wp-content/uploads/2022/01/Academic-Calendar-2020-2021.pdf https://mucollege.edu.in/value-added-courses/ |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Before the commencement of the year, the College plans all its activities including the conduct of Continuous Internal Evaluation. The academic calendar helps faculties to plan their syllabi coverage, academic and co-curricular activities. The adherence to the academic calendar is more in case of teaching and learning as well as university examination while there is flexibility with regard to Continuous Internal Evaluation. Syllabus coverage for each component of continuous evaluation is decided well in advance and faculty members adhere to it. Internal Examinations, Assignments, Tutorials, Class Tests, Research Papers, Project Reports are a part of the CIE of the students. The academic flexibility in terms of pedagogy is available to every teacher along with the liberty to design and conduct the pattern of CIE. Students are informed by concerned subject teacher about the internal evaluation. The pattern of examination and evaluated answer papers are discussed with the students to clear their

doubts .

| File Description | Documents |
|--------------------------------------|---|
| Upload relevant supporting documents | No File Uploaded |
| Link for Additional information | https://mucollege.edu.in/wp-content/uploads/2022/01/Academic-Calendar-2020-2021.pdf |

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

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | No File Uploaded |

1.2 - Academic Flexibility

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

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

4

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

22

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Brochure or any other document relating to Add on /Certificate programs | No File Uploaded |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

1236

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

291

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

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

The College is extremely conscious of sensitivity of the students towards cross cutting issues of Gender equality, moral values, ethics, environment and sustainability. The college believes in inculcating these values and developing awareness among students, for their holistic and empathetic personality building. There is a course in Business Ethics where the students are taught, through lectures and case studies, the Supreme importance of ethical conduct. As for professional ethics and human values are concerned the college introduces the students to importance of intellectual property rights. This will help them understand the relevance of

preserving intellectual rights of the innovators.

A series of online sessions were conducted by experts to expose students towards gender sensitivity, prevention of sexual harassment and acquisition of human values

A compulsory two credit course in value education is taught to the First year students in semester - 1.

A compulsory two credit course in basic environmental awareness and advanced environmental awareness, taught at semester III and IV of second year B.Com and B.B.A . by external experts. Besides, whenever possible, students were engaged with the teachers to maintain a green zone around the college and were motivated to keep the campus and its surrounding clean through shramdan under NSS. Under the aegis of Vidyarthini Manch, a professional counsellor, Himani Chapekar, is available for the students on scheduled days and time. Last year this was conducted online. Many students have approached her, to be a sounding board, and get their problems and challenges clarified and sometimes solved.

Women Empowerment is built through various related motivational sessions .Skill Development awareness is created through various employability building short term self autonomous courses like Building Communication Skills, English language speaking, Happiness Quotient, Tally, Developing Leadership skills, Powerful Presence for Success and Image consulting to name a few. Thus, overall, there is an increasing emphasis on creating awareness and sensitivity among the students for becoming responsible, global and employable citizens

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

11

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | No File Uploaded |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

282

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
Students
Teachers
Employers
Alumni

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| URL for stakeholder feedback report | View File |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | No File Uploaded |
| Any additional information(Upload) | No File Uploaded |

1.4.2 - Feedback process of the Institution may be classified as follows

B. Feedback collected, analyzed and action has been taken

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| URL for feedback report | Nil |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

1862

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

300

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

There are informal mechanisms that classify the advanced learners from the slow learners.

1. The assessment of slow and advanced learners is strictly on the basis of the performance in the latest exam and their class participation.
2. The advanced learners pursue CA, CS, CMA. Some even plan to pursue MBA post their graduation. The college makes conscious efforts to encourage them to enroll for professional courses. Such students are guided by taking extra sessions outside the lecture hours.
3. Combined classes for CA, CS, CMA and MBA aspirants was conducted during 2020-21.
4. These classes were conducted by creating a whatsapp group of these students and online lecture links on G-meet platform were posted for students to attend the sessions.
5. The college faculty members designed various courses that built in additional skill sets among the students. These courses included

Course name No. of Beneficiary Students Date Platform Partner
Institution Resource Person Investor Awareness Program 67

20/02/2021

11am to 1pm

Cisco Webex

<https://sebibcp.webex.com/sebibcp/j.php?MTID=macf8a2cde0c30282800df5a52ab60919>

SEBI Dr. Ravi Ahuja, SEBI Trainer Tax Planning 44 May 07 to 28,
2021 02:30 pm to 04:30 pm

G- meet

<https://meet.google.com/rja-moei-pck>

CMRS - LLP

C.A.Rishi Loda,

C.A.Divesh Tripathi

C.A.Himanshu Chowdhary

Powerful Presence for Success 48 26/11/2020 to 16/01/2021

G-meet

<https://meet.google.com/sjp-wxxc-nee>

Self Organised Ms.Poonam Kishanchandani Recent Amendments in the Companies Act 60 16/09/2020 to 23/10/2020 G-meet Self Organised

Dr.Geetha Sivaraman

In-house Faculty

Developing Leadership Skills 65 02/11/2020 to 02/12/2020

G-meet

<https://meet.google.com/weu-keou-gnq>

Self Organised

Dr.Parveen Prasad

In-house Faculty

6. The Students with challenged learning abilities were found to be struggling primarily with English language. The college English Department took the initiative of helping them with such basic skills in English language which would improve their grasp of other subjects.

Course name No. of Beneficiary Students Date Platform Partner
Institution Resource Person Certificate Course in English Grammar
and Vocabulary 29 16/12/2020 to 5/01/2021

G - meet

www.meet.google.com/ouw-kefw-rff

Self- Organised

Dr.Dnyaneshwar Shirode

In house faculty Certificate course in Shares and Debentures 30
25/6/2020 to 25/7/2020

G-meet

<https://meet.google.com/rmk-sbcv-xew>

Self-Organised

Dr. Pushpa Pamnani

In house faculty Google Tools 53 26/10/2020 to 06/11/2020

G-meet

<http://meet.google.com/gco-cjpb-upy>

Self-Organised

Mrs.Sunita Desale In-house faculty

Mr.Dattatray Popat Sankalp, Librarian, Waghire College of ACS, Saswad

Dandawate Vrushali, Librarian AISSMS College of Engineering, Pune

Search Engine Optimization 25 24/11/2020 to 02/12/2020

G-meet

<https://meet.google.com/xox-rtke-hsb>

Self-Organised

Mrs.Bijal Thakker

In-House Faculty

Understanding Financial Statements and Accounting 14 26/10/2020 to 27/11/2020

Zoom

<https://us04web.zoom.us/j/5409338017?pwd=ZzJ1bThXTVVyOHQ5djhoQ0E5NkoUzUT09>

Self-Organised

Ms.Sonam Poptani

In-House Faculty

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| File Description | Documents |
|-----------------------------------|---|
| Link for additional Information | https://mucollege.edu.in/value-added-courses/ |
| Upload any additional information | No File Uploaded |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 1724 | 21 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

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

As a part of experiential learning and one of the best practices of our college for 2020-21, an autonomous short term course on "Interest calculation on different bank transactions" was introduced. This course enabled the students to get a hang of the method of calculating interest on different bank accounts. The

students were made to calculate interest on bank accounts held by them and verify the same with interest credited by banks. The experiential learning involved calculation of

1. Interest on all deposit accounts
2. Interest on loan account
3. Preparation of amortization schedule

The mode of teaching was online while the platform used was G-meet. Total of 30 students benefited from this. This is one such indicative course.

(B) As a part of curriculum the students are made to visit various trading and non-trading organisations so as to acquire from them the primary information pertaining to their field of subject specialization. This could not take place this year due to the pandemic.

(C) As a part of Auditing and Taxation, students are made to calculate tax liability of a salaried person. A course for the same titled 'Tax Planning' was conducted by external experts.

(D) Courses in software testing and advanced excel were conducted for Second Year B.Com, B.B.A. and B.B.A. (C.A.) students.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | No File Uploaded |
| Link for additional information | https://mucollege.edu.in/value-added-courses/ |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The pandemic of 2019-2020 required all of us to accept technology as an integral part of teaching and learning. Teaching for 2020-21 remained a combination of predominantly online and scantily offline. The online mode of teaching required use of technology to the core. The never thought of platforms such as : 1. Google Meet 2. Zoom were tried, tested and effectively implemented by all the faculty members alike. But the teachers got to know these and used them effectively along with Microsoft tools such as: MS Word. MS Excel, MS Power point, MS paint to mention a few. Very commonly used tool for effective teaching, to retain the online

concentration of the students was the YouTube. A number of YouTube lectures were shown to the students and recommended for them to see. This inculcated among the students a habit of learning by themselves using YouTube videos. Websites of SPPU and other universities also served as a tool of effective ICT based teaching and learning.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | https://mucollege.edu.in/physical-and-academic-facilities-policy/ |

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

2.3.3.1 - Number of mentors

21

| File Description | Documents |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

21

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

11

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

320

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Frequency of conduct of examination.

The internal examination is conducted in sync with the university examinations and in tune with university guidelines. As per the university norms there is an examination officer assisted by an examination committee to carry out exam (internal and external) throughout the year. The frequency of the conduct of the examination is at the disposal of the concerned teachers and hence the teachers make sure that the internal examination is so well spread that even the students are at ease to take the examination.

Mode of conduct

The university has chalked out an indicative scheme for internal evaluation which the college follows with some variations. The information about periodic examination is given to the students by concerned teachers. Students are also intimated through the examination department. Due to pandemic exams were conducted online.

| File Description | Documents |
|---------------------------------|------------------|
| Any additional information | No File Uploaded |
| Link for additional information | Nil |

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

The follow up of exam involves:

1. Identification of the students who missed out the examination.
2. Sharing of exam marks with the students.
3. Showing of the evaluated examination paper to the students on demand.

Students raise their queries regarding a number of issues such as:

1. Being marked absent when the student was present in the exam.
2. Regarding marks - such queries are solved by the concerned teachers on a real time basis and necessary rectifications are done. The grievances for the academic year 2020 - 2021 were mailed by the students to the concerned teachers.
3. Due to online conduct of examinations, there were times

students could not appear for examinations and they were given flexibility

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://mucollege.edu.in/redressal-of-grievances/ |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The course outcome is in tune with the same given by the SPPU. All the programmes of our college are affiliated to SPPU and it leaves the institution with no greater scope to either add or deviate from the same. The college runs some autonomous programmes which have been introduced with definite objectives. The method of disseminating, this information involves:

1. Through induction programmes: Each class is introduced to various programmes, courses and facilities that the institution offers. It is through such induction programmes students are made to understand the programme and the course outcome.
2. The teacher student interaction in the class: Each teacher makes it a point that students are introduced to the programme and course outcome.

The SPPU and the college website both display the POCO.

| File Description | Documents |
|--|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://mucollege.edu.in/po-co-pso/ |
| Upload COs for all courses (exemplars from Glossary) | No File Uploaded |

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

The college follows to the extent possible the Blooms Taxonomy as a tool to measure attainment of COs and POs. The emphasis is more on understanding the concepts recalling, summarizing and

explaining them. The examination results of the students demonstrate whether or not they have been successful in attaining the course and programme outcome. The analysis of the result is an important indicator of attainment or non-attainment of PO and CO.

The companies that employ our students are a good external source to help us evaluate the capability of the students to apply, execute and implement what they have learnt.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://mucollege.edu.in/po-co-pso/ |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

496

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | https://mucollege.edu.in/wp-content/uploads/2022/01/Annual-Report-2020-2021.pdf |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://mucollege.edu.in/sss/#1621847026781-ae2eb624-2f78>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

0

| File Description | Documents |
|---|------------------|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | No File Uploaded |

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year**3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

0

| File Description | Documents |
|---|------------------|
| List of research projects and funding details (Data Template) | No File Uploaded |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year**3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year**

5

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

7

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

10

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The College is very sensitive towardsholistic development of its students. Apart from various Add On Courses and Short term courses undertaken, NSS is leveraged to the optimum. Under its umbrella, a

host of studentengaged activities are undertaken. This year, Swachh Bharat Abhiyaan was conducted where students cleaned Pimpri railway station and the college campus. This activity imbibed skills of compassion while doing shramdaan. Students are now very sensitive towards a clean and green environment and spreading awareness about the same. A webinar was organized where students were exposed to COVID 19 crisis and action plan undertaken for confronting this Pandemic. In order to sensitise students towards compassion and empathy as a spirit of National Service Scheme, activities of celebrating NSS day, essay competitions, poster making contests, slogan making programmes and awareness of Indian constitution were organized. National education day was also celebrated to highlight the importanceof character building and education by preparing posters, slogans, essays and guest sessions.

Student Sensitization

An effort towards sensitising students in different aspects was consciously made. There were sessions conducted related to the following::

- a) Prevention of Sexual Harassment at the Workplace;
- b) Rights of Minorities;
- c) Poster Competition on Ill Effects of Corruption and
- d) Importance of Education.

These activities were conducted under Student Development Cell of the college.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

0

| File Description | Documents |
|---|------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year(Data Template) | No File Uploaded |
| e-copy of the award letters | No File Uploaded |

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

3

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

127

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | No File Uploaded |

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

2

| File Description | Documents |
|---|---------------------------|
| e-copies of linkage related Document | View File |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | No File Uploaded |

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

COVID 19 was a barrier for signing and implementing activities under MoUs.

| File Description | Documents |
|--|------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | No File Uploaded |

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.

The college has 11 ICT enabled, well illuminated and ventilated classrooms. The classrooms are airy and cleaned on daily basis. All the classrooms are equipped with LCDs to make teaching learning more effective. The available infrastructure is utilized in the best possible manner to support academic needs of the learners. All the Classrooms are utilized for online as well as offline lectures and have internet connection to facilitate teaching and learning. The college also has wi-fi facility on the second floor, which can be used to support teaching-learning process. The college has a computer Lab with 62 computers and two seminar halls which are ICT enabled. A common auditorium K. S. Hall, shared between three institutes of the JHSE Trust, accommodates as many as 500 visitors at a time. The patio of the college is utilized for organizing different functions and cultural activities. Library is partially automated and has 15689 books and 13 titles of journals and magazines.

There is sufficient parking space for the students & staff in the College campus.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://mucollege.edu.in/physical-and-academic-facilities-policy/ |

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

The college conducts Culfest, a cultural event every year but due to pandemic the cultural competitions were held online for this academic year. The college patio is used for conducting different cultural events as well as various competitions. The two seminar halls situated in the college campus, which are ICT equipped & K. S. Hall, are also utilized along with classrooms, if required, for cultural activities.

The Director of Physical Education and Sports has an independent office and all the sports equipment and material are kept safely under his custody. All sports facilities available in the campus

are optimally utilized for sports education, training and various competitions. The college has facilities for outdoor games like football, cricket, basketball, athletics, kabaddi and kho-kho as well as indoor games like Judo, Boxing, Carom, Chess and Table Tennis. Seminar hall is utilized for conducting Yoga as well as Zumba activities. The college sports ground was redeveloped to provide better infrastructural facilities to the sports persons. Consumables for sports are purchased as and when required. Apart from its own grounds, the college hires poly grass hockey court for practice as well as for hosting University level tournaments. The college also practices with students of , Mahatma Phule College, situated nearby, for sports like Kabaddi and Athletics. Mahatma Phule College and our college share the trainers also, as and when required. The college shares the sports ground (which is 6000 square meter) with other two institutes of the Trust. The college shares some of the sports equipments with the junior college.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://mucollege.edu.in/physical-and-academic-facilities-policy/ |

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

13

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

13

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://docs.google.com/spreadsheets/d/1ofk1j72rQf1JoH05lUtDppry-IexNSI6/edit?usp=sharing&ouid=102304281610122251243&rtpof=true&sd=true |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

3.3

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | No File Uploaded |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

The college library is partially automated from the academic year 2007-2008. it was partially automated with LIBMAN Masters' Software initially but was replaced by KOHA , which is free and open source software in the year 2019. All the books are barcoded but the issue-return is carried out manually. It is very easy to access and find the required books in the library with the help OPAC which provides details about the rack and shelf number where it is kept. The software also provides information about the availability of any book in the library. Once the book is issued from the library or returned to the library, the borrower receives an email through the software. OPAC is available on intranet for

the benefit of teachers to browse any title from the desk.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional Information | https://mucollege.edu.in/# |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

1.5

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Audited statements of accounts | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

2

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The College has an AMC with Uptech Ltd. for maintaining its IT resources. A full time person is appointed on campus to maintain and update the IT infrastructure. All the computers in the campus are connected through LAN and the software of all these computers are updated regularly for effective functioning. The laptops are also upgraded. The UPS machines are replaced or their batteries are changed when those are not in function.

All other replacements and upgrades are on a real time basis and are need based.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

4.3.2 - Number of Computers

96

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | No File Uploaded |
| Student – computer ratio | View File |

4.3.3 - Bandwidth of internet connection in the Institution A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

4.6

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts. | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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.

The available infrastructure is utilized in the best possible manner to support academic needs of the learners. This has resulted in creating a congenial atmosphere. The infrastructure is aimed at facilitating an effective teaching learning process. Any new purchase, improvements or repairs are suggested by the faculty members in a maintenance register kept in the office for the purpose. The policy features are as follows:

Computer Lab: The lab is made available to B.Com. students in the morning session for their Tally program and it is used by BBA & BBA-CA students for the rest of the day. The Timetable is prepared in such a way that there is an optimum use of the lab. This is to keep the infrastructure update to suit the requirements and the needs of the students. A regular review of all the machines in the college is taken by an independent external resource person with whom the college has signed an AMC..

Library: Library has a rich collection of books, reference books as well as journals and they are available to all the learners as well as the faculty members of the college. The books are recommended not only by the faculty members but by the students also and are then purchased for the library. The budget is prepared immediately after the college reopens. The reference books are issued to students for their enhanced learning. Two computers are made available to students in the library.

Sports: Gymkhana budget is prepared for various sports activities and a good amount is reserved for maintenance and purchase of sports equipment. An appeal is made to the students to register for the game of their choice and expertise. They are made to practice and from among them, the players/teams are selected. The students who have played at the district or state or national level earlier, are directly selected in the college team. Expenses of their uniform, travelling and daily allowances are incurred by the college. There is a sports committee comprising of the Principal, Director of Physical Education and Sports, a few staff members and a student representative. Sports calendar of the college is derived from the sports calendar of the university. Internal sports events, both indoor and outdoor, are organised by earmarking a separate week for the conduct of the same.

Computers: The available computers of the college are maintained and updated on a regular basis. This is outsourced to an independent external agency. For this, a separate budget is assigned and is passed in the meeting of the management committee. While the computer lab is exclusively meant for the students, the rest of computers are placed at different departments. These computers are allocated to various departments based on the priorities and necessities.

Classrooms: The regular cleanliness of the classrooms is taken care of by the housekeeping staff appointed specifically for the same. The electronic equipment in the classrooms are under the supervision of one of the office staff. Hence, the repairs and replacement of the same are on a real time basis. The time keeping of the sessions is done by an electronic buzzer maintained by the office staff.

Seminar Hall: The college has two seminar halls used to conduct functions and engage guest lectures. A massive auditorium shared between three institutions of the trust is at the disposal of the college when needed.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://mucollege.edu.in/physical-and-academic-facilities-policy/ |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

81

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

15

| File Description | Documents |
|--|---------------------------|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

| File Description | Documents |
|---|---------------------------|
| Link to institutional website | Nil |
| Any additional information | No File Uploaded |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

169

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

169

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The Institution has a transparent mechanism for timely redressal of student

A. All of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | No File Uploaded |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

11

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | No File Uploaded |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

126

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

1

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | View File |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

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) during the year.

4

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

The college students actively participate and represent in different college activities. As per university norms Students Council is formed every year but during the last academic year, the university did not provide any guidelines for formation of the same, so the college selected certain students to represent different committees. The students were nominated to represent on College Development Committee, Internal Quality Assurance Cell, Cultural Committee and NSS Committee. Rahul Bhagwani of T.Y.B.Com and Prachi Sarkar of T.Y.B.C.A. represented College Development committee and Internal Quality Assurance Cell. Bhumika Jeswani and Nidhi Sutar from S.Y.B.Com were a part of Cultural Committee. The responsibilities of NSS Committee were shouldered by Johnson Ghavane and Tejaswini Pawar of S.Y.B.Com.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://mucollege.edu.in/college-development-committee/ |
| Upload any additional information | No File Uploaded |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

6

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

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

In the previous academic year, following activities were organized by the alumni:

1. The Alumni Association, which is a registered one, conducted two meetings in the year.
2. Two Sessions by Mrs. Shobha Mirchandani on Yoga for Flexibility and Strong Immunity and Strengthening the Lungs and Gut Health.
3. Inspirational Stories were shared by Mr Ajay Sharma (Su Jok Therapist), Dr.Indirarani Ausare (Teaching Faculty), Mr. Amberjit Mitra (Delivery Partner, TCS) and Ms. Shalu Ramnani (HR, Infosys).
4. One week workshop on Behavioural Skills was conducted by Ms. Shalu Ramnani (HR, Infosys).
5. A Short Term Course on Sales Promotion was conducted by Ms. Shalu Ramnani (HR, Infosys) and Mr. Amberjit Mitra (Delivery Partner, TCS).
6. Guest lectures on Sales Promotion Technique and Resume Writing as well as Workshop on Su Jok Therapy were conducted by the alumni members.
7. Alumni members purchased 2 oxygen concentrators by collecting donations among themselves and donated the same to the institute to help the needy.
8. Alumnus Mr. Hemant Rajesth who works as an Assistant Professor in the college along with alumnus Mr. Akash Bajaj, Businessman worked diligently during the pandemic for arrangements of plasma, hospital beds to covid patients and helped them in different ways during their difficult times.
9. Some alumni members provide prizes to the students who excel in academics.
10. Alumni also provide assistance in college placement activities and sports activities.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://mucollege.edu.in/association/ |
| Upload any additional information | View File |

5.4.2 - Alumni contribution during the year E. <1Lakhs

(INR in Lakhs)

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

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

Vision

To become a center of excellence in commerce and management and entrepreneurship aimed at generating knowledge.

Mission

Creating intellectually and morally endowed global citizens by providing quality education to the students of all strata of society.

As reflected in the vision statement, the college conducts a multitude of Add On and Short Term Certificate Courses related to commerce, management and entrepreneurship to enhance employability skills of the students. Keeping the vision of the institute in mind the college went to seek recognition from NSQF for skill development programme in retail management. This is also keeping in view the student strata of the college that primarily represents the business community of Pimpri.

As stated in the mission of the college, there is a fervent endeavour to create an inclusive culture for students.

- College is a Sindhi linguistic minority institution and reserves 50% of the total seats to the applicants of Sindhi community. Remaining admissions are allotted on merit basis in conformity with the reservation policy of the government of Maharashtra.
- Admission data, over a period of time, shows that students from all religious communities from different regional backgrounds and from financially weak families have benefitted for their all round development from the college.
- Institutional scholarships are provided to the deserving students irrespective of their caste, community or

religion. This enables them to be financially included to be socially well placed in future.

- The teaching and the non teaching staff of the college is appointed strictly on the basis of merit. No reservation on the basis of any grounds is followed in recruitment.

A wide variety of add on and value added courses make them intellectually and morally endowed future citizens.

The Strategic plan included launching a multitude of Short Term and Autonomous Courses. Among them, a Short Term Certificate Course of one credit (15 hours), titled "Powerful Presence for Success" for interested T.Y.B.Com students was well received. Designed and implemented by a Marketing Brand Consultant for 25 years, Poonam Kishinchandani, it incorporated modules to build an indelible brand of the participants themselves.

The objective, as the title suggests, was to uncover for the participants the following key elements of their personality: -

- Determine who they are;
- Identify what is important for them;
- Know what they stand for;
- Know their values.

The Syllabus of this course included: Identification of Core Values, Writing a Personal Brand statement, Formulating a personal promise statement, Building self-image through Presentation Skills, External Image, Goal Setting and Managing a Social Media Presence.

At the end, Students were made to post their well-crafted photos on their social media handles along with statements, which reflected their values. Besides, from the job prospect perspective, they created a Linked In profile stating their strengths and weaknesses. All this was done through role-plays, films, lectures PPTs and so on.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://mucollege.edu.in/value-added-courses/ |
| Upload any additional information | No File Uploaded |

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

Both the management and the Principal of the college demonstrate effective leadership by entrusting decision making process to the concerned heads and by involving every concerned person in decision making to whom that decision relates.

Some such examples pertain to -

1. Financial Liberty -

Each department is directed to come up with various activities it plans to come up with in the ensuing academic year. The expenses pertaining to the same are also made to be chalked down. The budgets of the previous year and the year under consideration are compared and the existing successful activities of each department are sanctioned while the new ones are accepted on well supported arguments.

This is how each teacher is made to come up with plans and propose new ideas for the development of the college in general and their department in particular. The departments in turn invite ideas from students with regard to their expectations from the college. This is how the participative spirit percolates to every stakeholder.

2. Academic Flexibility

The Management believes in the competency and skills of the teachers. Decisions with regard to the pedagogy is left to the teachers. They are encouraged to use various modes that could make teaching effective, interesting and useful for the students. They are even encouraged to design and execute various Short Term Courses and Add on Courses that are essential to support the curriculum. These courses are also devised keeping in mind the slow and advanced learners of the college.

3. The Admission Process -

The admission process is transparent and it complies with all the reservation norms. The reservations that are applicable to the minorities, being a linguistic minority, the scheduled castes and tribes etc. are strictly adhered to. Neither the Principal nor the management of the college has any influence in the process of the admission to any course run by the college.

4. Recruitment - Whether the aided or the unaided section of the college, the recruitment process of the college is comprehensive and is based on the guidelines and statutes that are applicable to the institute from time to time. The principle of equality of opportunity is abided by the institute. Only merit based appointments are welcomed.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://mucollege.edu.in/college-development-committee/ https://mucollege.edu.in/management-body/ https://mucollege.edu.in/committee/ |
| Upload any additional information | No File Uploaded |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The college has developed a perspective plan for a period between 2018 and 2023. Covid - 19 struck a severe blow on attainment of plan in the given time limit. The college plans are presented to the management, approved by them and implemented as per the deadlines set and promised to the college management. Various internal committees and sub committees are set up to complete the tasks given.

A number of plans were set for the academic year 2020-21. Of those plans some could be effectively deployed. To mention a few,

- The college applied for the commencement of B. A. programme.
- The college applied for National Skill Qualifications Framework, UGC for starting B.Voc. in Retail management (three years' integrated degree course) & a few certificate courses. The college received a consent for the same from the NSQF.
- A number of activities were conducted to strengthen the Placement Cell.
- Organised 2 national seminars for students of all programmes.
- Two MoUs were signed for hands on training, practical knowledge and personality development of the students.
- A number of extension activities for the community through NSS, Alumni were conducted. Even during the pandemic the alumni took an aggressive stand to hold a blood donation

camp through the colleges their social commitment and they were successful in generating 93 donors.

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

The functioning of the college is managed by the Jai Hind Sindhu Education Trust. The general superintendence and management of the college is at the disposal of the Principal. The Principal of the college works in consultation with the college management.

Academic Plans - The academic plans of the college are prepared by the departments and in consultation with the Principal the same are finalised. The heads of the departments are given complete liberty to decide the pedagogy and the pattern of examination. The heads of departments eventually chalk out their plans in consultation with the members of the department. The college staff meetings are the platform to discuss the teaching plans of the college. The IQAC endorses these plans. It recommends the changes, if any. The departments of the college come up with their annual plans in conformity with the expectations and guidelines of the affiliating University.

Financial Plans - The college management requires the college to prepare annual budget for various activities the college wishes to conduct in any academic year. The expenses expected for any year are required to be defended against the background of the expenses carried out in its immediately preceding year. Demand for an increased allocation of resources in the current year's budget is sanctioned based on introduction of new activities as well as the appraisal of utilisation of the resources allocated in the previous year for that activity. This is how review, assessment and accountability are all taken care of by the management of the college.

Financial plans span over all the stakeholders. It not only takes care of the students, teachers but also of the non teaching staff

and the prominent statutory body doing this is the college managing committee which is carved out of the members of the Trust, teaching and the non teaching staff. The meeting of the committee are held at least once in a quarter. Brainstroming over issues relating to new appointments, infrastructural needs of the institute, students' facilities and grievances, compliances with government and University authorities is carried out in the meetings of the college managing committee. Issues that do not fall under the purview of the CMC and are broader in terms of their scope such as constuction of a new classroom or adding any such capital facility on the campus are taken to the College Development Committee. Even that committee gives representation to students, teaching and non teaching staff as well as the members of the society.

Day to day functioning of the college is discussed in the staff meetings and the frequency of review of these meetings is every month. The college follows the rules of the affiliating University, the state government and the UGC. The effective and efficient functioning of the college is evident from complete compliance of these rules by our institution and the available satisfied stakeholders.

| File Description | Documents |
|---|---------------------------|
| Paste link for additional information | Nil |
| Link to Organogram of the Institution webpage | Nil |
| Upload any additional information | View File |

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

C. Any 2 of the above

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | No File Uploaded |
| Screen shots of user interfaces | View File |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

6.3 - Faculty Empowerment Strategies

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

The college is sensitive towards its employees and knows well that to keep the working environment healthy all must work as a family and hence it provides to all its stakeholders everything they are deserving of. Not only does it comply with the statutory welfare measures but even comes up with some voluntary measures that are essential for those members whose services do not fall under the grant in aid category.

Medical Expense Reimbursement -

The college provides for all the possible assistance for its employees to get as much of medical expense reimbursement from the government as possible. It has a system in place to get the reimbursement from the government by complying with all the needed documentation. The college office is well trained and conversant with the documents necessary to furnish to the government for claiming the reimbursement.

Until the reimbursement is received from the government the employee has his/her health insurance schemes in place and in the absence of the same he/she can approach the college management for financial assistance. Taking into consideration the urgency and need the college management sanctions financial assistance of which some portion is to be returned while a major portion is an ex gratia.

The college non teaching staff was counselled to subscribe to the Pradhan Mantri Jeevan Bima Yojana.

2. Provident Fund -

A definite portion of salary is deducted at source by the college from its employees' remuneration towards the statutory provident fund. For the employees in the unaided section a definite portion of salary is transferred to contributory provident fund with equal contribution from the employer.

Whenever an employee is in need of money, s/he can apply to the college for a loan against the amount outstanding to the credit of her/his provident fund account. A facility of partial withdrawal is also available.

3. Pension -

All the faculty member recruited prior to November 1, 2005 are eligible for pension. Those recruited post this date are made to be a part of a National Pension Scheme.

The other benefits that are associated with the employment are extended to its employees in its true spirit by the college. They include - gratuity, leave encashment etc...

Other prominent welfare initiatives of the college management include -

- Fee waivers or concessions to the wards of the class 4 employees in any of the institutes managed by the Trust.

- Pooling in of resources for the class four employees when they need finances for medical or any other emergencies.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

0

| File Description | Documents |
|---|------------------|
| Upload any additional information | No File Uploaded |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | No File Uploaded |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

0

| File Description | Documents |
|--|------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | No File Uploaded |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

11

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | No File Uploaded |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

Performance appraisal of the institute for teaching and non teaching is mainly based on the feedback system and suggestions invited from the students.

- Feedback taken is very specific as well as general. This covers the students' opinions about the pedagogy, syllabus and infrastructure of the institute.

- Suggestions on the other hand are more pointed and could even pertain to the problems faced by individual students.

- Subject specific result analysis is another tool that helps to gauge the performance of various departments of the institute and even the performance of an individual teacher in his/her subject.

- Timely, expeditious and frequent compliances with the requirements of the University authorities is kept track of by the head of the institutes.

- Timely, expeditious and frequent compliances with the requirements of the University and Government authorities, in case of non teaching staff, is kept track of by the head of the institutes.

In addition to this the appraisal system needed in place under career advancement scheme is present. Teachers are required to be assessed by themselves for their performance in various criteria of assessment such as teaching, learning, extension and research to mention a few. This self-assessment by the teacher is endorsed

by the IQAC and verified by the Principal. Career advancement of a teacher is possible only on furnishing the self appraisal.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The finances of the institute are managed as per the directives of the trust within the guidelines laid down by the government of Maharashtra and guidelines laid down by the agencies financing the activity. The audit of the institute is carried out through an external agency appointed by the college trust. Internal audit is conducted by the Finance Manager of the Institution. An internal audit report with a certified Receipt and Payment account and balance sheet is sent to the trust of the institute.

The external agencies that finance various activities of the college also audit the financial statements of the college. The audit heads and the external agency that audits these financial statements are -

Sr. no

Audit head

External audit agency

1

salary expenses - aided section

Joint-Director, Higher Education, GoM

2

All non salary expenses - aided section

Joint-Director, Higher Education, GoM

3

Scholarships and free ships**Authorities disbursing the scholarships**

4

University schemes such as 'Earn while you learn', 'Students' welfare programmes', 'NSS', 'Sports funding'

Finance Department of Savitribai Phule Pune University

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)**6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)**

0

| File Description | Documents |
|---|------------------|
| Annual statements of accounts | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | No File Uploaded |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The college management has always created infrastructure available for very seamless teaching and learning. Pandemic was not looked at as a hurdle and necessary arrangements to deal with the challenges posed by this disaster were taken.

Strategies for Mobilisation of Funds -

The college believes in augmenting its own resources rather than taking any external assistance except in such cases where there exist specially devised schemes for development of Institute's infrastructure. The college keeps a track of the schemes whether by the UGC, the affiliating University, the statutory bodies of the affiliating University such as the Board the College and University Development (BCUD) to mention a few. Resources for infrastructure augmentation are built through such schemes and owned funds.

A separate library building is a classic example of the financial support of the UGC and the financial contribution from the college Trust else the college ran through a single stand alone building. Not to forget the stock of sports infrastructure and library books created out of the resources made available by the financing agencies.

Optimal Utilisation of Resources -

The past experiences reveal that the college was run only during morning and some early hours of afternoon. This prompted us to introduce a professional programme under the same faculty. So the college came up with Bachelor of Business Administration. Very explicit attempts to ensure that the infrastructure of the college does not go underutilised include -

- 1) Introduction of the IGNOU study centre
- 2) Making the premises available for Institute of Chartered Accountants of India and the Institute of Company Secretaries of India for the conduct of their examinations.
- 3) Free access to the college library resources not only to the existing students but even to the alumni.

Under the proposed plans the college intends to take the following steps for the fullest utilisation of resources -

- 1) Introduction of Bachelors of Arts
- 2) Introduction of B.Voc (Retail Management)
- 3) Certificate courses under NSQF
- 4) Extension of library facility to the senior citizens during the afternoon hours.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

The IQAC has been active in the college on both the fronts viz the curricular as well as extra curricular. For a small unit like ours isolating IQAC from the entire staff is hardly possible and this is the feeling that is essential for a family like functioning of an institute. Everyone relates himself or herself to IQAC in some way or the other. Hence everyone contributes to the working of the cell.

Teaching Learning -

Regular staff meetings followed or sometimes preceded by the IQAC meetings take the review of the much needed interaction with the staff and through the staff with the students. The IQAC insists on the regular conduct of lectures and conduct of the same in the best possible manner so as to retain the interest of the students. IQAC recommends commencement of various short term certificate courses to aid the students with an additional curricular inputs.

Evaluation -

It is a constant attempt of the IQAC to direct the examination department to conduct the examinations in the most objective manner. The emphasis is laid on tying the examination with the parameters that fall under Bloom's Taxonomy. It is an attempt to spread the exams in such a way that it does not become cumbersome either for the students or for the staff on examination duty.

For Student Progress -

It was the initiative of the IQAC to start an in person contact of the parents (at least one of the two) with a select teachers at the time of admissions. This is very rare that counselling of students is done at the first year level in an undergraduate college. A system of admission process is well set for the first

year students under the able guidance of the IQAC. A well designed questionnaire to know our college student on the lines of KYC of banks was a brain child of the IQAC of the college. The questionnaire was well designed to leave no stone unturned about the college student. It was fool proof to the extent of knowing the medical problems of the child and the family doctor that needs to be contacted in case of emergencies. Against the background of the pandemic that hit us this effort of IQAC was worth appreciating. The college even made sure that the learning time of the students was not compromised with because they could not come to the campus on account of Covid restrictions. The systems were set in place in the form of internet connections in the classrooms, provision of lap tops, clear directions to teachers with respect to use of platforms such as google meet or zoom etc...

These and many other factors contributed to undisturbed teaching and learning. Students did not have to face the challenge of shut educational institution. Their learning - evaluation and extra curricular activities continued.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://mucollege.edu.in/iqac/ |
| Upload any additional information | No File Uploaded |

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

Teaching Learning Process

The college has given complete autonomy to the individual teachers to decide the process of teaching. The teacher is absolutely free to decide his/her pedagogy but at the same time the IQAC insists on identifying better ways of teaching which could prove useful in bringing each class of students, whether slow learner or fast learner, at par. Teachers devise their teaching plans and ensure that sufficient time is given to complete the syllabus. So the teaching learning is reviewed not only in the staff meetings but also in the IQAC meetings. This is because teaching learning is an ever evolving process.

- During the pandemic hit academic session of 2020-21 the

college ensured that the lectures were scheduled right from the beginning of the academic year and learning time of the students was not compromised with inspite of prevalence of conditions that did not support leaning.

- An attempt was to retain rather than bring an increment in the activities that the college was organising when there was no such adverse condition. The college was successful on a number of fronts but some activities that must be held in person could not be held. To mention a few - a compulsory health check up for the first year students, on field activities of the sports department, physical issue of books, NSS activities etc.. So incremental improvements in the activities was difficult to come about for this academic year. There was deviation though, teaching which was only a brick and mortar phenomenon was turned into an electronic teaching with live tools such as online subject specific notes and books for ready reference, youtube videos of other experts etc. Some students definitely benefitted from this teaching because they got access to online self learning tools that they were never aware of.
- We were successful in retaining the level of guest lectures at the pre-pandemic level.
- In fact the number of short term courses increased. This even kept the students mentally occupied.

The teachers shared the online lecture links with the Principal and other faculty members to monitor the engaging of lectures and the seamless transmission of the same. So the monitoring was on a real time basis and also through the regular IQAC meetings.

Examination outcome is the last tool that we depend on to check the learning outcome. Students participated and performed well in the internal continuous examination as well as the examination held by the affiliating University and the results revealed that their performance was not any less than it used to be during the pre pandemic time.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of

C. Any 2 of the above

**Internal Quality Assurance Cell (IQAC);
Feedback collected, analyzed and used for
improvements Collaborative quality
initiatives with other institution(s)
Participation in NIRF any other quality audit
recognized by state, national or international
agencies (ISO Certification, NBA)**

| File Description | Documents |
|--|---------------------------|
| Paste web link of Annual reports of Institution | Nil |
| Upload e-copies of the accreditations and certifications | No File Uploaded |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | No File Uploaded |

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 year

1) Two lectures on prevention of sexual harassment were delivered by advocate Savita Saxena on 5th and 7th November 2020. 100 students from FY B.Com programme attended these lectures.

2) a) A Webinar titled as 'Choose to Challenge' was conducted on the occasion of International Women's Day, 8 March 2021. Two sessions were held. One was conducted by Dr. Mandakini Bhattacharya, Associate Professor, Fakirchand College, Kolkata and another by advocate Riya Madhwani, Pimpri. 99 participants were benefited.

b) One more Webinar on Women Empowerment was conducted by Ms. Pankti Jog and Ms Sayalee Ponkshe. 63 students benefitted from the same.

3) College has a Vidyarthini Manch, a cell for girl students. It is created to help women increasing awareness about their rights, safety and overcoming difficulties in their personal and professional lives.

4) Counselling for students -The college has appointed a visiting psychological counsellor Dr. Himani Chaphekar who interacts with the students dealing with their wide variety of issues. During the academic year 2020-21 she spoke to the students on the following topics:

a) Challenges Faced by Students in Changing Scenario of Covid 19 (October 2020)

b) Self-Control (November 2020) and

c) Anger Management (January 2021)

A total of 222 students took benefit of these counselling sessions.

5) Separate reading section in the library is provided to girl students, who need privacy.

6) Separate common rooms are provided for boys and girls.

7) Approximately 65% of our students are girls which shows the reputation of college as a safe place for girls. A vending machine for sanitary napkins is placed in girls' common room and a discard machine is in use in the ladies' washroom on the second floor of the main building.

8) College has an Internal Complaint Committee, Anti Ragging Committee and Discipline Committee to maintain a safe environment for the students on campus. The college also has a policy on safety of students as well as a separate policy on anti-ragging and anti-harassment. The policies are available on the college website.

9) The college also celebrated the Kranti Jyoti Savitribai Phule birth anniversary on 3rd January 2021 to make students aware of her contribution to promote education for women.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | Nil |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://mucollege.edu.in/students-safety-policy/ https://mucollege.edu.in/sexual-harassment-policy/ https://mucollege.edu.in/anti-ragging-anti-harassment-policy/ |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

D. Any 1 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid and liquid waste management - The college provides for separate dustbins for dry and wet waste. Dry and wet waste are collected and disposed of through the mechanism set by the local municipal corporation.

Bio Medical waste management -It is confined to the used sanitary napkins disposed of by the girl students in the college. The mechanism for disposing these is made available to the students on the campus.The college provided for separate dustbins to dispose of masks and PPE kits used by the faculty and students.

E - waste management -E-waste is collected by Aptech (our electronic goods vendor) under buy back policy for E-waste. The buy-back policy enables handling, recycling and reusing of waste electronic equipment in an ecofriendly manner. The college has collaborated with an NGO, whocollects the E-waste collected from the students and the staff.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | Nil |
| Any other relevant information | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus E. None of the above

| File Description | Documents |
|---|------------------|
| Geo tagged photographs / videos of the facilities | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: B. Any 3 of the above

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

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Any other relevant documents | No File Uploaded |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit A. Any 4 or all of the above

3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | No File Uploaded |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (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

C. Any 2 of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | No File Uploaded |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

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 200 words).

Student Admission -

- College is a Sindhi linguistic minority institution and reserves 50% of the total seats to the applicants of Sindhi community. Remaining admissions are allotted on merit basis in conformity with the reservation policy of the government of Maharashtra.
- Admission data, over a period of time, shows that students from all religious communities from different regional backgrounds and from financially weak families have benefitted for their all round development.
- Institutional scholarships are provided to the deserving students irrespective of their caste, community or religion.

Recruitment -

- The management of the college appoints both its teaching and non teaching staff strictly on the basis of merit and in complinace with the set government/UGC norms.

Students on the campus -

- Students are sensitized regularly by the teachers on inclusiveness, hence, there is no record in the past regarding any kind of cultural, regional, linguistic or any other kind of disharmony

Activities on the Campus -

- Cultural day is celebrated wherein students of all religious as well regional backgrounds showcase their cultural heritage.
- On Traditional day, students come to college in their regional outfits and thus demonstrate diversity of our culture.
- Marathi, Hindi as well as Sindhi lanuage days are celebrated.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | No File Uploaded |
| Any other relevant information | View File |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations:

values, rights, duties and responsibilities of citizens

- A Poster competition was organized on 30th October to demonstrate the ill - effects of corruption and importance of education. 11 students participated in the competition.
- Constitution Day, 26th November, was celebrated with a quiz and a pledge for the studnets and the staff.
- National Voters' Day, 25th January, was celebrated in the college and students participated in the pledge and different competitions to promote values enshrined in our constitution.
- A mandatory course for M.Com II Sem III students 'Introduction to Constitution of India' was conducted during 2020-21.
- A mandatory course for F.Y.B.Com students 'Democracy, Election and Governance' was conducted during 2020-21.
- A mandatory course for F.Y.B.Com students 'Value Education' was conducted during 2020-21.
- A mandatory course for M.Com I Sem Istudents 'Human Rights' was conducted during 2020-21.

| File Description | Documents |
|--|---------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View File |
| Any other relevant information | View File |

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. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff

B. Any 3 of the above

4. Annual awareness programmes on Code of Conduct are organized

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| 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 | No File Uploaded |
| Any other relevant information | View File |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Following events and days of national and international importance are celebrated in our college.

1. 21 June - International Yoga Day
2. 15 August - Independence Day
3. 2 October - Gandhi Jayanti
4. 11 November - National Education Day
5. 25 November - Meatless Day
6. 26 November - Constitution day
7. 22 January - Sindhi Shahadat Day
8. 25 January - Voters day
9. 26 January - Republic Day
10. 8 March - International Women's Day
11. 1 May - Maharashtra Day/ International Labour Day

Some of the above mentioned days could not be celebrated due to Covid 19 restrictions but the college does celebrate these days when fully functional.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | View File |

7.2 - Best Practices

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

Title of the Practice

Short Term Courses for Students

Objectives of the Practice

- To enhance students' capacity in implementing theory into practice.
- To enhance their employability skills.

The Context

The possibility of enhancing the employability of any individual is to offer a tailor made product to them. So in case a student wishes to join the field of banking and finance then not only should he/she clear the bank examination but s/he even needs to know how the bank transactions are carried out in reality. Keeping this in mind, the college decided to launch a number of short term courses in different areas like English, Commerce and Life Skills.

The Practice

These courses are open to all. The students interested in a particular course enrolled in the courses of their interest. Attendance for such courses is followed meticulously and no absenteeism is entertained else the very purpose of the course is defeated. The students were awarded credits for the same.

Evidence of Success

This is the first batch of students who have taken the input and they are yet to pass their degree course. The evidence of success in the course for bank transaction can be that the students are themselves able to arrive at the amounts they are entitled to on various bank deposits.

Problems encountered and Resources required

Resources required -

1. An undisturbed internet transmission and electricity supply.
2. Framing of syllabus for the courses.

3. Availability of study material and books in the library.

4. External faculty, if need be.

Challenges -

1. Students struggled with inability to attend on a regular basis on account of problems such as electricity failure, internet disruptions, non-availability of smart-phones, tabs, laptops to attend the lectures and financial constraints in timely recharging their mobile data plan.

2. Attendance maintenance and feedback on their learning was not as good as it could be in offline mode.

3. Student fatigue due to online classes.

4. Monitoring students' participation and their evaluation on the subject was a task.

Title of the Practice

Financial Support to the Needy Students

Objectives of the Practice

1. To ensure that the students are not deprived of the access to learning merely due to their financial weakness faced by them due to pandemic.
2. To be accountable to the society in terms of commitment of an academic institution towards dissemination of education.
3. To develop a class of students with a sense of financial commitment towards such similar needy students learning from their own example.

The Context

Covid 19 that began in March 2020 left many devastated socially, psychologically and financially. It was a need that we address these issues as an academic institution. The college management and the staff decided to pool in the resources from various sources such as management, staff and alumni.

So not only were students financed by the pooled resources of faculty and alumni but also with the help of the resources

extended by the college management. A noteworthy development was that some of the students from the unaided section of the college were accommodated on those seats of the aided section that had fallen vacant due to a number of other reasons.

The Practice

The extension of the financial support to students is not new. What makes it unique is the voluntary participation of the management, staff and alumni in responding to the need of the hour. The financial resources gathered didn't match the requirements completely. This is on account of the limited resources that any individual has and the similar condition faced by any non-donation taking trust. Another limitation faced was the unwillingness of the students to open up and disclose their inability to pay the fees. So identification of those who had constraints in paying the fees was difficult. Hence only those who approached with a want of financial support were assisted.

Evidence of Success

15 students who could have had to leave education continued with their education. 04 students were supported by staff members out of their personal resources while 05 students were supported by the resources pooled in by the faculty members. 01 student was adopted for her academic expenses until her graduation (03 years of education) by one of our alumni. The students that are assisted include a combination of both aided and unaided sections of the college.

Problems encountered and Resources required

Resources required -

1. Funds for needy students
2. System to identify a needy

Challenges -

1. Finding donors
2. Identifying those genuinely in need.

| File Description | Documents |
|--|------------------|
| Best practices in the Institutional web site | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Priority and thrust of our college has always been imparting good education to the students. Never thought of pandemic struck in March 2020 and followed by a lock down declared by the government. It created an uncertainty in every field. Education was no exception. Delivering online lectures to the students was a challenge but our college was quick and positive in responding to the challenges posed by the pandemic. Some of the actions taken that portray our performance include -

- Quick shift to the online mode of teaching-learning and evaluation at first year to masters' level for Commerce and at the undergraduate level for B.B.A. and BBA (CA) programmes. It was decided to promote the first and the second year students to the next classes on a provisional basis. This was done so as to start their next academic year well in time. This made sure that there was no learning gap. We started teaching online from June 16, 2020 and were the first among the colleges under the University to do so. Never did we let the quality of education to fall. Teachers were given the academic flexibility.
- Admissions were completely online without having to endanger the lives of the students. Documents in support of their claims for admission were sought only when the effect of pandemic subsided and the Covid-19 norms were relaxed by the government. Financial needs of the students were taken care of by taking a number measures in the form of - teachers and alumni financing students, shifting of financially needy students to aided section from the unaided, giving easy installment to pay the fees etc.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The College is very conscious of engaging the learners by adopting a multitude of techniques to achieve the same. The context of the COVID 19 pandemic did create challenges. Despite the context, efforts were made to expose the students holistically by optimizing the online platform.

1. College prepares an academic calendar inclusive of teaching, curricular and co curricular aspects.
2. Every teacher prepares a teaching plan. The effective curricular delivery is facilitated as a result of effective implementation of the academic calendar and teaching plan.
3. Teaching the curriculum through G-Meet and Zoom & online aids such as YouTube and SPPU repositories. Many faculty members of the college have contributed to the repository.
4. Inviting experts with specialized knowledge and practical experience for guest sessions in various subjects.
5. Guiding them to courses of Swayam, IIBF, Coursera, Future Learn for allied learning like Personality Development, GST, Stock Exchange Basics and so on.
6. Organizing various Add On and Short term Courses through experts in modules like Democracy, Constitution, Financial Planning, Communication Skills and related areas. (<https://mucollege.edu.in/value-added-courses/>)
7. Sharing case studies with students for solving problems through practical applications
8. Inviting participation of students in Moot Court Competition to understand the working of the lawyers, judges and the Court.
9. Organizing seminars in the topics related to recent developments relating to specific subjects.
10. All these activities, for the first year students, begin with an induction programme meant for each student enrolled in the college.

| File Description | Documents |
|-------------------------------------|---|
| Upload relevant supporting document | No File Uploaded |
| Link for Additional information | https://mucollege.edu.in/wp-content/uploads/2022/01/Academic-Calendar-2020-2021.pdf https://mucollege.edu.in/value-added-courses/ |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

Before the commencement of the year, the College plans all its activities including the conduct of Continuous Internal Evaluation. The academic calendar helps faculties to plan their syllabi coverage, academic and co-curricular activities. The adherence to the academic calendar is more in case of teaching and learning as well as university examination while there is flexibility with regard to Continuous Internal Evaluation. Syllabus coverage for each component of continuous evaluation is decided well in advance and faculty members adhere to it. Internal Examinations, Assignments, Tutorials, Class Tests, Research Papers, Project Reports are a part of the CIE of the students. The academic flexibility in terms of pedagogy is available to every teacher along with the liberty to design and conduct the pattern of CIE. Students are informed by concerned subject teacher about the internal evaluation. The pattern of examination and evaluated answer papers are discussed with the students to clear their doubts.

| File Description | Documents |
|--------------------------------------|---|
| Upload relevant supporting documents | No File Uploaded |
| Link for Additional information | https://mucollege.edu.in/wp-content/uploads/2022/01/Academic-Calendar-2020-2021.pdf |

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 year. Academic

A. All of the above

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

| File Description | Documents |
|--|---------------------------|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | No File Uploaded |

1.2 - Academic Flexibility

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

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

4

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

22

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Brochure or any other document relating to Add on /Certificate programs | No File Uploaded |
| List of Add on /Certificate programs (Data Template) | View File |

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

1236

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

291

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

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

The College is extremely conscious of sensitivity of the students towards cross cutting issues of Gender equality, moral values, ethics, environment and sustainability. The college believes in inculcating these values and developing awareness among students, for their holistic and empathetic personality building. There is a course in Business Ethics where the students are taught, through lectures and case studies, the supreme importance of ethical conduct. As for professional ethics and human values are concerned the college introduces the students to importance of intellectual property rights. This will help them understand the relevance of preserving intellectual rights of the innovators.

A series of online sessions were conducted by experts to expose students towards gender sensitivity, prevention of sexual harassment and acquisition of human values

A compulsory two credit course in value education is taught to the First year students in semester - 1.

A compulsory two credit course in basic environmental awareness and advanced environmental awareness, taught at semester III and IV of second year B.Com and B.B.A . by external experts. Besides, whenever possible, students were engaged with the teachers to maintain a green zone around the college and were motivated to keep the campus and its surrounding clean through

shramdanunderNSS. Under the aegis of Vidyaarthini Manch, a professional counsellor, Himani Chapekar, is available for the students on scheduled days and time. Last year this was conducted online. Many students have approached her, to be a sounding board, and get their problems and challenges clarified and sometimes solved.

Women Empowerment is built through various related motivational sessions. Skill Development awareness is created through various employability building short term self autonomous courses like Building Communication Skills, English language speaking, Happiness Quotient, Tally, Developing Leadership skills, Powerful Presence for Success and Image consulting to name a few. Thus, overall, there is an increasing emphasis on creating awareness and sensitivity among the students for becoming responsible, global and employable citizens

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

11

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | No File Uploaded |
| MoU's with relevant organizations for these courses, if any | No File Uploaded |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

1.3.3 - Number of students undertaking project work/field work/ internships

282

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

1.4 - Feedback System

| | |
|---|------------------------------|
| 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni | B. Any 3 of the above |
|---|------------------------------|

| File Description | Documents |
|--|---------------------------|
| URL for stakeholder feedback report | View File |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | No File Uploaded |
| Any additional information(Upload) | No File Uploaded |

1.4.2 - Feedback process of the Institution may be classified as follows

B. Feedback collected, analyzed and action has been taken

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |
| URL for feedback report | Nil |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

1862

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

300

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

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

There are informal mechanisms that classify the advanced learners from the slow learners.

1. The assessment of slow and advanced learners is strictly on the basis of the performance in the latest exam and their class participation.
2. The advanced learners pursue CA, CS, CMA. Some even plan to pursue MBA post their graduation. The college makes conscious efforts to encourage them to enroll for professional courses. Such students are guided by taking extra sessions outside the lecture hours.
3. Combined classes for CA, CS, CMA and MBA aspirants was conducted during 2020-21.
4. These classes were conducted by creating a whatsapp group of these students and online lecture links on G-meet platform were posted for students to attend the sessions.
5. The college faculty members designed various courses that built in additional skill sets among the students. These courses included

Course name No. of Beneficiary Students Date Platform Partner Institution Resource Person Investor Awareness Program 67

20/02/2021

11am to 1pm

Cisco Webex

<https://sebibcp.webex.com/sebibcp/j.php?MTID=macf8a2cde0c30282800df5a52ab60919>

SEBI Dr. Ravi Ahuja, SEBI Trainer Tax Planning 44 May 07 to 28, 2021 02:30 pm to 04:30 pm

G- meet

<https://meet.google.com/rja-moei-pck>

CMRS - LLP

C.A.Rishi Loda,

C.A.Divesh Tripathi

C.A.Himanshu Chowdhary

Powerful Presence for Success 48 26/11/2020 to 16/01/2021

G-meet

<https://meet.google.com/sjp-wxxc-nee>

Self Organised Ms.Poonam Kishanchandani Recent Amendments in the Companies Act 60 16/09/2020 to 23/10/2020 G-meet Self Organised

Dr.Geetha Sivaraman

In-house Faculty

Developing Leadership Skills 65 02/11/2020 to 02/12/2020

G-meet

<https://meet.google.com/weu-keou-gnq>

Self Organised

Dr.Parveen Prasad

In-house Faculty

6. The Students with challenged learning abilities were found to be struggling primarily with English language. The college English Department took the initiative of helping them with such basic skills in English language which would improve their grasp of other subjects.

Course name No. of Beneficiary Students Date Platform Partner Institution Resource Person Certificate Course in English

Grammar and Vocabulary 29 16/12/2020 to 5/01/2021

G - meet

www.meet.google.com/ouw-kefw-rff

Self- Organised

Dr.Dnyaneshwar Shirode

In house faculty Certificate course in Shares and Debentures 30
25/6/2020 to 25/7/2020

G-meet

<https://meet.google.com/rmk-sbcv-xew>

Self-Organised

Dr. Pushpa Pamnani

In house faculty Google Tools 53 26/10/2020 to 06/11/2020

G-meet

<http://meet.google.com/gco-cjpb-upy>

Self-Organised

Mrs.Sunita Desale In-house faculty

Mr.Dattatray Popat Sankalp, Librarian, Waghire College of
ACS, Saswad

Dandawate Vrushali, Librarian AISSMS College of Engineering,
Pune

Search Engine Optimization 25 24/11/2020 to 02/12/2020

G-meet

<https://meet.google.com/xox-rtke-hsb>

Self-Organised

Mrs.Bijal Thakker

In-House Faculty

Understanding Financial Statements and Accounting 14 26/10/2020 to 27/11/2020

Zoom

<https://us04web.zoom.us/j/5409338017?pwd=ZzJlbThXTVVyOHQ5djhoQ0E5NkoUzUT09>**Self-Organised**

Ms.Sonam Poptani

In-House Faculty

.

| File Description | Documents |
|-----------------------------------|---|
| Link for additional Information | https://mucollege.edu.in/value-added-courses/ |
| Upload any additional information | No File Uploaded |

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

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 1724 | 21 |

| File Description | Documents |
|----------------------------|---------------------------|
| Any additional information | View File |

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

As a part of experiential learning and one of the best

practices of our college for 2020-21, an autonomous short term course on "Interest calculation on different bank transactions" was introduced. This course enabled the students to get a hang of the method of calculating interest on different bank accounts. The students were made to calculate interest on bank accounts held by them and verify the same with interest credited by banks. The experiential learning involved calculation of

1. Interest on all deposit accounts
2. Interest on loan account
3. Preparation of amortization schedule

The mode of teaching was online while the platform used was G-meet. Total of 30 students benefited from this. This is one such indicative course.

(B) As a part of curriculum the students are made to visit various trading and non-trading organisations so as to acquire from them the primary information pertaining to their field of subject specialization. This could not take place this year due to the pandemic.

(C) As a part of Auditing and Taxation, students are made to calculate tax liability of a salaried person. A course for the same titled 'Tax Planning' was conducted by external experts.

(D) Courses in software testing and advanced excel were conducted for Second Year B.Com, B.B.A. and B.B.A. (C.A.) students.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | No File Uploaded |
| Link for additional information | https://mucollege.edu.in/value-added-courses/ |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The pandemic of 2019-2020 required all of us to accept technology as an integral part of teaching and learning. Teaching for 2020-21 remained a combination of predominantly online and scantily offline. The online mode of teaching

required use of technology to the core. The never thought of platforms such as : 1. Google Meet 2. Zoom were tried, tested and effectively implemented by all the faculty members alike. But the teachers got to know these and used them effectively along with Microsoft tools such as: MS Word. MS Excel, MS Power point, MS paint to mention a few. Very commonly used tool for effective teaching, to retain the online concentration of the students was the YouTube. A number of YouTube lectures were shown to the students and recommended for them to see. This inculcated among the students a habit of learning by themselves using YouTube videos. Websites of SPPU and other universities also served as a tool of effective ICT based teaching and learning.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | https://mucollege.edu.in/physical-and-academic-facilities-policy/ |

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

2.3.3.1 - Number of mentors

21

| File Description | Documents |
|---|---------------------------|
| Upload, number of students enrolled and full time teachers on roll. | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| mentor/mentee ratio | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

21

| File Description | Documents |
|--|---------------------------|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | No File Uploaded |
| List of the faculty members authenticated by the Head of HEI | View File |

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

11

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

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

2.4.3.1 - Total experience of full-time teachers

320

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

Frequency of conduct of examination.

The internal examination is conducted in sync with the university examinations and in tune with university guidelines. As per the university norms there is an examination officer assisted by an examination committee to carry out exam (internal and external) throughout the year. The frequency of the conduct of the examination is at the disposal of the concerned teachers and hence the teachers make sure that the internal examination is so well spread that even the students are at ease to take the examination.

Mode of conduct

The university has chalked out an indicative scheme for internal evaluation which the college follows with some variations. The information about periodic examination is given to the students by concerned teachers. Students are also intimated through the examination department. Due to pandemic exams were conducted online.

| File Description | Documents |
|---------------------------------|------------------|
| Any additional information | No File Uploaded |
| Link for additional information | Nil |

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

The follow up of exam involves:

1. Identification of the students who missed out the examination.
2. Sharing of exam marks with the students.
3. Showing of the evaluated examination paper to the students on demand.

Students raise their queries regarding a number of issues such as:

1. Being marked absent when the student was present in the exam.
2. Regarding marks - such queries are solved by the concerned teachers on a real time basis and necessary rectifications are done. The grievances for the academic

year 2020 - 2021 were mailed by the students to the concerned teachers.

- Due to online conduct of examinations, there were times students could not appear for examinations and they were given flexibility

| File Description | Documents |
|---------------------------------|---|
| Any additional information | View File |
| Link for additional information | https://mucollege.edu.in/redressal-of-grievances/ |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The course outcome is in tune with the same given by the SPPU. All the programmes of our college are affiliated to SPPU and it leaves the institution with no greater scope to either add or deviate from the same. The college runs some autonomous programmes which have been introduced with definite objectives. The method of disseminating, this information involves:

- Through induction programmes: Each class is introduced to various programmes, courses and facilities that the institution offers. It is through such induction programmes students are made to understand the programme and the course outcome.
- The teacher student interaction in the class: Each teacher makes it a point that students are introduced to the programme and course outcome.

The SPPU and the college website both display the POCO.

| File Description | Documents |
|--|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://mucollege.edu.in/po-co-pso/ |
| Upload COs for all courses (exemplars from Glossary) | No File Uploaded |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the

institution.

The college follows to the extent possible the Blooms Taxonomy as a tool to measure attainment of COs and POs. The emphasis is more on understanding the concepts recalling, summarizing and explaining them. The examination results of the students demonstrate whether or not they have been successful in attaining the course and programme outcome. The analysis of the result is an important indicator of attainment or non-attainment of PO and CO.

The companies that employ our students are a good external source to help us evaluate the capability of the students to apply, execute and implement what they have learnt.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | https://mucollege.edu.in/po-co-pso/ |

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

496

| File Description | Documents |
|--|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | https://mucollege.edu.in/wp-content/uploads/2022/01/Annual-Report-2020-2021.pdf |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://mucollege.edu.in/sss/#1621847026781-ae2eb624-2f78>

| RESEARCH, INNOVATIONS AND EXTENSION | |
|---|------------------|
| 3.1 - Resource Mobilization for Research | |
| 3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs) | |
| 3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs) | |
| 0 | |
| File Description | Documents |
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | No File Uploaded |
| List of endowments / projects with details of grants(Data Template) | No File Uploaded |
| 3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year | |
| 3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year | |
| 0 | |
| File Description | Documents |
| List of research projects and funding details (Data Template) | No File Uploaded |
| Any additional information | No File Uploaded |
| Supporting document from Funding Agency | No File Uploaded |
| Paste link to funding agency website | Nil |
| 3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year | |
| 3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year | |

5

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

7

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

10

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| List books and chapters edited volumes/ books published (Data Template) | View File |

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The College is very sensitive towards holistic development of its students. Apart from various Add On Courses and Short term courses undertaken, NSS is leveraged to the optimum. Under its umbrella, a host of student engaged activities are undertaken. This year, Swachh Bharat Abhiyaan was conducted where students cleaned Pimpri railway station and the college campus. This activity imbibed skills of compassion while doing shramdaan. Students are now very sensitive towards a clean and green environment and spreading awareness about the same. A webinar was organized where students were exposed to COVID 19 crisis and action plan undertaken for confronting this Pandemic. In order to sensitise students towards compassion and empathy as a spirit of National Service Scheme, activities of celebrating NSS day, essay competitions, poster making contests, slogan making programmes and awareness of Indian constitution were organized. National education day was also celebrated to highlight the importance of character building and education by preparing posters, slogans, essays and guest sessions.

Student Sensitization

An effort towards sensitising students in different aspects was consciously made. There were sessions conducted related to the following::

- a) Prevention of Sexual Harassment at the Workplace;
- b) Rights of Minorities;
- c) Poster Competition on Ill Effects of Corruption and
- d) Importance of Education.

These activities were conducted under Student Development Cell of the college.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

0

| File Description | Documents |
|---|------------------|
| Any additional information | No File Uploaded |
| Number of awards for extension activities in last 5 year(Data Template) | No File Uploaded |
| e-copy of the award letters | No File Uploaded |

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

3

| File Description | Documents |
|--|---------------------------|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

127

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | No File Uploaded |

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

2

| File Description | Documents |
|---|---------------------------|
| e-copies of linkage related Document | View File |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | No File Uploaded |

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

COVID 19 was a barrier for signing and implementing activities under MoUs.

| File Description | Documents |
|--|------------------|
| e-Copies of the MoUs with institution./ industry/corporate houses | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | No File Uploaded |

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.

The college has 11 ICT enabled, well illuminated and ventilated classrooms. The classrooms are airy and cleaned on daily basis. All the classrooms are equipped with LCDs to make teaching learning more effective. The available infrastructure is utilized in the best possible manner to support academic needs of the learners. All the Classrooms are utilized for online as well as offline lectures and have internet connection to facilitate teaching and learning. The college also has wi-fi facility on the second floor, which can be used to support teaching-learning process. The college has a computer Lab with 62 computers and two seminar halls which are ICT enabled. A common auditorium K. S. Hall, shared between three institutes of the JHSE Trust, accommodates as many as 500 visitors at a time. The patio of the college is utilized for organizing different functions and cultural activities. Library is partially automated and has 15689 books and 13 titles of journals and magazines.

There is sufficient parking space for the students & staff in the College campus.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://mucollege.edu.in/physical-and-academic-facilities-policy/ |

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

The college conducts Culfest, a cultural event every year but due to pandemic the cultural competitions were held online for this academic year. The college patio is used for conducting different cultural events as well as various competitions. The two seminar halls situated in the college campus, which are ICT equipped & K. S. Hall, are also utilized along with classrooms, if required, for cultural activities.

The Director of Physical Education and Sports has an independent office and all the sports equipment and material

are kept safely under his custody. All sports facilities available in the campus are optimally utilized for sports education, training and various competitions. The college has facilities for outdoor games like football, cricket, basketball, athletics, kabaddi and kho-kho as well as indoor games like Judo, Boxing, Carom, Chess and Table Tennis. Seminar hall is utilized for conducting Yoga as well as Zumba activities. The college sports ground was redeveloped to provide better infrastructural facilities to the sports persons. Consumables for sports are purchased as and when required. Apart from its own grounds, the college hires poly grass hockey court for practice as well as for hosting University level tournaments. The college also practices with students of , Mahatma Phule College, situated nearby, for sports like Kabaddi and Athletics. Mahatma Phule College and our college share the trainers also, as and when required. The college shares the sports ground (which is 6000 square meter) with other two institutes of the Trust. The college shares some of the sports equipments with the junior college.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://mucollege.edu.in/physical-and-academic-facilities-policy/ |

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

13

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

13

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://docs.google.com/spreadsheets/d/1ofk1j72rQf1JoH05lUtDppry-IexNSI6/edit?usp=sharing&ouid=102304281610122251243&rtpof=true&sd=true |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

3.3

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Upload audited utilization statements | No File Uploaded |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | View File |

4.2 - Library as a Learning Resource

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

The college library is partially automated from the academic year 2007-2008. it was partially automated with LIBMAN Masters' Software initially but was replaced by KOHA , which is free and open source software in the year 2019. All the books are barcoded but the issue-return is carried out manually. It is very easy to access and find the required books in the library with the help OPAC which provides details about the rack and shelf number where it is kept. The software also provides information about the availability of any book in the library. Once the book is issued from the library or returned to the

library, the borrower receives an email through the software. OPAC is available on intranet for the benefit of teachers to browse any title from the desk.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional Information | https://mucollege.edu.in/# |

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

1.5

| File Description | Documents |
|--|---------------------------|
| Any additional information | No File Uploaded |
| Audited statements of accounts | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

2

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | View File |

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The College has an AMC with Uptech Ltd. for maintaining its IT resources. A full time person is appointed on campus to maintain and update the IT infrastructure. All the computers in the campus are connected through LAN and the software of all these computers are updated regularly for effective functioning. The laptops are also upgraded. The UPS machines are replaced or their batteries are changed when those are not in function.

All other replacements and upgrades are on a real time basis and are need based.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

4.3.2 - Number of Computers

96

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | No File Uploaded |
| Student – computer ratio | View File |

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

| File Description | Documents |
|--|---------------------------|
| Upload any additional Information | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | View File |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

4.6

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts. | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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.

The available infrastructure is utilized in the best possible manner to support academic needs of the learners. This has resulted in creating a congenial atmosphere. The infrastructure is aimed at facilitating an effective teaching learning process. Any new purchase, improvements or repairs are suggested by the faculty members in a maintenance register kept in the office for the purpose. The policy features are as follows:

Computer Lab: The lab is made available to B.Com. students in the morning session for their Tally program and it is used by BBA & BBA-CA students for the rest of the day. The Timetable is prepared in such a way that there is an optimum use of the lab. This is to keep the infrastructure update to suit the

requirements and the needs of the students. A regular review of all the machines in the college is taken by an independent external resource person with whom the college has signed an AMC..

Library: Library has a rich collection of books, reference books as well as journals and they are available to all the learners as well as the faculty members of the college. The books are recommended not only by the faculty members but by the students also and are then purchased for the library. The budget is prepared immediately after the college reopens. The reference books are issued to students for their enhanced learning. Two computers are made available to students in the library.

Sports: Gymkhana budget is prepared for various sports activities and a good amount is reserved for maintenance and purchase of sports equipment. An appeal is made to the students to register for the game of their choice and expertise. They are made to practice and from among them, the players/teams are selected. The students who have played at the district or state or national level earlier, are directly selected in the college team. Expenses of their uniform, travelling and daily allowances are incurred by the college. There is a sports committee comprising of the Principal, Director of Physical Education and Sports, a few staff members and a student representative. Sports calendar of the college is derived from the sports calendar of the university. Internal sports events, both indoor and outdoor, are organised by earmarking a separate week for the conduct of the same.

Computers: The available computers of the college are maintained and updated on a regular basis. This is outsourced to an independent external agency. For this, a separate budget is assigned and is passed in the meeting of the management committee. While the computer lab is exclusively meant for the students, the rest of computers are placed at different departments. These computers are allocated to various departments based on the priorities and necessities.

Classrooms: The regular cleanliness of the classrooms is taken care of by the housekeeping staff appointed specifically for the same. The electronic equipment in the classrooms are under the supervision of one of the office staff. Hence, the repairs and replacement of the same are on a real time basis. The time keeping of the sessions is done by an electronic buzzer

maintained by the office staff.

Seminar Hall: The college has two seminar halls used to conduct functions and engage guest lectures. A massive auditorium shared between three institutions of the trust is at the disposal of the college when needed.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | https://mucollege.edu.in/physical-and-academic-facilities-policy/ |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

81

| File Description | Documents |
|--|---------------------------|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | No File Uploaded |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

15

| File Description | Documents |
|---|----------------------------|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |
| 5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills | A. All of the above |
| File Description | Documents |
| Link to institutional website | Nil |
| Any additional information | No File Uploaded |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |
| 5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year | |
| 169 | |
| 5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year | |
| 169 | |
| File Description | Documents |
| Any additional information | No File Uploaded |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |
| 5.1.5 - The Institution has a transparent mechanism for timely redressal of student | A. All of the above |

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | View File |
| Details of student grievances including sexual harassment and ragging cases | No File Uploaded |

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

11

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | No File Uploaded |

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

126

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for student/alumni | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

1

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload supporting data for the same | View File |
| Any additional information | View File |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

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) during the year.

4

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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

The college students actively participate and represent in different college activities. As per university norms Students Council is formed every year but during the last academic year, the university did not provide any guidelines for formation of the same, so the college selected certain students to represent different committees. The students were nominated to represent on College Development Committee, Internal Quality Assurance Cell, Cultural Committee and NSS Committee. Rahul Bhagwani of T.Y.B.Com and Prachi Sarkar of T.Y.B.C.A. represented College Development committee and Internal Quality Assurance Cell. Bhumika Jeswani and Nidhi Sutar from S.Y.B.Com were a part of Cultural Committee. The responsibilities of NSS Committee were shouldered by Johnson Ghavane and Tejaswini Pawar of S.Y.B.Com.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://mucollege.edu.in/college-development-committee/ |
| Upload any additional information | No File Uploaded |

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

6

| File Description | Documents |
|---|---------------------------|
| Report of the event | View File |
| Upload any additional information | No File Uploaded |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions) (Data Template) | View File |

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

In the previous academic year, following activities were organized by the alumni:

1. The Alumni Association, which is a registered one, conducted two meetings in the year.
2. Two Sessions by Mrs. Shobha Mirchandani on Yoga for Flexibility and Strong Immunity and Strengthening the Lungs and Gut Health.
3. Inspirational Stories were shared by Mr Ajay Sharma (Su Jok Therapist), Dr.Indirarani Ausare (Teaching Faculty), Mr. Amberjit Mitra (Delivery Partner, TCS) and Ms. Shalu Ramnani (HR, Infosys).
4. One week workshop on Behavioural Skills was conducted by Ms. Shalu Ramnani (HR, Infosys).
5. A Short Term Course on Sales Promotion was conducted by Ms. Shalu Ramnani (HR, Infosys) and Mr. Amberjit Mitra (Delivery Partner, TCS).
6. Guest lectures on Sales Promotion Technique and Resume Writing as well as Workshop on Su Jok Therapy were conducted by the alumni members.
7. Alumni members purchased 2 oxygen concentrators by collecting donations among themselves and donated the same to the institute to help the needy.
8. Alumnus Mr. Hemant Rajesth who works as an Assistant Professor in the college along with alumnus Mr. Akash Bajaj, Businessman worked diligently during the pandemic for arrangements of plasma, hospital beds to covid patients and helped them in different ways during their difficult times.
9. Some alumni members provide prizes to the students who excel in academics.
10. Alumni also provide assistance in college placement activities and sports activities.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://mucollege.edu.in/association/ |
| Upload any additional information | View File |

| | |
|---|----------------------|
| 5.4.2 - Alumni contribution during the year (INR in Lakhs) | E. <1Lakhs |
| File Description | Documents |
| Upload any additional information | No File Uploaded |
| 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 | |
| <p>Vision</p> <p>To become a center of excellence in commerce and management and entrepreneurship aimed at generating knowledge.</p> <p>Mission</p> <p>Creating intellectually and morally endowed global citizens by providing quality education to the students of all strata of society.</p> <p>As reflected in the vision statement, the college conducts a multitude of Add On and Short Term Certificate Courses related to commerce, management and entrepreneurship to enhance employability skills of the students. Keeping the vision of the institute in mind the college went to seek recognition from NSQF for skill development programme in retail management. This is also keeping in view the student strata of the college that primarily represents the business community of Pimpri.</p> <p>As stated in the mission of the college, there is a fervent endeavour to create an inclusive culture for students.</p> <ul style="list-style-type: none"> • College is a Sindhi linguistic minority institution and reserves 50% of the total seats to the applicants of Sindhi community. Remaining admissions are allotted on merit basis in conformity with the reservation policy of the government of Maharashtra. • Admission data, over a period of time, shows that students from all religious communities from different regional backgrounds and from financially weak families have benefitted for their all round development from the | |

college.

- Institutional scholarships are provided to the deserving students irrespective of their caste, community or religion. This enables them to be financially included to be socially well placed in future.
- The teaching and the non teaching staff of the college is appointed strictly on the basis of merit. No reservation on the basis of any grounds is followed in recruitment.

A wide variety of add on and value added courses make them intellectually and morally endowed future citizens.

The Strategic plan included launching a multitude of Short Term and Autonomous Courses. Among them, a Short Term Certificate Course of one credit (15 hours), titled "Powerful Presence for Success" for interested T.Y.B.Com students was well received. Designed and implemented by a Marketing Brand Consultant for 25 years, Poonam Kishinchandani, it incorporated modules to build an indelible brand of the participants themselves.

The objective, as the title suggests, was to uncover for the participants the following key elements of their personality: -

- Determine who they are;
- Identify what is important for them;
- Know what they stand for;
- Know their values.

The Syllabus of this course included: Identification of Core Values, Writing a Personal Brand statement, Formulating a personal promise statement, Building self-image through Presentation Skills, External Image, Goal Setting and Managing a Social Media Presence.

At the end, Students were made to post their well-crafted photos on their social media handles along with statements, which reflected their values. Besides, from the job prospect perspective, they created a Linked In profile stating their strengths and weaknesses. All this was done through role-plays, films, lectures PPTs and so on.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://mucollege.edu.in/value-added-courses/ |
| Upload any additional information | No File Uploaded |

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

Both the management and the Principal of the college demonstrate effective leadership by entrusting decision making process to the concerned heads and by involving every concerned person in decision making to whom that decision relates.

Some such examples pertain to -

1. Financial Liberty -

Each department is directed to come up with various activities it plans to come up with in the ensuing academic year. The expenses pertaining to the same are also made to be chalked down. The budgets of the previous year and the year under consideration are compared and the existing successful activities of each department are sanctioned while the new ones are accepted on well supported arguments.

This is how each teacher is made to come up with plans and propose new ideas for the development of the college in general and their department in particular. The departments in turn invite ideas from students with regard to their expectations from the college. This is how the participative spirit percolates to every stakeholder.

2. Academic Flexibility

The Management believes in the competency and skills of the teachers. Decisions with regard to the pedagogy is left to the teachers. They are encouraged to use various modes that could make teaching effective, interesting and useful for the students. They are even encouraged to design and execute various Short Term Courses and Add on Courses that are essential to support the curriculum. These courses are also devised keeping in mind the slow and advanced learners of the college.

3. The Admission Process -

The admission process is transparent and it complies with all the reservation norms. The reservations that are applicable to the minorities, being a linguistic minority, the scheduled castes and tribes etc. are strictly adhered to. Neither the Principal nor the management of the college has any influence in the process of the admission to any course run by the college.

4. Recruitment - Whether the aided or the unaided section of the college, the recruitment process of the college is comprehensive and is based on the guidelines and statutes that are applicable to the institute from time to time. The principle of equality of opportunity is abided by the institute. Only merit based appointments are welcomed.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://mucollege.edu.in/college-development-committee/ https://mucollege.edu.in/management-body/ https://mucollege.edu.in/committee/ |
| Upload any additional information | No File Uploaded |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The college has developed a perspective plan for a period between 2018 and 2023. Covid - 19 struck a severe blow on attainment of plan in the given time limit. The college plans are presented to the management, approved by them and implemented as per the deadlines set and promised to the college management. Various internal committees and sub committees are set up to complete the tasks given.

A number of plans were set for the academic year 2020-21. Of those plans some could be effectively deployed. To mention a few,

- The college applied for the commencement of B. A. programme.
- The college applied for National Skill Qualifications Framework, UGC for starting B.Voc. in Retail management

(three years' integrated degree course) & a few certificate courses. The college received a consent for the same from the NSQF.

- A number of activities were conducted to strengthen the Placement Cell.
- Organised 2 national seminars for students of all programmes.
- Two MoUs were signed for hands on training, practical knowledge and personality development of the students.
- A number of extension activities for the community through NSS, Alumni were conducted. Even during the pandemic the alumni took an aggressive stand to hold a blood donation camp through the college as their social commitment and they were successful in generating 93 donors.

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

The functioning of the college is managed by the Jai Hind Sindhu Education Trust. The general superintendence and management of the college is at the disposal of the Principal. The Principal of the college works in consultation with the college management.

Academic Plans - The academic plans of the college are prepared by the departments and in consultation with the Principal the same are finalised. The heads of the departments are given complete liberty to decide the pedagogy and the pattern of examination. The heads of departments eventually chalk out their plans in consultation with the members of the department. The college staff meetings are the platform to discuss the teaching plans of the college. The IQAC endorses these plans. It recommends the changes, if any. The departments of the college come up with their annual plans in conformity with the expectations and guidelines of the affiliating University.

Financial Plans - The college management requires the college

to prepare annual budget for various activities the college wishes to conduct in any academic year. The expenses expected for any year are required to be defended against the background of the expenses carried out in its immediately preceding year. Demand for an increased allocation of resources in the current year's budget is sanctioned based on introduction of new activities as well as the appraisal of utilisation of the resources allocated in the previous year for that activity. This is how review, assessment and accountability are all taken care of by the management of the college.

Financial plans span over all the stakeholders. It not only takes care of the students, teachers but also of the non teaching staff and the prominent statutory body doing this is the college managing committee which is carved out of the members of the Trust, teaching and the non teaching staff. The meeting of the committee are held at least once in a quarter. Brainstroming over issues relating to new appointments, infrastructural needs of the institute, students' facilities and grievances, compliances with government and University authorities is carried out in the meetings of the college managing committee. Issues that do not fall under the purview of the CMC and are broader in terms of their scope such as constuction of a new classroom or adding any such capital facility on the campus are taken to the College Development Committee. Even that committee gives representation to students, teaching and non teaching staff as well as the members of the society.

Day to day functioning of the college is discussed in the staff meetings and the frequency of review of these meetings is every month. The college follows the rules of the affiliating University, the state government and the UGC. The effective and efficient functioning of the college is evident from complete compliance of these rules by our institution and the available satisfied stakeholders.

| File Description | Documents |
|---|---------------------------|
| Paste link for additional information | Nil |
| Link to Organogram of the Institution webpage | Nil |
| Upload any additional information | View File |

| 6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination | C. Any 2 of the above |
|--|---------------------------|
| File Description | Documents |
| ERP (Enterprise Resource Planning)Document | No File Uploaded |
| Screen shots of user interfaces | View File |
| Any additional information | No File Uploaded |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |
| 6.3 - Faculty Empowerment Strategies | |
| 6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff | |
| <p>The college is sensitive towards its employees and knows well that to keep the working environment healthy all must work as a family and hence it provides to all its stakeholders everything they are deserving of. Not only does it comply with the statutory welfare measures but even comes up with some voluntary measures that are essential for those members whose services do not fall under the grant in aid category.</p> <p>Medical Expense Reimbursement -</p> <p>The college provides for all the possible assistance for its employees to get as much of medical expense reimbursement from the government as possible. It has a system in place to get the reimbursement from the government by complying with all the needed documentation. The college office is well trained and conversant with the documents necessary to furnish to the government for claiming the reimbursement.</p> <p>Until the reimbursement is received from the government the employee has his/her health insurance schemes in place and in the absence of the same he/she can approach the college management for financial assistance. Taking into consideration the urgency and need the college management sanctions financial assistance of which some portion is to be returned while a major portion is an ex gratia.</p> | |

The college non teaching staff was counselled to subscribe to the Pradhan Mantri Jeevan Bima Yojana.

2. Provident Fund -

A definite portion of salary is deducted at source by the college from its employees' remuneration towards the statutory provident fund. For the employees in the unaided section a definite portion of salary is transferred to contributory provident fund with equal contribution from the employer.

Whenever an employee is in need of money, s/he can apply to the college for a loan against the amount outstanding to the credit of her/his provident fund account. A facility of partial withdrawal is also available.

3. Pension -

All the faculty member recruited prior to November 1, 2005 are eligible for pension. Those recruited post this date are made to be a part of a National Pension Scheme.

The other benefits that are associated with the employment are extended to its employees in its true spirit by the college. They include - gratuity, leave encashment etc...

Other prominent welfare initiatives of the college management include -

- Fee waivers or concessions to the wards of the class 4 employees in any of the institutes managed by the Trust.

- Pooling in of resources for the class four employees when they need finances for medical or any other emergencies.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

6.3.2.1 - Number of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies during the year

0

| File Description | Documents |
|---|------------------|
| Upload any additional information | No File Uploaded |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | No File Uploaded |

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

0

| File Description | Documents |
|--|------------------|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | No File Uploaded |

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

11

| File Description | Documents |
|---|---------------------------|
| IQAC report summary | No File Uploaded |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

Performance appraisal of the institute for teaching and non teaching is mainly based on the feedback system and suggestions invited from the students.

- Feedback taken is very specific as well as general. This covers the students' opinions about the pedagogy, syllabus and infrastructure of the institute.

- Suggestions on the other hand are more pointed and could even pertain to the problems faced by individual students.

- Subject specific result analysis is another tool that helps to gauge the performance of various departments of the institute and even the performance of an individual teacher in his/her subject.

- Timely, expeditious and frequent compliances with the requirements of the University authorities is kept track of by the head of the institutes.

- Timely, expeditious and frequent compliances with the requirements of the University and Government authorities, in case of non teaching staff, is kept track of by the head of the institutes.

In addition to this the appraisal system needed in place under career advancement scheme is present. Teachers are required to

be assessed by themselves for their performance in various criteria of assessment such as teaching, learning, extension and research to mention a few. This self-assessment by the teacher is endorsed by the IQAC and verified by the Principal. Career advancement of a teacher is possible only on furnishing the self appraisal.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The finances of the institute are managed as per the directives of the trust within the guidelines laid down by the government of Maharashtra and guidelines laid down by the agencies financing the activity. The audit of the institute is carried out through an external agency appointed by the college trust. Internal audit is conducted by the Finance Manager of the Institution. An internal audit report with a certified Receipt and Payment account and balance sheet is sent to the trust of the institute.

The external agencies that finance various activities of the college also audit the financial statements of the college. The audit heads and the external agency that audits these financial statements are -

Sr. no

Audit head

External audit agency

1

salary expenses - aided section

Joint-Director, Higher Education, GoM

2

All non salary expenses - aided section

Joint-Director, Higher Education, GoM

3

Scholarships and free ships

Authorities disbursing the scholarships

4

University schemes such as 'Earn while you learn', 'Students' welfare programmes', 'NSS', 'Sports funding'

Finance Department of Savitribai Phule Pune University

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0

| File Description | Documents |
|---|------------------|
| Annual statements of accounts | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | No File Uploaded |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The college management has always created infrastructure available for very seamless teaching and learning. Pandemic was not looked at as a hurdle and necessary arrangements to deal with the challenges posed by this disaster were taken.

Strategies for Mobilisation of Funds -

The college believes in augmenting its own resources rather than taking any external assistance except in such cases where there exist specially devised schemes for development of Institute's infrastructure. The college keeps a track of the schemes whether by the UGC, the affiliating University, the statutory bodies of the affiliating University such as the Board the College and University Development (BCUD) to mention a few. Resources for infrastructure augmentation are built through such schemes and owned funds.

A separate library building is a classic example of the financial support of the UGC and the financial contribution from the college Trust else the college ran through a single stand alone building. Not to forget the stock of sports infrastructure and library books created out of the resources made available by the financing agencies.

Optimal Utilisation of Resources -

The past experiences reveal that the college was run only during morning and some early hours of afternoon. This prompted us to introduce a professional programme under the same faculty. So the college came up with Bachelor of Business Administration. Very explicit attempts to ensure that the infrastructure of the college does not go underutilised include -

- 1) Introduction of the IGNOU study centre
- 2) Making the premises available for Institute of Chartered Accountants of India and the Institute of Company Secretaries of India for the conduct of their examinations.
- 3) Free access to the college library resources not only to the existing students but even to the alumni.

Under the proposed plans the college intends to take the following steps for the fullest utilisation of resources -

- 1) Introduction of Bachelors of Arts
- 2) Introduction of B.Voc (Retail Management)
- 3) Certificate courses under NSQF
- 4) Extension of library facility to the senior citizens during the afternoon hours.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

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

The IQAC has been active in the college on both the fronts viz the curricular as well as extra curricular. For a small unit like ours isolating IQAC from the entire staff is hardly possible and this is the feeling that is essential for a family like functioning of an institute. Everyone relates himself or herself to IQAC in some way or the other. Hence everyone contributes to the working of the cell.

Teaching Learning -

Regular staff meetings followed or sometimes preceded by the IQAC meetings take the review of the much needed interaction with the staff and through the staff with the students. The IQAC insists on the regular conduct of lectures and conduct of the same in the best possible manner so as to retain the interest of the students. IQAC recommends commencement of various short term certificate courses to aid the students with an additional curricular inputs.

Evaluation -

It is a constant attempt of the IQAC to direct the examination department to conduct the examinations in the most objective manner. The emphasis is laid on tying the examination with the parameters that fall under Bloom's Taxonomy. It is an attempt to spread the exams in such a way that it does not become

cumbersome either for the students or for the staff on examination duty.

For Student Progress -

It was the initiative of the IQAC to start an in person contact of the parents (at least one of the two) with a select teachers at the time of admissions. This is very rare that counselling of students is done at the first year level in an undergraduate college. A system of admission process is well set for the first year students under the able guidance of the IQAC. A well designed questionnaire to know our college student on the lines of KYC of banks was a brain child of the IQAC of the college. The questionnaire was well designed to leave no stone unturned about the college student. It was fool proof to the extent of knowing the medical problems of the child and the family doctor that needs to be contacted in case of emergencies. Against the background of the pandemic that hit us this effort of IQAC was worth appreciating. The college even made sure that the learning time of the students was not compromised with because they could not come to the campus on account of Covid restrictions. The systems were set in place in the form of internet connections in the classrooms, provision of lap tops, clear directions to teachers with respect to use of platforms such as google meet or zoom etc...

These and many other factors contributed to undisturbed teaching and learning. Students did not have to face the challenge of shut educational institution. Their learning - evaluation and extra curricular activities continued.

| File Description | Documents |
|---------------------------------------|---|
| Paste link for additional information | https://mucollege.edu.in/iqac/ |
| Upload any additional information | No File Uploaded |

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

Teaching Learning Process

The college has given complete autonomy to the individual teachers to decide the process of teaching. The teacher is

absolutely free to decide his/her pedagogy but at the same time the IQAC insists on identifying better ways of teaching which could prove useful in bringing each class of students, whether slow learner or fast learner, at par. Teachers devise their teaching plans and ensure that sufficient time is given to complete the syllabus. So the teaching learning is reviewed not only in the staff meetings but also in the IQAC meetings. This is because teaching learning is an ever evolving process.

- During the pandemic hit academic session of 2020-21 the college ensured that the lectures were scheduled right from the beginning of the academic year and learning time of the students was not compromised with inspite of prevalence of conditions that did not support leaning.
- An attempt was to retain rather than bring an increment in the activities that the college was organising when there was no such adverse condition. The college was successful on a number of fronts but some activities that must be held in person could not be held. To mention a few - a compulsory health check up for the first year students, on field activities of the sports department, physical issue of books, NSS activities etc.. So incremental improvements in the activities was difficult to come about for this academic year. There was deviation though, teaching which was only a brick and mortar phenomenon was turned into an electronic teaching with live tools such as online subject specific notes and books for ready reference, youtube videos of other experts etc. Some students definitely benefitted from this teaching because they got access to online self learning tools that they were never aware of.
- We were successful in retaining the level of guest lectures at the pre-pandemic level.
- In fact the number of short term courses increased. This even kept the students mentally occupied.

The teachers shared the online lecture links with the Principal and other faculty members to monitor the engaging of lectures and the seamless transmission of the same. So the monitoring was on a real time basis and also through the regular IQAC meetings.

Examination outcome is the last tool that we depend on to check the learning outcome. Students participated and performed well in the internal continuous examination as well as the examination held by the affiliating University and the results

revealed that their performance was not any less than it used to be during the pre pandemic time.

| File Description | Documents |
|---------------------------------------|------------------|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

C. Any 2 of the above

| File Description | Documents |
|--|---------------------------|
| Paste web link of Annual reports of Institution | Nil |
| Upload e-copies of the accreditations and certifications | No File Uploaded |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | No File Uploaded |

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 year

1) Two lectures on prevention of sexual harassment were delivered by advocate Savita Saxena on 5th and 7th November 2020. 100 students from FY B.Com programme attended these lectures.

2) a) A Webinar titled as 'Choose to Challenge' was conducted

on the occasion of International Women's Day, 8 March 2021. Two sessions were held. One was conducted by Dr. Mandakini Bhattacharya, Associate Professor, Fakirchand College, Kolkata and another by advocate Riya Madhwani, Pimpri. 99 participants were benefited.

b) One more Webinar on Women Empowerment was conducted by Ms. Pankti Jog and Ms Sayalee Ponkshe. 63 students benefitted from the same.

3) College has a Vidyaarthini Manch, a cell for girl students. It is created to help women increasing awareness about their rights, safety and overcoming difficulties in their personal and professional lives.

4) Counselling for students -The college has appointed a visiting psychological counsellor Dr. Himani Chaphekar who interacts with the students dealing with their wide variety of issues. During the academic year 2020-21 she spoke to the students on the following topics:

a) Challenges Faced by Students in Changing Scenario of Covid 19 (October 2020)

b) Self-Control (November 2020) and

c) Anger Management (January 2021)

A total of 222 students took benefit of these counselling sessions.

5) Separate reading section in the library is provided to girl students, who need privacy.

6) Separate common rooms are provided for boys and girls.

7) Approximately 65% of our students are girls which shows the reputation of college as a safe place for girls. A vending machine for sanitary napkins is placed in girls' common room and a discard machine is in use in the ladies' washroom on the second floor of the main building.

8) College has an Internal Complaint Committee, Anti Ragging Committee and Discipline Committee to maintain a safe environment for the students on campus. The college also has a policy on safety of students as well as a separate policy on

anti-ragging and anti-harassment. The policies are available on the college website.

9) The college also celebrated the Kranti Jyoti Savitribai Phule birth anniversary on 3rd January 2021 to make students aware of her contribution to promote education for women.

| File Description | Documents |
|--|---|
| Annual gender sensitization action plan | Nil |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://mucollege.edu.in/students-safety-policy/ https://mucollege.edu.in/sexual-harassment-policy/ https://mucollege.edu.in/anti-ragging-anti-harassment-policy/ |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

D. Any 1 of the above

| File Description | Documents |
|--------------------------------|---------------------------|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid and liquid waste management - The college provides for separate dustbins for dry and wet waste. Dry and wet waste are collected and disposed of through the mechanism set by the local municipal corporation.

Bio Medical waste management -It is confined to the used sanitary napkins disposed of by the girl students in the college. The mechanism for disposing these is made available to the students on the campus. The college provided for separate dustbins to dispose of masks and PPE kits used by the faculty

and students.

E - waste management -E-waste is collected by Aptech (our electronic goods vendor) under buy back policy for E-waste. The buy-back policy enables handling, recycling and reusing of waste electronic equipment in an ecofriendly manner. The college has collaborated with an NGO, whocollects the E-waste collected from the students and the staff.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | Nil |
| Any other relevant information | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

E. None of the above

| File Description | Documents |
|---|------------------|
| Geo tagged photographs / videos of the facilities | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

- 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**

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photos / videos of the facilities | View File |
| Any other relevant documents | No File Uploaded |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | No File Uploaded |
| Certification by the auditing agency | View File |
| Certificates of the awards received | View File |
| Any other relevant information | No File Uploaded |

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (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

C. Any 2 of the above

| File Description | Documents |
|--|---------------------------|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | No File Uploaded |
| Details of the Software procured for providing the assistance | No File Uploaded |
| Any other relevant information | No File Uploaded |

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 200 words).

Student Admission -

- College is a Sindhi linguistic minority institution and reserves 50% of the total seats to the applicants of Sindhi community. Remaining admissions are allotted on merit basis in conformity with the reservation policy of the government of Maharashtra.
- Admission data, over a period of time, shows that students from all religious communities from different regional backgrounds and from financially weak families have benefitted for their all round development.
- Institutional scholarships are provided to the deserving students irrespective of their caste, community or religion.

Recruitment -

- The management of the college appoints both its teaching and non teaching staff strictly on the basis of merit and in complinace with the set government/UGC norms.

Students on the campus -

- Students are sensitized regularly by the teachers on inclusiveness, hence, there is no record in the past regarding any kind of cultural, regional, linguistic or any other kind of disharmony

Activities on the Campus -

- Cultural day is celebrated wherein students of all religious as well regional backgrounds showcase their cultural heritage.
- On Traditional day, students come to college in their regional outfits and thus demonstrate diversity of our culture.
- Marathi, Hindi as well as Sindhi language days are celebrated.

| File Description | Documents |
|--|---------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | No File Uploaded |
| Any other relevant information | View File |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

- A Poster competition was organized on 30th October to demonstrate the ill - effects of corruption and importance of education. 11 students participated in the competition.
- Constitution Day, 26th November, was celebrated with a quiz and a pledge for the students and the staff.
- National Voters' Day, 25th January, was celebrated in the college and students participated in the pledge and different competitions to promote values enshrined in our constitution.
- A mandatory course for M.Com II Sem III students 'Introduction to Constitution of India' was conducted during 2020-21.
- A mandatory course for F.Y.B.Com students 'Democracy, Election and Governance' was conducted during 2020-21.
- A mandatory course for F.Y.B.Com students 'Value Education' was conducted during 2020-21.
- A mandatory course for M.Com I Sem I students 'Human Rights' was conducted during 2020-21.

| File Description | Documents |
|--|---------------------------|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View File |
| Any other relevant information | View File |

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. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff

4. Annual awareness programmes on Code of Conduct are organized

B. Any 3 of the above

| File Description | Documents |
|--|---------------------------|
| Code of ethics policy document | View File |
| 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 | No File Uploaded |
| Any other relevant information | View File |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Following events and days of national and international importance are celebrated in our college.

1. 21 June - International Yoga Day
2. 15 August - Independence Day
3. 2 October - Gandhi Jayanti
4. 11 November - National Education Day
5. 25 November - Meatless Day
6. 26 November - Constitution day

7. 22 January - Sindhi Shahadat Day
8. 25 January - Voters day
9. 26 January - Republic Day
10. 8 March - International Women's Day
11. 1 May - Maharashtra Day/ International Labour Day

Some of the above mentioned days could not be celebrated due to Covid 19 restrictions but the college does celebrate these days when fully functional.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | View File |

7.2 - Best Practices

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

Title of the Practice

Short Term Courses for Students

Objectives of the Practice

- To enhance students' capacity in implementing theory into practice.
- To enhance their employability skills.

The Context

The possibility of enhancing the employability of any individual is to offer a tailor made product to them. So in case a student wishes to join the field of banking and finance then not only should he/she clear the bank examination but s/he even needs to know how the bank transactions are carried out in reality. Keeping this in mind, the college decided to launch a number of short term courses in different areas like English, Commerce and Life Skills.

The Practice

These courses are open to all. The students interested in a particular course enrolled in the courses of their interest. Attendance for such courses is followed meticulously and no absenteeism is entertained else the very purpose of the course is defeated. The students were awarded credits for the same.

Evidence of Success

This is the first batch of students who have taken the input and they are yet to pass their degree course. The evidence of success in the course for bank transaction can be that the students are themselves able to arrive at the amounts they are entitled to on various bank deposits.

Problems encountered and Resources required

Resources required -

1. An undisturbed internet transmission and electricity supply.
2. Framing of syllabus for the courses.
3. Availability of study material and books in the library.
4. External faculty, if need be.

Challenges -

1. Students struggled with inability to attend on a regular basis on account of problems such as electricity failure, internet disruptions, non-availability of smart-phones, tabs, laptops to attend the lectures and financial constraints in timely recharging their mobile data plan.
2. Attendance maintenance and feedback on their learning was not as good as it could be in offline mode.
3. Student fatigue due to online classes.
4. Monitoring students' participation and their evaluation on the subject was a task.

Title of the Practice

Financial Support to the Needy Students

Objectives of the Practice

1. To ensure that the students are not deprived of the access to learning merely due to their financial weakness faced by them due to pandemic.
2. To be accountable to the society in terms of commitment of an academic institution towards dissemination of education.
3. To develop a class of students with a sense of financial commitment towards such similar needy students learning from their own example.

The Context

Covid 19 that began in March 2020 left many devastated socially, psychologically and financially. It was a need that we address these issues as an academic institution. The college management and the staff decided to pool in the resources from various sources such as management, staff and alumni.

So not only were students financed by the pooled resources of faculty and alumni but also with the help of the resources extended by the college management. A noteworthy development was that some of the students from the unaided section of the college were accommodated on those seats of the aided section that had fallen vacant due to a number of other reasons.

The Practice

The extension of the financial support to students is not new. What makes it unique is the voluntary participation of the management, staff and alumni in responding to the need of the hour. The financial resources gathered didn't match the requirements completely. This is on account of the limited resources that any individual has and the similar condition faced by any non-donation taking trust. Another limitation faced was the unwillingness of the students to open up and disclose their inability to pay the fees. So identification of those who had constraints in paying the fees was difficult. Hence only those who approached with a want of financial support were assisted.

Evidence of Success

15 students who could have had to leave education continued with their education. 04 students were supported by staff members out of their personal resources while 05 students were supported by the resources pooled in by the faculty members. 01 student was adopted for her academic expenses until her graduation (03 years of education) by one of our alumni. The students that are assisted include a combination of both aided and unaided sections of the college.

Problems encountered and Resources required

Resources required -

1. Funds for needy students
2. System to identify a needy

Challenges -

1. Finding donors
2. Identifying those genuinely in need.

| File Description | Documents |
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| Best practices in the Institutional web site | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Priority and thrust of our college has always been imparting good education to the students. Never thought of pandemic struck in March 2020 and followed by a lock down declared by the government. It created an uncertainty in every field. Education was no exception. Delivering online lectures to the students was a challenge but our college was quick and positive in responding to the challenges posed by the pandemic. Some of the actions taken that portray our performance include -

- Quick shift to the online mode of teaching-learning and evaluation at first year to masters' level for Commerce and at the undergraduate level for B.B.A. and BBA (CA) programmes. It was decided to promote the first and the second year students to the next classes on a provisional basis. This was done so as to start their next academic

year well in time. This made sure that there was no learning gap. We started teaching online from June 16, 2020 and were the first among the colleges under the University to do so. Never did we let the quality of education to fall. Teachers were given the academic flexibility.

- Admissions were completely online without having to endanger the lives of the students. Documents in support of their claims for admission were sought only when the effect of pandemic subsided and the Covid-19 norms were relaxed by the government. Financial needs of the students were taken care of by taking a number measures in the form of - teachers and alumni financing students, shifting of financially needy students to aided section from the unaided, giving easy installment to pay the fees etc.

| File Description | Documents |
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| Appropriate web in the Institutional website | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

The college intends to plan the following in the ensuing academic year -

- Install solar system as an alternative source of energy and wheeling it to the grid. Finding the possibility of introducing vermiculture pits.
- Formation of internal environment management committee
- Apply for Bachelor of Arts.
- Introduction of rain water harvesting facility
- Introduction of autonomous courses approved by outside institutions for transfer of credit to their students.
- Creating a better arrangement and agreement between corporate, other similar establishments and the college such that internship could be made available to the students.
- Create an atmosphere conducive for experiential learning.
- Introducing a better system of feedback collection of the parents over the syllabus and its coverage.
- Attempt to generate grants for research for both students and faculty members by building association with other academic institutions and corporate.

- Enhance the level of research carried out through the faculty members by encouraging them to write for scopus / UGC listed journals.
- To enhance the outreach programmes through NSS and association with the nearby community.
- To try out the possibility of teacher and student exchange programmes.
- Make some titles of the library accessible to the subscribers through remote access. Extend the access of OPAC remotely.
- Devise a more transparent mechanism to identify footfalls in library and encourage the footfall.

NAAC