SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

JAIBHAWANI SHIKSHAN PRASARAK MANDAL'S MAHILA MAHAVIDYALAYA

MAHILA MAHAVIDYALAYA TAKADGAON ROAD GEORAI
431122
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

J.B.S.P.M's Mahila Mahavidyalaya,Georai was founded in 1989 as an exclusive institution for girls, with a primary mission to provide higher education opportunities to women, especially those residing in the rural areas of Beed District. Situated in Beed, a district afflicted by severe droughts and economic challenges, it ranks among the poorest districts in Maharashtra, falling in the bottom 10 in 2019-2022. It also bears the unfortunate distinction of having the lowest sex ratio in the state and holds the 143rd position in literacy levels across India according to Indian Ngos.com research. Additionally, Beed is notorious for its alarmingly high rates of hysterectomies, prevalent sex determination practices, female foeticide, and educational deficits.

Despite numerous obstacles, the college has made remarkable progress in terms of student enrolment, program diversity, infrastructure development, and local recognition. This success can be attributed to thorough planning, efficient resource management, the unwavering dedication of faculty and staff, and a highly responsive management team. Today, the college stands as a symbol of higher education, meeting the educational aspirations of the rural population, particularly in Georai taluka.

Aligned with the institution's commitment to shaping the young women of today for a brighter future, students are educated on vital cross-cutting issues and constitutional responsibilities, both within the curriculum and through sensitization programs.

The college offers a range of academic programs, including one undergraduate (UG) program and eight doctoral programs. With eight research guides, 14 faculty members holding PhD degrees, and 02 research scholars actively pursuing their PhDs, the institution is dedicated to fostering academic excellence and research opportunities.

The college administration and staff are firmly dedicated to evolving in response to the evolving educational landscape. Over the past five years, notable developments have taken place in several key areas:

Physical Infrastructure: Substantial improvements have been made to our campus facilities, ensuring a conducive environment for teaching and learning.

Teaching and Learning Innovation: We have fine-tuned our teaching and learning methods to align with new educational paradigms, promoting effective pedagogy.

Online Learning: To keep pace with the digital era, we've introduced innovative online learning modules, expanding our students' access to knowledge and resources.

Co-curricular and Extra-curricular Activities: We've broadened the spectrum of co-curricular and extra-curricular activities, fostering holistic development and enhancing students' skills and talents.

Student Engagement: Our girls are actively involved in various academic and extracurricular pursuits, creating a vibrant and dynamic campus environment.

Inclusive Growth: We've fostered an inclusive, growth-oriented environment where every student has the

opportunity to thrive and succeed.

Gender Equality: We've worked to ensure gender-equitable study conditions, promoting a fair and inclusive educational experience for all.

Alumni Network: Our alumni network has been rejuvenated, creating a strong and supportive community of former students.

As we continue to adapt to emerging quality standards in education, we are committed to undergoing the necessary assessments and seeking accreditation from organizations like the National Assessment and Accreditation Council (NAAC). This dedication reflects our ongoing commitment to delivering high-quality education and meeting the evolving needs of our students.

Vision

Motto "Vidya Amrutam Ashnute" Be Immortal through Knowledge/Eat nectar through knowledge is the motto of our institution. The lamp of knowledge is effective for eliminating darkness, ignorance, slavery and superstition through education. To imbibe scientific attitude and enable students in knowledge, moral in behavior, strong and free from fear, committed to fraternity and social justice and contributing in nation building.

Vision "To strengthen and empower rural women through Quality Education"

Our vision is to provide comprehensive and high-quality education to the women residing in rural areas, with the ultimate goal of nurturing their self-confidence and empowerment.

Mission

Promoting Women's Literacy: We are committed to raising the literacy rate among women in rural regions, ensuring that education reaches every corner of our community.

Empowering Women Physically and Mentally: Our mission is to empower women, not just mentally but also physically, enabling them to confront challenges both locally and on a global scale.

Unleashing Potential: We seek to unlock the inherent potential within women, thus increasing their contributions to the nation's development.

Fostering Life and Soft Skills: In addition to academic knowledge, we aim to instil essential life and soft skills that empower women to achieve economic independence.

Personal and Professional Empowerment: Our focus is on empowering women to tackle challenges in their personal and professional lives, equipping them with the tools they need to succeed.

Academic Excellence and Environmental Values: We endeavour to develop academically bright women

while nurturing a strong commitment to environmental values, thus fostering responsible citizens who are aware of the environmental impact of their actions.

Through these collective efforts, we are dedicated to creating a dynamic educational environment that uplifts women in rural areas and contributes to their holistic development, ensuring they are well-prepared to face the challenges of the modern world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

J.B.S.P.M's Mahila Mahavidyalaya,Georai is a venerable educational institution in the region, operated by JBSP Mandal. It has gained recognition as a leading institution that offers high-quality education to young women from diverse backgrounds in rural areas.

- A pioneer women's college in Beed District.
- The college boasts a dedicated, well-qualified, and experienced faculty.
- The management team represents various sectors of society, and their commitment to social interests is unwavering.
- The admission process is marked by transparency, diversity, and inclusiveness.
- The institution ensures academic flexibility by providing a wide range of courses.
- Curriculum enrichment is achieved through the integration of cross-cutting issues, experiential learning, and participatory education.
- The college has well-documented curriculum planning and implementation processes.
- ICT facilities to enhance the teaching-learning process.
- The institution has a track record of promising academic results.
- Implementation of Outcome Based Education (OBE) is a key focus.
- The faculty has made remarkable contributions to research, including the publication of 189 research papers, 14 PhD teachers, 8 research guides, and 08 students who have successfully completed their PhDs. Currently, 30 doctoral students are pursuing their research.
- The college has established valuable linkages and formal Memorandums of Understanding (MoUs).
- It is known for its significant contributions to social causes, such as operating a COVID Care Centre for Women, which has earned recognition and appreciation from the University, Municipal Corporation, and Gram Panchayats.
- The institution organizes intensive orientation programs and workshops on teaching methodologies, the use of ICT in teaching, research methodologies, and new administrative strategies.
- There is upgraded infrastructure to support various activities, with a focus on optimal utilization.
- The central library is well-equipped with a substantial collection of books, journals, and e-resources.
- The college boasts excellent sports infrastructure.
- It offers guidance for competitive examinations.
- The active Students' Council, vibrant NSS, and various associations play a pivotal role in fostering the holistic development of students.
- The college maintains a registered alumni association with a highly cooperative and supportive network.

- Administrative practices are decentralized and participatory.
- The institution prioritizes staff welfare and upskilling through a strong mechanism.
- It has a robust and transparent appraisal system.
- The campus is gender-sensitive and maintains a zero-tolerance policy.
- It is environmentally conscious with a green audited campus.
- The college is ISO certified.
- Institutional Distinctiveness: Women Empowerment Initiatives
- Best Practice: Mass Wedding Ceremony
- Best Practice: Educational Awareness and Value Education

Institutional Weakness

- The College is located in drought-prone area
- Socially and financially deprived background of the students
- Insufficient funding from UGC for infrastructural development
- Insufficient scholarships and funding for large number of socially and economically backward students.
- There is a visible gap between the syllabus taught and market requirements. Being an affiliated Institution, it is difficult to eliminate this gap.
- Absence of more number of inter-disciplinary programmes and courses.
- Inadequate financial resources to develop research facilities.
- Absence of grants to PG courses.
- Limitation for industrial tie-ups due to geographical location

Institutional Opportunity

- To facilitate research projects, case studies, and surveys that address pressing issues faced by sugar cane cutters. These issues include hysterectomy, rampant sex determination, female foeticide, child marriage, and the lack of access to education..
- To organize workshops to create awareness among women cane-cutters about their rights, health and hygiene and education.
- To organize seminars addressing the issues of women cane-cutters with the assistance of NationalCommission for Women.
- To streamline and strengthen various research activities through MoU and collaboration
- To cultivate a research culture among students and staff and emerge as an institute of high researchambience.
- Developing full-fledged courses based on industry needs and skill development.
- Introduction of Vocational Training Programs and B-VOC courses for the wards of sugar cane-cutters.
- Promotion of more society-oriented outreach programmes.
- Scope for interdisciplinary research initiatives
- Use of technology and automation in all spheres of academics and administration
- To expand our green initiatives on campus, contributing to sustainability and environmental conservation.

- Alumni could be encouraged to assist their alma mater by sharing their skills, experience and networking.
- To start the PG courses.

Institutional Challenge

- The College is located in Beed district which is known for its sugarcane cutting workers. Most of the girls of the College are the children of the cane-cutter workers. These workers are going forsugarcane cutting for eight months from Oct to May. Due to this, it is a challenge to lessen the dropoutrate of the students.
- Nomadic lifestyle of cane-cutter parents alienates their children from the education system. Therefore,it is difficult to boost the confidence of girls.
- Beed district is infamous for its startling hysterectomy records, rampant sex determination, femalefoeticide, child marriage and lack of education. Therefore, it is a challenge to the College to increase the strength of girls.
- Drought and poor economic conditions of the region pose challenges to students for mobility.
- Bringing about innovation in a fund-starved environment
- Rapid changes and advances in technology make it difficult for the Institution to continually upgrade itsICT facilities.
- Resource mobilization from other agencies apart from government and UGC
- To offer education on distance mode.
- Taking up research projects in absence of grants from UGC.
- To increase the employability and entrepreneurship prospects of students with the rising competitionand demand in the outside world
- Empowering students belonging to socially disadvantaged categories to thrive in a more globalized andcompetitive environment
- Locational disadvantage for placement of students
- In the Digital Age, capacity building of the non-teaching and administrative staff to acclimatize to thenewer IT platforms is challenging.
- Mobilization of adequate fund to organize various curricular and co-curricular events

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has established its own systematic approach to effectively implement and deliver the curriculum,

while strictly adhering to University regulations. Both curricular and co-curricular activities are thoughtfully incorporated into the academic calendar to align with predefined educational objectives.

Curriculum Delivery: The college's curriculum planning is overseen by the IQAC (Internal Quality Assurance Cell) using a well-documented procedure that encompasses multiple elements, including the University Academic Calendar, Academic Calendar of the College, Departmental Academic Calendar, Annual Teaching Plan, Time Table, Departmental Meetings, Syllabus Completion Report, Continuous Evaluation, Workshops on ICT-enabled Teaching-Learning, Display of Curricular Aspects on the Website, Experiential/ Practical Learning in collaboration with Industries, and a Feedback Mechanism.

Curriculum Design and Assessment: All the teachers of the college are regularly involved in examination duties such as setting of question papers, invigilation, evaluation and assessment work. Additionally, some faculty members serve on the Board of Studies of the affiliating university. At the college level, teachers design curricula for short-term certificate courses.

Cross-Cutting Issues: The College takes a deliberate approach to integrating cross-cutting issues like gender, environment, human values, and professional ethics into the learning process. These issues are not only included in the approved curricula but also emphasized through a range of student activities.

Experiential Learning: To enrich the curriculum, the college has established collaborations with industries, banks, NGOs and institutions. Skill development, employability, and entrepreneurship components are seamlessly integrated into the curricula. Experiential learning activities, such as projects, fieldwork, and industrial visits, form essential parts of the curriculum.

Feedback: Acknowledging that education is not a one-way process, the institution has developed a robust feedback system that collects input from various stakeholders. This feedback is meticulously analyzed and used to enhance the overall educational experience, ensuring a dynamic and responsive educational environment.

Teaching-learning and Evaluation

J.B.S.P.M's Mahila Mahavidyalaya,Georai is dedicated to serving a diverse student body, encompassing various backgrounds and abilities. The institution's commitment to transparency, rigorous adherence to governmental regulations, exceptional academic resources, a scholarly teaching faculty, and well-structured teaching initiatives define its operational excellence.

Admission: The College maintains a transparent admission process, catering to female students from a wide array of backgrounds and regions, including those from economically disadvantaged segments of society and first-generation learners.

Teachers' Quality: The College boasts a highly qualified faculty, with 90% of its teachers holding PhDs, and 08 of them serving as research guides.

Experiential Learning: Mahila Mahavidyalaya emphasizes experiential learning, incorporating activities like

field visits, industrial excursions, study tours, surveys, class seminars, workshops,Group discussion and project-based learning. These hands-on experiences, coupled with reflection, enable students to compare and analyze concepts through the lens of their personal experiences, fostering the development of their intellectual worldview.

Use of ICT: Faculty seamlessly integrate ICT (Information and Communication Technology) into the teaching and learning process. They actively participate in workshops and training sessions focused on ICT-enabled teaching and learning methodologies.

OBE (Outcome-Based Education): The College meticulously outlines and openly displays the learning outcomes for various programs, consistently evaluating these outcomes as an integral part of the teaching and learning process. Outcome-based learning is enhanced through the proper mapping of Competency Objectives (COs) and Program Outcomes (POs) using Bloom's Taxonomy.

Examinations: Mahila Mahavidyalaya prides itself on its transparent and robust internal assessment process, efficient examination system, and commendable academic results. The college has adopted the Continuous Internal Evaluation (CIE) system, which has proven beneficial for enhancing students' conceptual understanding. Evaluation methods include class assignments, tutorials, viva-

Research, Innovations and Extension

Research and Innovation: Within Mahila Mahavidyalaya, a collaborative model cantered around the IQAC and Research Committee fuels innovation, knowledge creation, and knowledge transfer. This research and innovation ecosystem includes:

- 08 Research Guides
- 30 Research Scholars actively pursuing their PhD degrees
- 08 Research Scholars have successfully obtained their PhDs
- A remarkable 88% of teachers hold PhD qualifications
- 06 teachers recognized at the postgraduate level
- 183 research papers published during the assessment period
- The publication of 26 books,chapters in book.
- Organization of 40 Seminars, Conferences, Workshops, and Webinars
- Establishment of 23 functional Memorandums of Understanding (MoUs) to facilitate the creation and transfer of knowledge
- Participation of faculty members in 40 workshops, seminars, and training programs related to ICT-enabled teaching
- 16 teachers completed Faculty Development Programs.
- 167 students actively engaged in project work during the assessment period.

Extension: The College places a strong emphasis on extension activities, effectively connecting the institution with society, governmental agencies, and social organizations. Key highlights of these extension activities include:

- Ensuring 100% student participation in extension activities
- Hosting a Mega Free Health Check-up Camp that benefited 622 underprivileged individuals
- Conducting Free Medical check-ups and distributing medicines to orphaned children

- Distributing clothing to orphaned children and girls from cane-cutter workers' families
- Operating a COVID Care Centre for Women
- Providing Free Medical Check-up Camps and distributing medicines for girl students and women in the community
- Offering Free COVID Vaccination services within the campus
- Organizing Awareness Rallies
- Adopting three villages through the NSS and conducting seven-day residential camps
- Undertaking the construction of water dams
- Receiving recognition and appreciation from the University, Municipal Corporation, Government Hospital, and local villages for exceptional extension services.

Collaboration: The College actively fosters collaboration, boasting 23 functional MoUs/collaborations with industries, institutions, banks, Training centres,as well as engaging in collaborative activities focused on research and knowledge exchange.

Infrastructure and Learning Resources

Mahila Mahavidyalaya offers a well-equipped environment to support diverse aspects of education and student life.

Classrooms: The College boasts 2 ICT classrooms and 12 well-ventilated, well-furnished traditional classrooms to facilitate learning.

Library: The institution houses a well-stocked, enriching the college's educational resources.

Website: The College Website serves as a vital IT-based interface, providing transparent, efficient, and effective services to all stakeholders.

Seminar Hall: Equipped with a Smart Interactive Panel and an audio system, the seminar hall offers seating for up to 150 individuals.

Health Centre: The college ensures the well-being of its students with medical check-ups, first aid facilities, and on-call doctors, including a lady doctor for female students.

Career Guidance Cell: This well-equipped office leverages ICT for comprehensive career guidance and placement services.

Girls Common Room: Furnished with essential facilities, including a Sanitary Napkin Vending Machine.

Examination Cell: This fully equipped cell supports the examination process with resources such as computers, printers, Xerox machines, internet connectivity.

Indoor Sports: Facilities for wrestling, taekwondo, judo, and a dedicated yoga hall.

Outdoor Sports Facilities: A range of outdoor sports facilities including a volleyball court, Kho-Kho and

Kabaddi courts and handball ground.

IT Facilities:

- Broadband with 100 Mbps speed.
- Biometric attendance recording system for both teaching and non-teaching staff.
- offices are equipped with upgraded computer systems connected to the internet via LAN.

E-Governance: The College employs various software solutions for streamlined operations, including:

- ERP for admission and fee collection.
- MKCL online software for examinations.

Computer Lab: One well-equipped computer lab with the latest configuration desktops and software for enhanced learning and practical applications.

Security of Campus: The College's campus is under vigilant surveillance of CCTV cameras, ensuring safety and security.

Infrastructure Expenditure: The College demonstrates a commitment to infrastructure, with average percentage expenditure for augmentation and maintenance.

Maintenance of Infrastructure: The College follows a Standard Operating Procedure (SOP) for the optimal utilization and regular maintenance of its available infrastructure to ensure a conducive learning environment.

Student Support and Progression

The college places immense importance on the quality, progress, and success of its students, viewing these factors as pivotal to its social accreditation and standing. To fulfil the vision and mission of the institution, the college has orchestrated a wide array of curricular and co-curricular programs and activities aimed at delivering holistic education. Notable aspects of these efforts include:

- The college's location in Beed District, one of Maharashtra's drought-affected regions, has led to a commitment that no girl student should be denied education due to financial constraints.
- Students have been beneficiaries of government and non-government scholarships as well as fee concessions for economically disadvantaged students.
- The college is inclusive of all categories, particularly SC/ST/OBC/NT/SBC, and minority students.
- Capacity building and skill enhancement programs are in place, offering soft skills, communication skills, ICT/computing skills through Computer Awareness programs, and other life skills through designated cell activities.
- The college offers competitive examination coaching to students without charging fees.
- The college conducts a variety of extension lectures, workshops, and training programs to provide career counselling to students, impart knowledge about job opportunities and in this way college helps to students for placement.
- An open and transparent Grievance Redressal Mechanism is in place.
- A duly constituted Internal Complaints Committee addresses issues of sexual harassment.
- An Anti-Ragging Committee ensures a campus free of ragging activities.

- The college sees enthusiastic student participation in sports and cultural activities.
- The college maintains an active and vibrant Student Council, responsible for organizing events, celebrations, cultural festivals, sports competitions, and days of importance, co-curricular and extra-curricular activities.
- The Alumni Association is registered and actively contributes to the college's betterment. They hold an annual 'Alumni Reunion Programme' and have supported the institution in various ways, contributing to its academic and infrastructural growth.

Governance, Leadership and Management

Mahila Mahavidyalaya is deeply committed to providing students with quality education, driven by a vision to transform the emerging young girls in rural areas into capable, innovative, and socially conscious human resources for India. The college places the defining core of its educational standards in alignment with the quality benchmarks set by NAAC.

Governance and Vision:

- The college's governance is rooted in democratic, participative, and value-oriented principles, serving as the corner stone of its future planning.
- The management leads the institution with a governance model that closely reflects the vision and mission.
- The college's organizational structure emphasizes decentralized and participative management in both academic and administrative realms, empowering departments and staff to work collaboratively towards institutional goals.

Strategic Planning:

- The Internal Quality Assurance Cell (IQAC) formulates a perspective plan based on the 7 criteria of NAAC for strategic development and deployment.
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- The college has successfully implemented e-governance in various facets of administration, accounts, finance, admission, and examination, streamlining and enhancing these processes.

Staff Welfare and Development:

- The Staff Credit Society addresses the financial needs of the staff.
- Career development is actively encouraged through financial support for teachers.
- An impressive 90% of the faculty attended online and face-to-face Faculty Development Programs (FDP) during the assessment period.
- The college organized administrative and professional development programs for both teaching and non-teaching staff.

Compliance and Audits:

- The institution maintains strict adherence to the policies and norms of the affiliating University, UGC, and the Government of Maharashtra in matters of recruitment, selection, and career progression for both teaching and non-teaching staff.

- Financial audits are conducted at three levels: internal, external, and government.
- Budget allocation, resource mobilization, and management are meticulously managed to ensure efficient use of resources.
- An effective annual performance appraisal system is in place for both teaching and non-teaching staff.

IQAC Quality Initiatives:

- The Internal Quality Assurance Cell (IQAC) is dedicated to enhancing institutional standards and making sustainable improvements in the quality of academic processes.
- The IQAC continuously reviews the teaching-learning process and the attainment of learning outcomes, in line with the Outcome-Based Education (OBE) policy.
- Key quality initiatives institutionalized by the IQAC include ISO Certification, Academic and Administrative Audits, an effective feedback system, collaborative activities with other institutions, promotion of research, and the preparation of Standard Operating Procedures (SOP) and the perspective plan. These initiatives work collectively to further elevate the quality of education at J.B.S.P.M's Mahila Mahavidyalaya,Georai.

Institutional Values and Best Practices

J.B.S.P.M's Mahila Mahavidyalaya,Georai is unwavering in its commitment to uphold essential core values, including gender equity, environmental responsibility, sustainable development, energy conservation, inclusive growth, and the preservation of social values and the environment through various initiatives.

Academic and Co-Curricular Ecosystem: The College's academic and co-curricular environment is meticulously designed to ensure that students from diverse backgrounds can thrive without any barriers of gender, language, culture, or financial and physical abilities.

Gender Sensitivity: Gender sensitivity is an integral part of the institution's cultural ethos. The college is well-prepared to address gender-sensitive issues and provide an environment where individuals, regardless of their gender, can work together with a sense of personal security and dignity.

Democratic Values: Recognizing the importance of instilling democratic values in students, the college actively celebrates National and International Days, the birthdays of eminent personalities, and festivals with a spirit of unity and brotherhood. Various activities are organized to sensitize students to their constitutional obligations.

Safety Measures: The campus is under 24/7 CCTV surveillance to ensure the safety of women. Facilities such as the Girls' Common Room and Health Centre are available to meet the needs of female students.

Environmental Responsibility: Environmental consciousness is deeply embedded in the college's ideology. Initiatives like tree plantation, No Vehicle Day, maintaining a plastic-free campus, and contributing to the construction of dams in adopted villages by NSS, all bear testimony to the college's commitment to conserving natural resources

Inclusivity: The College boasts a Divyangjan-friendly campus, equipped with resources to provide a disabled-friendly, barrier-free environment. It promotes inclusivity and accessibility.

Code of Conduct: The College maintains a handbook of code of conduct for students, faculty, staff, and administrators, and conducts annual awareness programs to reinforce these principles.

Best Practices: The institution has adopted two commendable best practices: "Fostering Educational Awareness and Value Education among School Children" and "Mass Wedding Ceremony."

Institutional Distinctiveness: The College's distinctiveness lies in its unwavering commitment to **Women Empowerment**. Despite being situated in a region with challenging issues such as high rates of hysterectomy, sex determination, female foeticide, malnutrition, child marriage, and lack of education, the college is dedicated to reaching the most needy, neglected, and downtrodden with education. It has implemented various initiatives to empower women and address these pressing issues in the district.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAIBHAWANI SHIKSHAN PRASARAK MANDAL'S MAHILA MAHAVIDYALAYA
Address	Mahila Mahavidyalaya Takadgaon Road Georai
City	Beed
State	Maharashtra
Pin	431122
Website	www.mahilacollegegeorai.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Parlikar K.P.	02447-263062	9767894241	02447-263062	jbsp.mahilacollege @yahoo.com
IQAC / CIQA coordinator	Tabassum Mujebodin Inamdar	02447-260362	9309795131	02447-263062	tabassum9970@gm ail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Marathwada University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-05-2008	View Document
12B of UGC	01-05-2008	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Mahila Mahavidyalaya Takadgaon Road Georai	Rural	2	4148

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Marathi,	36	HSC passed	Marathi	120	83
UG	BA,Hindi,	36	HSC passed	Hindi	120	55
UG	BA,English,	36	HSC passed	Marathi	120	49
UG	BA,Political Science,	36	HSC passed	Marathi	120	86
UG	BA,History,	36	HSC passed	Marathi	120	111
UG	BA,Economics,	36	HSC passed	Marathi	120	53
UG	BA,Public Administration,	36	HSC passed	Marathi	120	60
UG	BA,Sociology,	36	HSC passed	Marathi	120	65

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	6				5				5			
Recruited	4	2	0	6	4	1	0	5	4	1	0	5
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				8
Recruited	5	1	0	6
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	5	1	0	6
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	2	0	4	1	0	2	1	0	14
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	185	0	0	0	185
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	22	19	28	17
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	6	1	1	2
	Others	0	0	0	0
OBC	Male	0	0	79	0
	Female	50	47	0	55
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	107	104	138	115
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		185	171	246	189

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Jaibhavni Shikshan Prasarak Mandal's Mahila Mahavidyalaya is a constituent college of Dr. B.A.M. University in Aurangabad, is fully committed to adhering to the university's guidelines and regulations in both their literal and intended senses. As an affiliated institution, our course structure and pedagogical content are developed by the parent university in accordance with the guidelines set by the University Grants Commission (UGC). Additionally, the college is prepared to wholeheartedly embrace any curricular changes and innovations in line with the multidisciplinary and interdisciplinary educational framework introduced by the New Education Policy when the university

	introduces or provides such a curriculum. At the college level, we actively promote multidisciplinary and interdisciplinary learning through various means: • We regularly organize seminars, conferences, and webinars that focus on multidisciplinary and interdisciplinary issues. • Guest lectures and special talks conducted by different departments provide students with a deeper understanding of various academic disciplines. • We introduce Certificate Courses that encompass an interdisciplinary nature. • We encourage both students and faculty to enrol in multidisciplinary and interdisciplinary courses offered by platforms such as NPTEL, SWAYAM, ARPIT, and Course. This ensures that they have access to a wide range of educational resources and opportunities beyond their primary field of study.
2. Academic bank of credits (ABC):	•Our institution is fully prepared to implement the Academic Bank of Credits in accordance with the guidelines set forth by Dr. B.A.M University, Aurangabad, and a state university. Notably, our university is an official member of the National Academic Depository, which is a government initiative aimed at providing an online repository for all academic awards as part of the Digital India Program. •Starting from 2021, the University has been in the process of registering students through the nad.digitallocker.gov.in platform, which is accessible through its affiliated colleges. The University has already adopted a Choice Based Credit System (CBCS) for all its programs and is presently working to pass a resolution related to the Academic Bank of Credits in the Academic Council. Once this resolution is approved by the appropriate academic bodies, our institution will formally register in the ABC portal. • To support this endeavour, the institution is in the process of creating a centralized database of students. This database will digitally store the academic credits earned by students from various courses, ensuring that previously earned credits can be seamlessly transferred when a student re-enters the program. Furthermore, we are committed to establishing a robust technical support system for monitoring the Academic Bank of Credits.
3. Skill development:	Jaibhavni Shikshan Prasarak Mandal's Mahila Mahavidyalaya, endeavours to expose students to a wide range of knowledge domains, ensuring they are well-prepared for future transformations. The

	institution is dedicated to helping students acquire skills beyond their core areas of expertise. In addition to vocational courses, the institution offers various supplementary programs such as guest lectures, seminars, workshops, entrepreneurship development initiatives, research methodology workshops, English language training courses, interview skills, group discussions, committee exercises, debates,competitive examinations, and more. These activities and programs aim to foster the development of essential life skills, soft skills, language and communication proficiency, and ICT computing skills among the students. Furthermore, the institution imparts values like ethical conduct, truthfulness, nonviolence, scientific temper, citizenship values, and life skills to its students through a series of add-on and vocational courses conducted by experienced professionals.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The curriculum at our institution incorporates elements that emphasize the significance of the Indian Knowledge System. This emphasis on the IKS has been a part of Mahila Mahavidyalay's identity from its very inception, given its centennial legacy. The courses offered by the institution have consistently prioritized the IKS. Our institution also actively fosters the exchange of linguistic and cultural traits among diverse groups. Students have the opportunity to enhance their multilingual skills in Marathi, Hindi, and English. To further promote and integrate local language, art, and culture, it is a common practice for most activities to be conducted in the local language. In an effort to bridge the gap between contemporary knowledge streams and ancient Indian wisdom, our institution draws meaningful parallels between the two. Faculty members make sure that students are guided through the concepts using a bilingual teaching approach, making it easier for them to grasp and understand these concepts.
5. Focus on Outcome based education (OBE):	The NEP on Outcome Based Education (OBE) outlines specific objectives, including competency, standard, benchmarks, and the achievement of targets. Mahila Mahavidyalaya is fully committed to realizing these objectives and reaching the specified targets in accordance with the curriculum provided by the university with which it is affiliated. The process and implementation of OBE at the college are

	carried out as follows: • The college strictly adheres to the OBE objectives. It formulates Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) after extensive consultation with faculty and stakeholders. • Learning outcomes for individual courses are often integrated into the university-provided syllabus, but they are also adapted at the institutional level to align with the revised Bloom's Taxonomy, utilizing appropriate action verbs. • The college aligns the program outcomes with the Graduate Attributes mentioned in the Learning Outcome Based Curriculum Framework (LOCF) provided by the University Grants Commission. • Faculty members actively engage in various Faculty Development Programs (FDPs) to gain insights into Outcome Based Education, covering aspects like Aims & Objectives, OBE Framework, Bloom's Taxonomy, and more. • The college website serves as a platform for sharing information about learning outcomes, enabling prospective students and others to assess the educational goals and student outcomes of the institution. • Regular feedback is obtained from students regarding the attainment of Program Outcomes (POs) and Course Outcomes (COs), which provides valuable insights into student learning outcomes. • Bloom's Taxonomy is applied to map the attainment of Course Outcomes (COs) and Program Outcomes (POs).
6. Distance education/online education:	The institution has embraced online teaching and learning due to the COVID-19 pandemic and the continued preference for this mode of education. Mahila Mahavidyalaya is equipped with an ICT-enabled campus, it has seamlessly transitioned to online and hybrid education. The institution has successfully organized a multitude of beneficial activities, including online guest lectures, workshops, seminars, and more. These efforts have effectively facilitated distance learning and online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The institution has recently established an Electoral Literacy Club. The concept behind establishing this club involves encouraging students to actively

	engage in the development, execution, and assessment of programs and initiatives related to electoral literacy. The club structure also fosters a sense of belonging and offers students the chance to showcase their hidden talents in creative and innovative ways.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The club is managed by a student coordinator and its members. They receive guidance and support from a designated faculty mentor, with special attention given to appointing a mentor from the Department of Political Science and Public Administration. Club membership is open to students from various programs within the college, and notices about joining the club are extensively circulated among the student body. Any interested female students have the opportunity to become part of this club.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	J.B.S.P.M's Mahila Mahavidyalaya is dedicated to instilling democratic values in its students. Both faculty members and non-teaching staff actively participate as booth-level officers in the electoral process. The Department of Political Science plays a crucial role in promoting electoral literacy. The institute actively involves young people in this important national exercise by conducting electoral surveys and voter awareness programs. Students from the institute organize various activities regarding voting rights, ethical voting, political awareness, and societal issues. The institution conducts initiatives to register new voters, encouraging students over 18 years of age to become a part of the electoral process. Faculty members provide guidance to these young voters on the essential qualities of an informed voter, including critical thinking, social responsibility, and an objective mindset.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	• As part of their curriculum, students study the Indian constitution, which is a mandatory subject. This coursework delves into topics and aspects of Indian Polity, including the party system, the role of political parties, the executive and legislature, and the functioning of the election commission. • The National Service Scheme (NSS) organizes voting awareness lectures in the adopted village. • The institution conducts organized awareness programs aimed at increasing voter awareness. • Voter awareness rallies are organized to further engage and inform the community. • Specific awareness

	programs are designed to educate targeted populations about voter registration, the electoral process, and related matters, providing them with hands-on experiences and practical knowledge.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The institution initiates an electoral registration program with the aim of enrolling students who are 18 years of age or older. Typically, the primary target group for this initiative comprises incoming undergraduate students (freshers). Annually, a campaign is organized to facilitate the enrolment of new voters in the official voters' list. This campaign is carried out in close cooperation with both the National Service Scheme (NSS) and the Department of Political Science and Public Administration.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
185	171	246	189	199

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

2 Teachers

2.1

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

Response: 16

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	17	16	17	17

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.74	1.63	00.52	3.38	3.79

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institution guarantees a robust curriculum planning and delivery system through a meticulously structured and well-documented process, incorporating the use of an academic calendar and the implementation of ongoing internal assessments.

Being affiliated with Dr. Babasaheb Ambedkar Marathwada University,Aurangabad, the College adheres closely to the curriculum design and academic calendar established by the University, which, in turn, complies with the regulations set forth by the government and the University Grants Commission (UGC).

Furthermore, our faculty members actively participate in the Board of Studies and its respective sub-committees, making substantial contributions to the development of the curriculum.

Academic Calendar of the College	Academic Calendar of the College is prepared by IQAC prior to the commencement of the academic year, specifying available dates for significant activities to ensure proper teaching-learning transaction and continuous evaluation.
Departmental Calendar	Each department prepares academic calendar of the Department mentioning Internal Evaluation and co-curricular activities.
Time Table	Timetable Committee formulates and communicates theTime-table of the Institution. This enables the Departments to plan theirteaching schedule with greater flexibility.
Teaching Plan	Each teacher prepares a month/week wise teaching plan giving due consideration to the following significant factors: • The total quantum of the syllabus to be taught. • Workable distribution of the total syllabus into convenient teaching units.

	• Equitable proportion of teaching units and teaching dates. • Use of Teaching methods appropriate for the Unit
Teaching Diary	Teachers' diaries are maintained by faculty members to record the teaching plan and delivery of lessons.
Teaching Aids	In addition to chalk and talk method of teaching, the faculty members use the ICT enabled learning tools such as PPT, Video clippings, online sources, to expose the students for advanced knowledge and practical learning.
Workshops on ICT **enabled TeachingLearning**	Teachers regularly participate in workshops/training sessions regardingICT enabled teaching-learning methodologies. Most of the teachers arewell versed with the use of Google Class, Google Meet,Zoom,
Experiential/ **Practical Learning**	Departments organize study tours, field and industrial visits for students to experience practical knowledge. Skill development programs are conducted to increase employability.
Syllabus Completion **Report**	Each teacher has to submit Syllabus Completion Report to IQAC before one month of the University Examinations.
Display of Curricular Aspects on the Website	The details of programme outcomes, course outcomes, syllabiare communicated through College Website. E-resources, PPTs, YouTube link of video lectures and Question Bank are available on the college website.
Continuous Internal Assessment	Continuous internal evaluation of the students is done through internal tests, classroom-seminars projects, and preliminary examinations
Review of Curriculum Delivery System	Review of teaching-learning process is taken by IQAC at regular intervals. Academic and Administrative Audit is conducted by affiliating university. Review is taken during ISO certification surveillance audit.
Feedback Mechanism	Feedback on teachers and teaching-learning

	processes by students and stakeholders help in ensuring curriculum delivery At the end of the academic year, IQAC collects feedback on curricula from the students, teachers, alumni and employers. It is analysed by IQAC and the report is communicated to the concerned departments and the university.

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

1.2 Academic Flexibility

1.2.1

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

Response: 14

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

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses

of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 64.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
153	153	114	109	109

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution integrates cross-cutting issues relevant to Gender, Environment Sustainability, Human Values and Professional Ethics as reflected and in alignment with the Sustainable Development Goals of the United Nations through curriculum delivery and conduct of various co-curricular and extracurricular activities.

Cross-cutting Issues in the Syllabus	The college gives top priority in delivering the courses related to Cross-cutting issues like Environment Management, Nature and Sustainable Development, Women empowerment, Dalit Studies,Human Rights, Musings on Vital Issues etc.
	Faculty and PhD students do research and published research papers with special focus on cross cutting issues.
	Books based on Cross-cutting issues were published by Teachers.
	The college offers value added activities like Soft Skills Development, Pre-placement Training, Verbal and Logical Skills,etc.
Gender Sensitivity	The induction program at the beginning of the

	academic year for the entire fresher's educates and creates the sufficient awareness on gender sensitivity.
	ICC / Women Empowerment Cell of the college takes initiative in conducting various activities on gender sensitive issues and brings women experts to the campus to interact with the girl students.
	The institution guarantees equal opportunities for all the students without considering their gender in Students Union Election,departmental associations and various cells.
	Health Camps and Self-defence Camps for girls are organized Organization of Rallies against Female Feticide, Girls'Education, Women' Rights, etc
	Courses in Hindi, English and Marathi Literature deal with gender issues
Environment	Environmental Studies – a compulsory course for B.A.
Sustainability	The college offers Certificate Course in Water Conservation
	Environmental Day and World Water Day are also celebrated
	No Vehicle Day is observed on 1st and 15th date of each month
	Environmental awareness is also created by NSS through tree plantation, water conservation, village cleanliness, plastic free drives etc.
Human Values	Promotion of human values leading to a better understanding and cultural sensitivity by celebrating Hindi Day, Marathi Bhasha Din.
	Celebration of Birth Anniversaries of eminent personalities motivates the students and help in sensitizing and creation of awareness of harmonic co-existence.
	The college regularly visits and organizes health check-up camps at Child Orphanage and Old Age Homes
Professional Ethics	Regular courses and some Certificate/add-on and professional courses address issues related to professional ethics.
	Code of conduct displayed on college website for all stakeholders helps in imbibing professional ethics and work culture in the campus
	The IQAC conducts Workshops on Code of Conduct for Teachers and Non-Teaching Staff
	It is mandatory for PhD scholars to include plagiarism report along with the submission of dissertations.

	Indian Constitution Course is made compulsory for UG which integrates issues related to professional ethics

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

1.3.2

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

Response: 90.27

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

Response: 167

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 84.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
109	86	120	94	96

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

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

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

2.1.2

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

Response: 87.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	46	48	40	45

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	52	52	52	52

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 11.56

2.3 Teaching- Learning Process

2.3.1

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

Response:

The College adopts following strategies to empower students to take learning into their own hands and apply it in an engaging context. Through these activities of "learning by doing and reflecting", students compare and analyze issues, problems, and ideas through the lenses of their own personal experiences and evolve intellectual worldview.

Experiential Learning:

Pro and Con Grid	Teachers adopt 'Pro and Con Grid' to develop a list of advantages and disadvantages about a suitable issue related to the lesson, helping students to see a topic from different angles and to develop skills in

	Analysis.
Field Visits	Departmental visits to Gram Panchayats, Police stations, Banks, Industrial training centres, Tehsil Office, to get acquainted with the practical knowledge Visits to Old Age Home, Orphanage by Sociology Department
Workshop	• Department of Economics organizes talks on Budget Analysis • Department of Marathi conducts workshops on Poetry Writing with the aim of giving experience of poetry writing skills. • Meet the Author programme helps the students understand creativeprocess of the Author
Project-based Learning	Students of the Department of Economics prepared projects on 'Socio-economic Study of villages"
Class Seminars	Class Seminars are organized for students to develop critical thinking skills as they consider different perspectives, evaluate evidence, and form their own opinions.

Participative Learning:

Survey	Department of Economics conducted a Survey on "Impact of Lockdown on Small Scale Business in Georai"
Case Analysis	Interviews conducted by Women Empowerment Cell of the Female Sugarcane Workers who have undergone hysterectomy.
Field Work	Department of History follows the method of "learning while observation." The historical and excavation sites are visited by the students and they prepare a project report of the visits.
Literary Associations	Poetry Recitation, Story Writing, Wallpaper presentation, Literary Meet
Guest Lectures	Guest Lectures are organized to provide students

	with insights, knowledge, and real-world experiences that may not be covered in regular coursework.
Co-curricular Activities	Debates, group discussions,elocutions competitions, etc

ICT enabled tools for effective teaching-learning process:

Teachers promote the use of ICT seamlessly into the teaching learning process. Some of the efforts in this direction are:

- Teachers participate in workshops/training sessions regarding ICT enabled teaching learning methodologies.
- To attain competence, teachers record and upload lectures on You tube.
- ICT based workshops for the use of computer programming for students.
- Screening of films and other visual aids for effective teaching.
- Preparation of PPT for each of the Unit of the syllabus.
- During lockdown, the ICT tools are used to take online classes through Zoom and Google Meet.
- Google Classroom and Whatsapp are used to stay connected with the students and passing on study materials. Students are also encouraged to use Online MOOCS, Swayam etc.
- E-content is delivered through college website. Mails and Whatsapp are used for assignments and doubts.
- All the departments conduct webinars, online quiz and guest lectures on the new developments and latest issues in the core subjects for effective teaching and learning.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 97.65

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

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

2.4.2

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

Response: 36.14

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

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

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The College strictly adheres with the system mandated by the affiliating University for both the Continuous Internal Evaluation (CIE) and the End Semester Examination (ESE).

Mechanism of Internal/ External Assessment

Planning

- The continuous internal evaluation process is monitored by Examination Committee as per the policy statement of CIE. The internal assessment process consists of Unit Tests, Surprise Tests, Assignments, Projects, Seminars, Field Visit Reports, Preliminary Exam, Viva-Voce, etc.
- Students are made aware of internal and external assessment during the orientation programmes.
- The principal directs faculty through meetings and ensures effective implementation of evaluation process.

Execution

Evaluation Process:

- Internal assessment is mandatory for all students. External Examiners are appointed by the University for the Evaluation of the Viva-Voces, and Projects for BA.
- The tests and tutorials are examined by the concerned subject teacher whereas the project and the viva-voices are evaluated by the external examiner.
- The submission of the internals is evaluated and marks of internals are submitted to the University on the stipulated date.

Transparency in internal/ external assessment:

- The IQAC prepares academic calendar which includes planning of curriculum enrichment and delivery, continuous evaluation process and dates of University Examinations
- Academic Calendar and circulars are uploaded on the College Website which disseminates information and guidelines regarding the examination schedule.
- The principles of confidentiality, transparency and fairness of examinations are maintained. It is maintained through the Secured Remote Paper Delivery (SRPD) under the surveillance of CCTV. The password-protected question papers are received by the College just before the start of the respective examinations.
- Teachers discuss answer papers of internal tests and student performance in classes.
- Notices/Circulars/Ordinances pertaining to the pattern of examinations and the pattern of the question papers are displayed on the notice boards and Whatsapp groups.

Grievances related to University examinations:

The Chairman of the Examination Committee is the Chief Superintendent (CS). The grievances are settled in accordance with the guidelines issued by Dr. B.A. M. University, Aurangabad as well as the internal examination policy of the College. For smooth conduct of examination, Examination Cell is constituted by the college.

1. **Revaluation:** For grievance regarding marks, the College collects complaint from the students in prescribed format and forwards it to the University. The photocopy of answer books is provided

to students after paying fees. The result of revaluation is declared by the University within 30 days of the application.

2. **Question Paper** Errors in question papers like repeated questions, improper split of marks are brought to the notice of the Chief-Superintendent who informs the University control room and necessary action is taken.

Grievances related to Internal Examination: Rigor and transparency in internal assessment is followed. After assessment, answer books are shown to all students. Since the internal marks are awarded by the teachers, any complaint regarding anomalies is taken care of in the College itself. Grievances of students are resolved by clarifying their queries based on their performance in test and tutorials to assure transparency.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Learning outcomes form an integral part of college vision, mission and objectives. Our college is committed to its students' learning and success. Educational processes and outcomes are aimed at transformational learning that supports students' holistic development.

Process and Implementation:

- In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs) and Course Outcomes (COs) are framed by the College
- The learning outcomes for each course are often included in the syllabus copy provided by the University. They are reframed at the institutional level as per the revised Bloom's Taxonomy using a suitable action verb.
- The program outcomes are drafted and finalized at the college level in alignment with the Graduate Attributes as mentioned in the Learning Outcome Based Curriculum Framework (LOCF) of the University Grants Commission.
- Teachers participated in various Faculty Development Programs (FDPs) giving insights on Outcome Based Education (OBE)

Mechanism of Communication:

- The information regarding learning outcomes is uploaded on the college website which is intended to help prospective students and others to evaluate the College's educational goals and the student outcomes of the education we provide.
- Orientation programme conducted for the students in the beginning of the academic year / semester wise giving an overview of the Program/Curriculum in the context of PO's and CO's.
- The Unit Planner / Lesson plan gives a road map to adhere to the expected outcomes which is shared to the students well in advance before the commencement of the course work.
- For each course, faculty members communicate expectations, targets and desirable outcomes of every unit as a part of regular instruction.
- During the teaching-learning process the faculty constantly emphasize on the targets and standards to be achieved by the students.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Strategies of the Attainment of PO / CO:

Management	• **Provides excellent infrastructure**
Principal	• Ensures sustenance and development of quality of teaching-learning and evaluation. • Motivates the faculties for quality improvement of the college through research, guest lectures, seminars
Teacher	• Complete the syllabus in a stipulated time • Continuous assessment of conduct of the curriculum and adopt innovative techniques in teaching-learning process. • Participate in research activities • Work as a mentor for the students in their curricular and extra-curricular development
Students	• Participation of students in various curricular and extracurricular activities to develop a holistic personality

	• Continuous evaluation of students – tests, term examinations, class seminars, assignments, etc
Staff Meeting	• Periodic Reviews are carried out by the Principal through staff meetings
Continuous Internal Evaluation	• The Continuous Internal Evaluation is the prime tool for the evaluation of PO and CO attainment. The CIE matrix comprises of tests, assignments, presentations, practical, viva-voce, and projects.
IQAC	• The IQAC organizes workshops on outcome-based education and faculty was trained for identification and assessment of outcome attainments. • Review of the Results of Internal and University Examinations

Evaluation of the Attainment of PO / CO: The college has mechanism to measure attainment of POs and COs as per follows:

Direct Method	Feedback
	Result Analysis of University Examinations
	Mapping of graduate attributes
Indirect Method	Progression to Higher Education/ Placement
	Achievement in Cultural/ Sports and Co-curricular activities

Attainment Levels: Course Outcome attainment levels are set for all courses in each program. The attainment level for course outcomes is defined as follows:

- Level 1:Above 40% of students scoring more than average marks
- Level 2: Above 60 % of students scoring more than average marks
- Level 3: Above 70% of students scoring more than average marks

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

2.6.3

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

Response: 92

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	33	33	45	38

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	38	36	46	40

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 4

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

IQAC, Research Committee and various wings of the college act as the hub-and-spoke model for innovation, creation and transfer of knowledge. The IQAC cell aims to coordinate, synergize and leverage various strands of excellence driving innovation and entrepreneurship consisting of research, community orientation etc., facilitating industrial interactions and social impact that supports the students, alumni and faculty in creating knowledge, innovations in social, educational, cultural and commercial domains to bring forth a revolution in the way students absorb, imbibe and utilize the knowledge they gain while in college.

Boosting Research Culture: The College provides opportunities to faculty to develop and deepen their aptitude and capacity for research and encourages the faculty to present, publish their research work in journals, conferences/seminars. It regularly organizes conferences, workshops, and seminars to promote research culture and boost research-related output among faculty/students.

Outcome:

- 08 teachers are research guides
- 14 teachers are PhD
- 2 teachers are pursuing PhD degree
- 06 PG Recognized teachers
- 30 students are pursuing PhD
- 08 students have been awarded PhD
- 184 research papers were published in UGC listed journals
- 44 seminars/workshops/webinars were organized
- 26 books and chapters were published
- 02 Seminar on IPR,04 workshop on Research Methodology were conducted

Cultivating Human Capital: The highly qualified and skilled faculty is trained to impart relevant knowledge to students through ICT-enabled, innovative teaching learning methods.

Outcome:

- 11 workshops/seminars /training programmes related to ICT – enabled Teaching have been attended by the Faculty
- 05 teachers completed Swayam/ NPTEL/ AICTE approved courses
- 16 teachers completed FDP

Enabling Certification: The College has introduced a number of value-adding programs related to Communication Skills, Practical Writing Skills, etc that enhance practical knowledge of students and equip them with industry-specific skills.

Outcome:

- 100 students completed Certificate Course in Communication Skills
- 60 students completed Certificate Course in Practical Writing Skills in Marathi

Providing Access to Global Value Chains: Various industrial/Field visits, Training programs, alongside the MOUs with educational institutions, private and government sector enterprises give access to the global value chain and first-hand experience to students.

Outcome:

- The College has 23 functional MoU/ Collaborations to facilitate creation and transfer of knowledge.

Inculcation of Competitive and Practical Approach: Career Guidance cell organizes capacity building and skill enhancement initiatives for the students such as Soft Skills, Language and Communication Skills and ICT/Computing Skills programmes.

Outcome:

- 500 students were benefitted by Soft Skill Enhancement initiatives by College.

- 850 students were benefitted by Language and Communication Skills initiatives.
- 714 students were benefitted by ICT/Computing Skills programmes

Indian Knowledge System (IKS): The curriculum prescribed by the university consists of several elements that pertain to the fundamentals of the Indian Knowledge System (IKS) in most of the courses. The College conducted various Certificate Courses that reflects Indian values and wisdom.

Outcome:

- 112 students completed Certificate Course in Yoga
- 63 students completed Certificate Course in Human Rights
- 60 students completed Certificate Course in Women Studies.

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

3.2.2

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

Response: 38

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	08	04	01	02

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

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during

the last five years

Response: 11.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	28	34	38	53

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

3.3.2

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

Response: 0.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	1	3	2

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

3.4 Extension Activities

3.4.1

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

Response:

Mahila Mahavidyalaya maintains its social cohesiveness through extension activities in the neighbourhood community to sensitize students about social issues. The college aims to develop students' Emotional Quotient through their interaction with various challenges and hurdles faced by the people in the nearby community and encourage stakeholders to develop their positive attitude towards life.

Health Check-up and Awareness Programmes for Women:

Impact: Awareness among women about the importance of regular health screenings and early detection of diseases.

Sensitization: Students become more aware of women's health issues

Activities for Social Cause:

Organized Mass Wedding Ceremony:

Impact: Provides financial relief to economically disadvantaged families.

Sensitization: Awareness about economic disparities and the importance of community support.

Value Education Classes for School-Children:

Impact: Enhances academic and moral development of children

Sensitization: Encourages a sense of responsibility towards society.

Training and Distribution of Sewing Machines to Widows:

Impact: Empowers widows economically by providing a means of livelihood, fostering independence.

Sensitization: Raises awareness about the challenges faced by widows and promotes gender equality.

Prosthetic Limb Donation:

Impact: Restores mobility and dignity to individuals with disabilities

Sensitization: Raises awareness about the challenges faced by people with disabilities

Rally against Female Feticide:

Impact: Raises awareness about the consequences of gender-based discrimination **Sensitization:** Educates participants and observers about the importance of gender equality.

Fund Raising Rally for Flood-Affected People:

Impact: Provides financial aid for disaster relief, contributes to rebuilding efforts.

Sensitization: Highlights the impact of natural disasters and encourages a sense of social responsibility.

Legal Awareness Programme for Women:

Impact: Empowers women with legal knowledge, helps prevent exploitation and abuse.

Sensitization: Raises awareness about women's rights and the importance of legal literacy.

Educational & Financial Assistance to Poor Children:

Impact: Improves access to education for underprivileged children, breaking the cycle of poverty.

Sensitization: Highlights the importance of education and equal opportunities for all.

Helping the Marginalized:

- **Distribution of Blankets to Orphans**
- **Dress Distribution to Orphan Girls**
- **Book Donation to Orphans**
- **Food and Cloth Distribution to Needy People**
- **Celebration of Raksha-Bandhan with Orphans**

Impact: Addresses immediate needs for sustenance among the needy, contributing to their well-being.

Sensitization: Raises awareness among college students about the living conditions and challenges faced

by orphaned individuals.

Activities by NSS:

Azadi KaAmrut Mahotsav

Impact: Commemorates a historic milestone, instilling a sense of national pride **Sensitization:**Educates students about the sacrifices made by freedom fighters and the importance of preserving national heritage

Child Marriage Prevention:

Impact: Addresses a critical social issue, contributing to the well-being and empowerment of young girls.

Sensitization: Awareness about the harmful effects of child marriage

Construction of Dam:

Impact: Contributes to water resource management

Sensitization: Enhances students' understanding of their role in community development.

De-addiction Programme:

Impact: Addresses substance abuse issues

Sensitization: Awareness about the challenges of addiction and the importance of community support in rehabilitation.

Activities during COVID -19

Impact: Enhances students' crisis management skills.

Sensitization: Students develop an understanding of the challenges posed by a global crisis and the importance of effective response strategies.

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

3.4.2

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

Response:

Mahila Mahavidyalaya stands as a beacon of recognition, having earned commendation and appreciation from both the National and State Government, as well as Non-Government agencies. The institution has been lauded for its dedicated commitment to social initiatives and community-oriented research activities.

One of the key areas of recognition is the impactful awareness programs organized by the College. These programs have specifically focused on promoting gender equity, fostering environmental protection and conservation, and raising awareness about critical societal issues. The institution has played a pivotal role in sensitizing the community towards social equality and national integration, contributing significantly to the betterment of society.

The acknowledgment from various governmental and non-governmental entities underscores the College's pivotal role in bringing about positive change. It reflects the institution's commitment to not only academic excellence but also its responsibility towards societal welfare and development. Mahila Mahavidyalaya stands as a testament to the transformative power of education when combined with a strong dedication to social and environmental causes.

List of Awards/ Recognition

Sr.No	Activities	Name of the Awarding Government/ recognized bodies
2022-2023		
1	Azadi ka Amrut Mahotsav, Blood Donation, Cleanliness Campaign, Tree Plantation, Voters Awareness propgram, Gender Equity Program	Dr. Babasaheb Ambedkar Marathwada University Aurangabad
2	Voters Awareness, Environment Conservation & Cleanliness Drive	Grampanchayat,Dhondrai
3	Distribution of Books, Health Check-up Camp	Sahara Orphanage, Georai
4	Tree Plantation, Voters Awareness, Gender Equity Program	Municipal Corporation Georai
2021-2022		
5	Blood Donation, Clealinness Campaign, Tree Plantation, Voters Awareness, Gender Equity Program	Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
6	Aids Awareness Voters Awareness, Environment Conservation & Cleanliness Drive	Grampanchayat ,Mudhapuri
7	Free Health Checkup Camp & Distribution of Educational Assistance	Sahara Orphanage, Georai
8	Tree Plantation, Voters Awareness, Gender Equity Programs	Municipal Corporation, Georai
9	Covid-19 Awareness Activities	GrampanchayatKaryalay, Mudhapuri
10	Covid-19 Awareness Activities	Sub. District Hospital Georai

	2020-2021	
11	Blood Donation, Cleanliness Campaign, Tree Plantation, Voters Awareness, Gender Equity Program	Dr. Babasaheb Ambedkar Marathwada University Aurangabad
12	Gender Equity Programmes	Grampanchayat, Mudhapuri Village
13	Environment Awareness Campaign	Sahara Orphanage, Georai
14	Voters Awareness, Gender Equity Programmes	Municipal Corporation, Georai
15	Covid-19 Awareness Activities	Grampanchayat, Mudhapuri
	2019-2020	
16	Blood Donation, Cleanliness Campaign, Tree Plantation, Voters Awareness, Gender Equity Program	Dr. Babasaheb Ambedkar Marathwada University Aurangabad
17	Environment Conservation, Swachh Bharat Campaign	Grampanchayat, Mudhapuri
18	Health Checkup program	Sahara Orphanage, Georai
19	Cleanliness Drive Campaign, Voters Awareness, Gender Equity Program	Municipal Corporation Georai
	2018-2019	
20	Blood Donation, Cleanliness Campaign, Tree Plantation, Voters Awareness, Gender Equity Program	Dr. Babasaheb Ambedkar Marathwada University Aurangabad
21	Health checkup camp	Sahara Anathalay Parivar
22	Awareness Program	Grampanchayat Sushi Wadgaon
23	Blood Donation Camp	Sub. District Hospital Georai
24	Voters Awareness Program	Grampanchayat, Sushi Wadgaon
25	Health checkup camp	Sub. District Hospital Georai
26	Aids Awareness Program	Grampanchayat Sushi Wadgaon

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

3.4.3

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

Response: 78

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	17	05	11	18

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

3.5 Collaboration

3.5.1

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

Response: 13

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Mahila Mahavidyalaya has a land area of 2 acres with adequate facilities for the effective functioning of curricular, co-curricular and extracurricular activities.

Physical Facilities

Facilities	Features	Number
Classrooms	Well-ventilated and well-furnished classrooms with facilities for conventional chalk-talk method and modern audio- visual methods of teaching.	11
Classrooms equipped with ICT	Classrooms with LCD projectors and internet access	04
Central Library	Well stacked with books and journals, CCTV, full-fledged computerization, e-books and ejournals	01
Reading Room	Spacious and ventilated classrooms	01
Examination Cell	Office with necessary equipments	01
Computer Lab	Equipped with latest Configuration Desktops and software	01
Seminar Hall	Equipped with ICT facilities	01
IQAC Office	Equipped with ICT facilities	01
Administrative Section	Principal office, administrative work divided into sections – accounts and establishment	
Women Empowerment Cell	Office with necessary facilities	01
NSS	Office with necessary facilities	01
Career Guidance Cell	Office with necessary facilities	
Canteen	Clean and hygienic with necessary	01

	facilities	
Parking	parking for vehicles	01
Girls Common Room	Equipped with necessary facilities	01

Facilities for Cultural Activities: Dr. Bapu Gokshe, Head, Department of Marathi, who is also a renowned Playwriter, coordinates all the cultural activities. The Department has instruments for classical and modern cultural activities like Folk Orchestra, Folk Dance, Vocal and Classical Singing. The students participate in various events like plays, mimes, skits, street plays etc, The Cell organizes Annual social gathering and various competitions.

Multipurpose hall

Area: 600sq.ft.

The College has a multipurpose hall with seating capacity of 100 audience. It is equipped with Television, sound system, etc. Cultural events, Facebook live programmes and literary events are organized in the Hall

Facilities for Sports Activities: Firmly believe in the adage *Menssana in corpore sano*i.e., a healthy mind in a healthy body, the Department of Sports and Physical Education with its focus to promote indoor and outdoor sports and games serves as a vital and integral part of student life on campus. It took the responsibility not only to provide the necessary infrastructure that helps the students to inculcate good habit of playing games but also to develop the sportsmanship and comradeship. Our Sports unit have track record of participation at National, International, Zonal, Inter-zonal, University and Inter-university levels. Many of our students have represented in the affiliating university teams at different levels. The College has following facilities for Sports and Games:

A. Outdoor

Volleyball Court	4628 sq.ft
Kho-Kho Court	1746 sq.ft
Kabaddi Court	62.24 sq.ft
Archery	30 m

B. Indoor : Carrom, Chess

Yoga Centre

Area: 144 m2

The College has a Yoga Centre which is under the supervision of a trained Yoga Instructor. The centre is open for students, faculty members and community.

ICT Facilities

- The College has 4 ICT classrooms
- Seminar Hall with LCD Projector
- Computer Lab with 22 computers
- Broadband with 100 Mbps
- Biometric system is used for recording the attendance of Teaching and Non-teaching staff

Administration

- Account: Tally Software
- Admission: ERP for admission and Fees collection
- Examination: MKCL online software

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

4.1.2

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

Response: 0

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

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

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Collection of Library:

Sr. No.	Particulars	Total
1	Text Books	4918
2	Reference Books	2101
3	Other Books	2524
4	Bound Volume	80
5	MPSC /UPSC Books	52
6	Daily News Paper	04
7	Student Book Ratio	1:51

E- Journals

- American Institute of Physics (18 titles)
- Annual Reviews (33 titles)
- Indian Journals (180 titles)
- Royal Society of Chemistry (29 titles)

E-Books

- Cambridge Books online (18 titles)
- E-library (185000 + titles)
- EBSCo Host-Net Library (936 titles)

Access to Dr. BAMU Library & KRC Consortia:

- EBSCO
- Science Direct
- Springer Books & Journals

OER (Open Educational Resources)

- National Digital Library of India (NDL)
- Directory of Open Access journals (DOAJ)
- Directory of Open Access Books
- Shodhganga: a reservoir of Indian Thesis

ICT Facilities:

Facilities	Number
Computer	02
Printer	01
CD/ DVD	75

Automation:

1	Name of the ILM Software	KOHA ILMS
2	Nature of automation	Partially
3	Version	3.8
4	Year of Automation	2019

Per Day Usage of library:

Academic Year	Total Users	Library Working days	Per Day Usage
2022 - 23	114	295	10.81%

Library user Rate for latest Completed academic year (2022-23)

- Number of users – ledger footfall and e-access: 8569
- Number of working days: 295
- Library user Rate: 20

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

In the challenging landscape of rural education, where infrastructural limitations often hinder technological progress, Mahila Mahavidyalaya, an Arts college nestled in the heart of rural area, stands out for its persistent efforts in updating its IT facilities and ensuring ample bandwidth for internet connectivity. Despite the constraints posed by its rural setting and arts faculty, the college is committed to providing its students and faculty with a technologically enriched learning environment.

ICT Facilities:

Sr No	Particulars	Number
1	Computer Lab	01
2	Computers and Laptops	33
3	Broadband	100 mbps
4	Seminar Hall with LCD Projector	01
5	ICT Classrooms	04

Administration

- Account: Tally Software
- Admission: ERP for admission and Fees collection
- Examination: MKCL online software

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

4.3.2

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

Response: 7.71

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

Response: 24

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 10.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.77	0	0	0.37	0.37

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 53.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
96	68	109	112	142

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 71.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
176	163	94	129	143

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 33.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	15	9	12	14

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	33	33	45	38

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 39.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	02	06	00	03

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

5.3 Student Participation and Activities

5.3.1

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

Response: 35

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	05	04	12	06

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

5.3.2

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

Response: 34.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
43	48	14	39	29

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association has been registered and actively working for the betterment of the college. The Association has been registered under Societies Registration Act, 1860 with registration number Beed/0001315/2018.

Alumni Association:

Sr No	Name	Designation
1	Mrs. Vaishali Eknath Aher	President

2	Mrs. Sunanda Eknath Aher	Vice-President
3	Mrs. Varsha B. Giram	Secretary
4	Miss Komal E.Arbad	Joint Secretary
5	Mrs. Salma Jilani Momin	Treasurer
6	Miss Shobha S.Kulkarni	Member
7	Miss Ranjana J.Hurkude	Member

The college website and social media platforms are the best means to have a fruitful communication with the alumni. Recognizing the emotional connections that bind alumni to their alma mater, the college has consistently nurtured strong ties with its former students. The institution goes a step further by providing representation to alumni on the College Development Committee, actively involving them in decision-making processes. Additionally, the college actively seeks and values alumni input on various matters, reinforcing the collaborative relationship between the institution and its past students.

Activities and Contributions:

The college's alumni play a crucial role in both direct and indirect contributions to the institution's development. Many of these former students, now holding influential positions in various sectors such as industries, government offices, colleges, and private sectors,business actively participate in guiding current students. They are frequently invited to share their experiences, offering valuable insights into career planning, employment opportunities, and interview skills.

Prominent alumni are often invited as guest lecturers during special occasions, where they provide guidance and motivation to current students, particularly focusing on contemporary technological developments and career strategies for success. Their involvement extends beyond lectures, as they are included as invited members in college meetings. During these interactions, alumni engage with faculty, providing suggestions on curriculum revision, infrastructural development, and helping address any challenges faced by the college.

The annual alumni meet serves as a platform for meaningful discussions, where valuable suggestions are exchanged across various domains. The institute gathers alumni from diverse societal positions to share their success stories, inspiring the aspiring students of the college. Notably, the college takes pride in the fact that several alumni actively encourage their sisters, friends, and relatives to seek admission to the institution.

The college's NSS unit benefits from alumni support in nearby villages, where they contribute to initiatives such as adopting villages, organizing annual camps, and executing development projects. Alumni play a vital role in various community service activities, including blood donation camps, blood group detection programs, COVID vaccination camps, and providing free services during the COVID-19 pandemic. They also actively participate in the college's annual functions, showcasing their continued commitment to the alma mater.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

- **Vision**

To impart quality- based education in all its dimensions to the rural womenfolk in order to bring out their self-assertiveness and empowerment and enable them to act as agents of social transformation.

- **Mission**
  - To increase the women literacy rate of rural region
  - To produce physically and mentally strong women who can face challenges at local and global level
  - To bring out the inherent potentials from women thereby augmenting their contribution to the development of the nation
  - To inculcate life-skills and soft skills thereby enabling their economic independence
  - To empower women so that they can face challenges in their personal and professional life
  - To develop academically bright women with an orientation towards environmental values

Alignment with Vision and Mission:

The institutional governance and leadership at Mahila Mahavidyalaya, Georai, are steadfastly aligned with the institution's vision and mission. The leadership team consistently upholds the core values and goals set forth by the institution, ensuring that every decision and action is in harmony with its overarching purpose.

NEP Implementation:

Mahila Mahavidyalaya actively embraces the principles and recommendations of the National Education Policy. The institution has taken proactive steps to align its academic and administrative practices with the NEP guidelines. This includes fostering a holistic and multidisciplinary approach to education, promoting research and innovation, and enhancing the overall quality of education provided to students.

Sustained Institutional Growth:

Under the visionary leadership, Mahila Mahavidyalaya has experienced sustained institutional growth.

This is evidenced by an increase in student development, the introduction of new courses, research, and a continual commitment to academic excellence. The institution's growth trajectory is reflective of its adaptability and responsiveness to evolving educational needs.

Decentralization:

The institution has implemented a decentralized approach to decision-making, empowering various departments and faculties to take ownership of their respective domains. This decentralization strategy ensures that decisions are made at the most relevant level, fostering a sense of ownership and accountability among the faculty and staff.

Participation in Institutional Governance:

Mahila Mahavidyalaya encourages active participation in institutional governance at all levels. Faculty members, administrative staff, and students are provided with opportunities to contribute to decision-making processes through various committees and forums. This inclusive approach ensures that diverse perspectives are considered in shaping the institution's policies and practices.

Short-term and Long-term Institutional Perspective Plan:

IQAC has developed a comprehensive short-term and long-term Institutional Perspective Plan that outlines its strategic goals and objectives. This plan serves as a roadmap for the institution's development, encompassing academic, research, and infrastructural advancements. Regular reviews and updates to the plan ensure its alignment with emerging educational trends and societal needs.

In conclusion, Mahila Mahavidyalaya, Georai, stands as a testament to effective institutional governance and leadership that actively align with its vision and mission. The commitment to NEP principles, sustained growth, decentralization, and inclusive governance practices positions the institution as a beacon of educational excellence in its region.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Deployment of Institutional Perspective Plan:

Mahila Mahavidyalaya has successfully deployed an Institutional Perspective Plan that serves as a guiding document for the institution's strategic development. This plan encompasses both short-term and long-term goals, reflecting the institution's commitment to continuous improvement and adaptability to the changing educational landscape.

The deployment of the Perspective Plan involves a systematic approach, with clear timelines, milestones, and performance indicators. Regular reviews and updates ensure that the plan remains relevant, aligning with emerging educational trendsand the evolving needs of the student community.

Functioning of Institutional Bodies:

The institutional bodies of the College operate with a high level of effectiveness and efficiency, reflecting a commitment to transparent and participatory governance.

Central Governing Council: Central Governing Council is the apex body that authenticates the policies and programmes of the institutions.

Responsibilities:

- To accomplish the vision and mission of the institute through various activities
- Recruitments
- To signify and channelize the future advancement

College Development Committee: CDC implements the decisions taken by the central executive council and provides the guidelines for effective organization of the college.

Responsibilities:

- To prepare a budget
- Recommend to Central Governing Council about the creation of posts

Internal Quality Assurance Cell:

- IQAC advises the Governing Body on matters related to strategic planning, quality benchmarks and initiatives, and framing of various policies.
- It is always in consultation with all committees, HoDs regarding effective organization of various events.
- IQAC Coordinator is responsible for development, application and monitoring of quality benchmarks for various academic and administrative activities of the institution.
- It also takes initiatives in FDP, research and innovations in teaching, learning and evaluation.

Administration Wing: It takes care of all the administrative matters. It is responsible to manage and facilitate human resources and expedite execution of duties.

Alumni Association: Alumni association actively contributes in better functioning of the institute with all its expertise and representation from different fields.

Student Council: The College constitutes **Students Council** which is empowered to promote and facilitate all the co-curricular and extra- curricular activities of the college.

Committees: In order to smooth and effective implementation of the programmes, 29 committees have been functioning.

Policies:

The institution has well-defined policies that govern various aspects of academic, administrative, and student affairs. These policies are regularly reviewed and updated to address emerging challenges and opportunities.

Service Rules, Procedures, and Recruitment:

- Rules and regulations of the UGC, Maharashtra Public University Act: 2016, and the affiliating University for the recruitment are followed.
- The promotional policy is transparent.The Institution follows PBAS of the UGC for the promotion of the teachers under Career Advancement Scheme
- After receiving the Confidential Reports of non-teaching staff signed by the principal, they are promoted to the higher positions

Statutory Bodies:

- Grievance Redressal Cell
- Anti-Ragging Cell
- Internal Complaint Committee
- RTI Cell

Thus, the College demonstrates a robust institutional framework where the deployment of the Institutional Perspective Plan and the efficient functioning of institutional bodies reflect a commitment to excellence, transparency, and continuous enhancement of the overall educational experience.

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

6.2.2

Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts

3.Student Admission and Support

4.Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The College recognizes all its employees as the most valuable resource and provides a caring and supportive working environment. The college facilitates following welfare measures:

Welfare Measures	Description
Staff Co-operative Credit Society	The society provides emergency loan of 20,000/- Rupees and the long period loan of 100000/- Rupees to the members for various purposes on priority basis. ## Eligibility criteria - He /She should be a permanent member of the staff. - He/she should be a member of the above-mentioned society.
Provident Fund Loan	On the recommendation of the Principal, the Joint Director, Higher Education, Govt. of Maharashtra sanctions the refundable and non-refundable loan from provident fund for sickness, housing purpose, marriage and other reasons.75% amount of the total balance is sanctioned as the loan. If the service of the employee is more than 20 years, he is entitled for non-refundable loan.
Bank Loan facility	On the request of the employee, the college is guarantor for loans for co-operative and nationalized banks.

Service Gratuity	Service gratuity shall be paid to the employees who are eligible as per the norms of the management.
EPF (Employee Provident Fund) and ESI scheme	As per the existing norms of Central Government, EPF (Employee Provident Fund) and ESI schemes are implemented.
Medical reimbursement	Availability of Medical Reimbursement facility. In a medical emergency, advance is given to the teaching and non-teaching staff.
Faculty Improvement Programme	Faculty members are granted study leave for research work / attending courses. In such cases, the faculty member is entitled to receive the salary during the period of study.
Leave for Staff Members	Casual Leave, Earned Leave, Study Leave, Medical / Sick Leave, Maternity Leave/ Paternity Leave, Duty Leave
Academic Amenities	Internet, Computer lab, library resources for the academic development
Farewell to Retiring Employees	Farewell function is arranged for the staff as a recognition of their committed services
Security	The college maintains round the clock security along with CCTV cameras
Sane Guruji Scheme	- Benefit to dead employee's family upto 100000 - Accident of the employee (minor)10000 - Accident of the employee (Major)20000

Performance Based Appraisal System for Teaching and Non-Teaching Staff:

- Performance Appraisal System is carried out in our institution for Career Advancement Scheme for teachers. The API committee analyses the performance of the teaching staff required for the promotion as par the prescribed format of UGC and affiliating University.
- The duly filled API/ASAR forms are scrutinized by the API committee and submitted with the necessary supporting documents to the university. The overall grading is evaluated by the experts appointed by the university on the basis of documents submitted and finally grade is verified.
- The Performance Appraisal of non-teaching staff is evaluated through their 'Confidential Report' prepared by the Head of the Institution, which is sent to our parent institute. On the basis of these reports, the non-teaching staff receives promotions in their service as per the government rules and regulations.

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

6.3.2

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

Response: 59.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	07	01	15	16

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

6.3.3

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

Response: 63.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	05	13	16	10

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Response:

The College has a well-defined strategy for the mobilization of funds and optimal utilization of resources. As a socially concerned institution, catering to the needs of various cross-sections of the society, it has a conscious policy of keeping the student fee affordable.

Financial Sources of the College:

- Salary grant from State Government of Maharashtra Directorate of Higher Education
- Admission fees
- Financial assistance by the Parent Institute for infrastructure development

Budget Policy:

- The Purchase and Finance Committee prepare annual budget which is pre-approved in CDC meeting.
- The college annual budget is planned inclusive of departmental budget
- Transparent mechanism is implemented for finalizing budget as per requirements.

Utilization of Funds:

- The college mobilizes funds monitored by Principal and placed before CDC in the meeting for further action as par the planning of IQAC, Finance Committee and other related committees and forwarded via principal to the higher authorities for further approval and utilized as per the rules-guidelines issued by the Parent Institute.
- The expenditure is made in organized manner including quotations, supply order and payment receipts.

The funds are optimally utilized for following areas:

- Augmentation of ICT infrastructure and its maintenance
- Development and maintenance of college website and virtual platforms
- Creation and maintenance of physical facilities
- Library up-gradation
- Organization of conferences/seminars/ workshops, and other training programmes, etc.

Financial Management:

- Periodic audits of expenditure are conducted and record is maintained.
- Timely compliance of objections raised in audits, if any
- PFMS is used for transactions of grants received from different funding agencies.
- Maintenance of all financial records and transactions in offline and online mode

Institution conducts internal and external audits regularly:

- Internal regular audits are carried out by the Chartered Accountant appointed by parent institution
- The external audit is conducted by Senior Auditor of Join Director, Higher Education, Aurangabad Division
- Auditor General (AG) of Maharashtra Government also conducts audit
- The NSS audit is also carried out every year by the University.
- The college undergoes ISO Certification
- Academic and Administrative Audit by Affiliating University

Optimal Utilization of infrastructural resources:

- The available physical infrastructure is optimally utilized beyond regular institution hours; for conducting remedial classes, co-curricular activities/extra-curricular activities. The institutional infrastructure is utilized as an examination centre for Government of Maharashtra examinations/University Examinations

Mobilization of Intellectual and other Abstract Resources:

- The institution mobilizes its human resources too by implementing academic and co-curricular activities
- It encourages all staff members to reach their personal and professional goals by cooperating with their career development imperatives and discipline specific aspirations.
- Most importantly, it is the abstract resources of intellectual and moral probity, along with a social conscience and cultural inclinations which are prioritized and cultivated by the institution in the overarching plan of its progress.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

A. Quality Assurance Strategies:

1	Preparation of Policies and Procedures
2	Preparation of Strategic Plan
3	Preparation and submission of AQAR
4	ISO / Green / Energy Audit
5	Feedback analysis of Curriculum and action taken
6	Academic and Administrative Audit
7	Strengthening of Research capacities
8	Workshops on IPR/ Research Methodology
9	Formation of MoU and Collaborations

B. Review and Reforms in Teaching-Learning Process

Orientation on Teaching – learning	IQAC encourages teachers to participate in FDP, workshops, courses based on teaching pedagogies, use of ICT in Teaching –Learning
Feedback on Curriculum	IQAC takes online feedback on curriculum. After reviewing it, the results are communicated to the teachers and BOS of affiliating University for further actions.
Teaching Plan	Faculty submits teaching plans specifying the topic, pedagogies, skill development, ICT and outcome to be fulfilled. IQAC monitors its effective implementation throughout the year.
Academic Calendar	Academic Calendar is prepared in advance, displayed and uploaded on the college website and strictly followed
Review of Syllabus Completion	IQAC collects Syllabus Completion Reports. If there is any discrepancy, teachers are informed to take extra lectures to complete the syllabus.
Review of Annual Self-Appraisal	IQAC collects Self-Appraisal of each teacher which has due weightage for teaching-learning performance.

	It serves as a review mechanism for individual teaching-learning performance.
Effective Curriculum delivery during Pandemic	• Training to teachers to make effective use of online platforms for teaching • Use of WhatsApp for sharing study material
Feedback on Teaching	IQAC takes feedback from students regarding performance of teachers.
Review of the Results of University Examinations	IQAC analyze results to pinpoint strengths and weaknesses of different departments.
Upgradation of the teaching pedagogy by creating ICT resources	• Video lectures are uploaded on YouTube for students • Use of ICT tools to at least 40% of total teaching. • Preparation of e-content

C. Continuous Quality Improvement through Outcome Based Education (OBE)

Outcome Based Education (OBE)	IQAC encourages teachers to make use of Bloom's Taxonomy in teaching and promote action based and project based learning.
Workshops on Outcome Based Education	IQAC conducts workshops on OBE.
Formation of CO/ PO	IQAC along with the Heads of the Departments has formulated **CO/PO** based on the graduate attributes, mission and vision of the institution and learning objectives mentioned in the university syllabus.
Outcome Based Teaching - learning	Focus on student centric teaching pedagogies to achieve course outcomes. Experiential, participatory and problem solving teaching methodologies enhance the learning outcome of the students.
Continuous Evaluation of Students	Continuous Internal Evaluation (CIE) is the prime tool for the evaluation of PO and CO attainment. CIE matrix comprises of tests, assignments, seminars, presentations, viva-voce, and projects.
Analysis of the attainment CO	After the declaration of Results, IQAC collects Attainment of Course Outcomes from each Department in the prescribed format.
Analysis of the attainment of PO	IQAC implements two strategies for the analysis of the attainment of Program Outcomes: • **Feedback from Students on the attainment of Program Outcomes** • **Analysis of Final Year Results**

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

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

It has been said that "If you educate a man, you educate one person, but when you educate a woman, you educate the whole family". Thus, the visionaries of the institution laid the foundation stone with this mission of empowering the rural women folk in and around the region. Three decades of its existence significantly proved that the alumnae have successfully transcended the gender stereotypes and contributed much to the national reconstruction.

Gender sensitivity is a fundamental and deeply ingrained value within the cultural framework of our institution. This commitment is exemplified by the appointment of a female Principal, marking a significant stride toward gender equality and women's empowerment in leadership roles. To solidify this commitment, the institution has deliberately selected female staff members to lead various committees, including the IQAC coordinator; NSS program officer, Women cell coordinator, and Coordinator of Career and Guidance cell. These choices are purposeful, designed to increase female representation in key decision-making positions within the institution.

Gender equity & sensitization in curricular activities:

1	Participation of teachers in Conferences/ Seminars with theme of Gender Equity & Sensitization
2	Publication of Research Papers on Gender issues
3	Doctoral Research in Gender Equity and Sensitization
4	The college offers 08 courses in the curriculum which explicitly address gender related issues
5	There are specific papers in BA which deal with gender theories and gender issues.
6	Certificate Course in Women Studies
7	Guest lectures on Gender issues

Gender equity & sensitization in co-curricular activities:

1	Health Check-up and Distribution of Free Medicines Camps
2	Self Defence Camps

3	Yoga Workshops
4	Workshop on Cyber Security and Poster Presentation
5	Legal Awareness Programmes
6	Stress Management Workshop
7	Distribution of Clothes to Girls
8	Awareness Rallies on Gender Issues

Facilities for women on campus: Safety and Security

1	Women Empowerment Cell / Internal Complaint Committee
2	Girls Common Room
3	Anti-Ragging Cell
4	24 hour CCTV surveillance

Celebration of Days related to Women

1	International Women's Day
2	National Girl Child Day
3	Birth Anniversary of Feminist Icons Savitribai Phule, Jijamata

Through these initiatives, the College strives to empower the students to challenge stereotypes, advocate for equality, and contribute to the creation of a more inclusive and equitable society.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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

Response:

We believe in unity in diversity that's why our students respect the different religion, language and culture. We feel the college is our second home and all faculties like a family member. There is friendliness and amity among students belonging to different socioeconomic and cultural strata of the society

1. **Initiatives for Socioeconomic Inclusivity, Cultural, Regional and Communal Harmony:**

- Students from diverse cultural backgrounds are brought together to engage in various activities

leading to fostering self-esteem, sense of belonging and respect for diverse cultures.

- The College organizes ethnic festivals, annual cultural program which provide a platform for students to show their talent in traditional dances, music and theatrical acts. These activities inculcate among them tolerance and harmony of different cultures.
- The College declares holidays on major festivals such as Diwali,Panchmi, Ramazan Eid, Makar Sankranti etc, to enable people from diverse cultural backgrounds celebrate their festivals with full devotion.
- The College follows reservation policy for recruitment and admission. There are no biases on the basis of regional affiliations.
- The College has established SC/ST/OBC Cell, Minority Cell to promote communal balance.
- College provides free-ships, scholarship and financial-aid to students from economically-weaker sections and socially-backward communities. Students from weaker sections are allowed to pay their fees in instalments. Institution has necessary facilities for Divyangan students.

2. Initiatives towards Linguistic Harmony: India being multilingual society, the tolerance for linguistic diversity is addressed through various activities like: Celebration of Hindi Divas, Marathi Din and Marathi Language Week. Organization of webinars, conferences in the indigenous Languages viz Hindi, Marathi and English.

3. Initiatives for Socio-economic Harmony: The students are sensitized towards socio- economic harmony through the following activities

1. **Helping the Marginalized:**

- Distribution of Blankets, Cloths, Books to Orphans
- Food and Cloth Distribution to Needy People
- Celebration of Raksha Bandhan with Orphans

1. **Activities for Social Cause:**

- Training and Distribution of Sewing Machines to Widows
- Prosthetic Limb Donation Camp
- Awareness Rally against Female Feticide
- Fund Raising Rally for Flood-Affected People
- Legal Awareness Programme for Women
- Educational & Financial Assistance to Poor Children
- Mass Wedding Ceremony
- Value Education Classes to School-Children

Sensitization towards Constitutional Obligations:

- Constitutional obligations are imbibed through the celebration of Independence Day, Republic Day, Voter Awareness Campaign etc.
- Each year the College celebrates Constitution Day. All the teachers and students take pledge of the Constitution. Awareness rallies are organized and copies of the Preamble are distributed among people.
- Certificate Course in Panchayat Raj
- Certificate Course in Human Rights

- Compulsory Course on Indian constitution to equip students with an understanding of their rights, duties, and the principles of justice, equality, and freedom.
- Birth Anniversary of freedom fighters is celebrated.
- Freedom fighters in the District were invited and felicitated on the Independence / Republic Day
- Celebration of Azadi ka Amrit Mahotsav
- Har Ghar Tiranga Abhiyan
- Legal Awareness Programmes, Voter Awareness Programme, Cyber Security and Awareness Programmes

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice I: Fostering Educational Awareness and Value Education among School Children

Context:

The college recognizes the dire need to address the specific challenges faced by school children from economically disadvantaged backgrounds, particularly those who are children of sugarcane cutters, in the local community. Poverty and limited access to quality education have contributed to a high dropout rate among these students. Fostering educational awareness and value education is vital to break the cycle of poverty and provide these children with a brighter future.

Objective:

- To bridge the educational gap for school children from poor backgrounds.
- To reduce the dropout rate among children of sugarcane cutters and other marginalized groups.
- To instil values of perseverance, empathy, and community responsibility in both college students and school children.

Practice:

The college has designed a comprehensive approach to address the unique challenges presented by the

context.

Activities:

Schools Visits: Offering special lecture to help school children catch up with their peers and develop fundamental literacy and numeracy skills.

Value Education Lectures:

- Conducting regular lectures that focus on moral values, ethics, and character development for school children.
- Involving faculty and college students as mentors and facilitators for these sessions, fostering a sense of responsibility and empathy.

Community Engagement:

- Collaborating with School Principals, teachers and parents to create a support system for the children of sugarcane cutters.
- Organizing community awareness programs on the importance of education and value-based upbringing.

Incentives: Offering financial assistance to incentivize school attendance and reduce financial burdens on families.

Evidence of Success:

The success of these efforts can be observed through the following outcomes:

- **Increased Enrolment:** A noticeable increase in the enrolment of school children from poor backgrounds, reflecting improved access to education.
- **Lower Dropout Rates:** A significant reduction in the dropout rate among children of sugarcane cutters, indicating the success of the bridge courses and community engagement efforts.
- **Improved Academic Performance:** Enhanced academic performance and self-esteem among the school children, as evidenced by their progress reports and test scores.
- **Empowered College Students:** College students who actively participate in these initiatives exhibit increased empathy, leadership skills, and a stronger sense of social responsibility.
- **Community Support:** The active involvement and support of the local community in promoting education and value-based upbringing for their children.

By addressing the context of poverty and high dropout rates, the college's efforts to foster educational awareness and value education are not only transforming the lives of school children but also creating a more inclusive and compassionate society.

The College's sustained collaboration with nearby schools reflects the program's value and the positive relationships developed with the schools and their communities

Best Practice II: Mass Wedding Ceremony

Objectives of the Practice:

- **Financial Relief:** The practice aims to provide financial relief to families who may struggle to meet the high costs associated with traditional weddings. This can prevent families from falling into debt and facing long-term financial challenges.
- **Promotion of Equality:** Mass weddings promote equality by offering an opportunity for couples from various socio-economic backgrounds to get married without the extravagance associated with expensive weddings.
- **Social Cohesion:** Mass weddings bring together people from different communities, religions, and castes, fostering social cohesion and unity.

Context:

A mass wedding is a unique ceremony where multiple couples are joined in matrimony simultaneously. In the context of India, weddings hold immense cultural and religious significance, but they can also impose a substantial financial burden on families. The costs associated with weddings can soar to exorbitant levels, often pushing families into crippling debt and imposing long-term financial challenges.

In Georai, a place where poverty is prevalent, a significant portion of the population hails from socially and financially disadvantaged backgrounds. Recognizing this pressing issue, Mahila Mahavidyalaya in collaboration with Sharda Pratishtan, took the initiative to launch a mass wedding ceremony program. The primary objective was to offer an affordable and practical solution for couples seeking to tie the knot. This heartfelt effort aims to alleviate the financial burden associated with weddings, ensuring that love and commitment can flourish without the heavy weight of financial stress.

The Practice: Every year, our college collaborates with Sharda Pratishthan to organize the Mass Ceremony Programme at Bhavani Temple in Georai. The Ceremony is a remarkable event that welcomes individuals from diverse religious and caste backgrounds. It adheres to traditional customs and practices while uniting couples in matrimony. One notable aspect of this event is the active involvement of our college teachers, who contribute both financially and physically. During 5 years, teaching and non-teaching staff donated Rs. 6,69,603.00 (Six lakh sixtynine thousand six hundred three rupees) for this notable cause.

During the Mass Wedding Ceremony, numerous couples tie the knot. To be eligible for participation, couples must register within the specified time frame and meet certain criteria. Additionally, organizers supply bride and groom attire, Mani Mangal sutras and necessary groceries. This event embodies a spirit of communal unity and social responsibility that is truly uplifting.

Evidence of Success: Mass wedding ceremony has not only facilitated the union of numerous couples but has also significantly alleviated the financial strain on families. During 5 years, a total of 212 couples have been joined in matrimony through this initiative.

Beyond its economic impact, the Mass Wedding Ceremony has played a vital role in fostering social cohesion by uniting individuals from diverse communities. It has garnered widespread appreciation and support from both the local community and government authorities, underscoring its significance in addressing a pressing societal need.

This ceremony has also offered a meaningful opportunity for teachers to contribute to this noble cause, and their active participation reflects their genuine enthusiasm for this initiative. It is indeed a heartening example of a community coming together to make a positive difference in the lives of many.

Problems Encountered and Resource Required:

- **Lack of Awareness:** Insufficient awareness among people regarding the significance of such ceremonies.
- **Resource Constraints:** The organization of mass weddings demands substantial financial and logistical resources, and the institution shoulders the substantial costs of these ceremonies.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Women Empowerment

Context: Mahila Mahavidyalaya is mainly working to bring girls from rural areas into the stream of education as education is a fundamental right of every person in India according to Indian Constitution, but the status of women education in India is still difficult. Women education has played a vital role in the development of the society India's female literacy rate is 64% yet rural female literacy rate is found to be 31%. This low rate of female literacy is not only detrimental to women's lives but also to their family and country's economic and social development. Mahila Mahavidyalaya is situated in Beed district which is one of the most severe drought-hit districts in the country. The district is infamous for its startling hysterectomy records, rampant sex determination, female feticide, malnutrition, child marriage, and lack of education.

- **Harvest of Crushed Hopes: A District of Womb-Less Women:** The women sugarcane cutters of Beed are in a race to make India the number one sugarcane exporter, beating Brazil. This, however, comes at the cost of giving up their womb by undergoing a hysterectomy. To avoid complications of pregnancies and periods in the field, the women are forced to undergo hysterectomy. As per a survey conducted it was found that around 13,861 women had undergone hysterectomy in the past decade. In June 2019, the Health Minister of Maharashtra stated in the Maharashtra Legislative Assembly that, in the last three years, 4,605 female sugarcane cutters

underwent hysterectomies

- **Child marriages rampant in Cane-Cutter Community:** At 12-13 years of age, girls are married off and the young couples set out together to the fields from the next season on. This is because sugarcane is the sole employment and the field employs only couples. On the other hand it is also found that sugarcane cutter parents want to finish their responsibility by marrying their daughters so that they can be free from the responsibility of their safety when they go to work for other places.
- **Sexual abuse and human trafficking:** In 2019, around 4,000-5,000 young girls were sexually abused in Beed district and around 1,000 girls and women are trafficked every year.
- **Beed District: Maharashtra's female foeticide capital:** The 2011 census showed a sharp decline in the population of the girl child in Beed. Beed district has the lowest male-female sex ratio among children under the age of 6 in Maharashtra at 801 female against 1000 male children.

Initiatives by College for Women Empowerment Considering the above facts and to fulfil the objective of the college – "To reach with education the most needy, neglected and downtrodden," the Institute has taken following initiatives for women Empowerment:

1. Appointment of Lady Principal: The Management took a first step towards women empowerment by appointing a lady principal for the first time in the area. She has become a face of hope and development of not only the rural community but also became a messenger for women who have been living under patriarchal hegemony.

2. Distribution of Clothes to the Girls:

· The Girls of Cane Cutter Workers

· The Girls in Orphanage

· Economically weaker girls of the College

3. Financial Aid for Monthly Bus Pass to Poor Girls by College Teachers

4. Health Check-up and Awareness Camps: The College in collaboration with Sub-District Hospital, Georai organizes health check-up camps and free distribution of medicines. The girls and women who are found anaemic and whose HB level below 11 mg, the College provides them Iron Folic acid Tablets

- Workshop on Skin Problems and Remedies
- Women Health Check-up and Awareness Camp
- Women Health Awareness program
- Health Awareness for Banjara Women at Tandas
- Health Awareness for Sugarcane cutter women
- CBC Check-up Camp and Distribution of Medicines to Girls
- COVID Vaccination Camp

5. Legal Awareness Programme for Girls: To sensitize Women and Girls about their Rights as provided under the various laws, the Institution organizes Legal Awareness Programmes.

6. Cyber Crime Awareness Programme: Cyber security has become a major issue as the internet and social media have become a tool of cybercrimes, especially against women. Therefore, the Institution organized Talks, Workshops and Poster Presentation to create awareness.

7. Self-Defence Camp for Girls: Self Training Camp was conducted to boost the self-confidence of the girls. The camp saw humongous participation by girls who were taught various techniques to save themselves when caught unawares.

8. One Day National E-Conference on Prevention of Sexual Harassment and Gender Sensitization

9. Awareness Rally against Female Feticide

10. Training and Distribution of Sewing Machines to Widows

11. Diya Making Competition

12. Cooking Competitions for Girls and Women in Town

13. Other Empowerment Activities for Girls

- Celebration of Savitribai Phule Birth Anniversary
- Celebration of International Women's Day
- Celebration of National Girl Child Day

14. Women Empowerment Cell and Internal Complaint Committee: The Women Empowerment Cell of the College is established with the motto of "towards self-empowered mind". The cell aims to empower girl students and faculty, enhance their understanding of issues related to women and to make the college campus a safe place for girls and women and to address the practical issues related to the welfare and equal opportunities for Women faculty, staff and students.

Evidence of Success:

2018-2023

Sr No	Particulars	Numbers
1	University Results	92%
2	Enrolment Percentage	84.17%
3	Progression to Higher Education	64.00%
4	Placement / Self-Employment	15.84%
5	Awards in Sports /Cultural	59

	Activities	

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

5. CONCLUSION

Additional Information :

Mahila Mahavidyalaya, Georai, stands as a devoted educational institution committed to providing education to underprivileged and marginalized girls who face barriers to learning opportunities. The college's noble mission is to empower these girls with knowledge and skills, fostering self-reliance and dismantling the barriers of poverty and social inequality through education.

The institution takes immense pride in its diverse range of activities that extend beyond conventional academic learning. These include a multitude of extracurricular activities, social outreach programs, International, national seminars and workshops, administrative training programs, skill-based initiatives, student projects, and a rich array of curricular activities. This comprehensive approach serves as a profound platform for both faculty and students, nurturing holistic development and promoting a well-rounded education.

A noteworthy achievement for the college is the recognition it received from Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Specifically, the college's National Service Scheme (NSS) unit was honoured for its exemplary contribution to social service and community engagement during the years 2018-2023. This prestigious accolade underscores the college's unwavering commitment to serving society and making a positive impact on the lives of individuals within the community.

Amidst the challenges posed by the pandemic, Mahila Mahavidyalaya emerged as a responsible and proactive institution, assuming a significant role in raising awareness in society. The college organized Covid-19 vaccination drives to facilitate immunization, distributed masks to promote safety measures, and provided essential food grains to support those in need, particularly economically disadvantaged individuals within the community. These endeavours exemplify the college's profound sense of social responsibility and dedication to the welfare of the society it serves.

Concluding Remarks :

Mahila Mahavidyalaya,Georai,Dist.Beed emerges as a premier educational institution committed to providing quality education to women and fostering holistic development. The college's affiliation with Dr.Babasaheb Ambedkar Marathwada University, Aurangabad ensures a robust curriculum that is kept learner-centric and aligned with the institution's vision and mission. Through strategic planning and ICT-based delivery, the college enhances the teaching-learning process, incorporating experiential and participative methods to empower students. Faculty members play a pivotal role in the college's success, and their dedication to continuous improvement is evident through their participation in development programs, seminars, and workshops. The research and development activities at the college foster a culture of innovation and scientific inquiry among both faculty and students, resulting in publications in esteemed journals and books. College promotes social awareness and engagement through various extension activities and outreach programs, contributing to the betterment of society. The NSS unit's active involvement in disaster management and social initiatives exemplifies the college's commitment to instilling a sense of responsibility and citizenship in its students. The college boasts a well-equipped campus, creating conducive environment for effective teaching and learning. The library, Computer lab, sports facilities, etc. cater to the overall development and well-being of students. Moreover, the college is deeply committed to ensuring equal opportunities for economically underprivileged and rural students through scholarships and comprehensive student support services. The

Student Welfare Committee, Internal complaint committee, and Career Guidance Cell play vital roles in empowering students and preparing them for successful careers. Effective governance is a key strength of college, with the CDC and various committees working collaboratively to enhance administrative and academic processes. The Principal's leadership ensures compliance with regulations and fosters a nurturing and disciplined college environment. The college's dedication to sustainability and environmental protection is commendable, with initiatives in energy conservation, waste management. Furthermore, the college promotes an inclusive and harmonious atmosphere, celebrating cultural diversity and fostering awareness of socio-economic issues.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :14 Remark : DVV has mde the changes according to the data template document .
2.4.2	*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)* 2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years** Answer before DVV Verification: {table1} Answer After DVV Verification : {table2} Remark : DVV has made the changes as per shared supporting certificates of teachers by HEI.
3.2.2	*Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years* 3.2.2.1. **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years** Answer before DVV Verification: {table3} Answer After DVV Verification : {table4} Remark : DVV has made the changes according to the data template document .

Table (2.4.2.1 before):

2022-23	2021-22	2020-21	2019-20	2018-19
16	17	16	17	17

Table (2.4.2.1 after):

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

Table (3.2.2.1 before):

2022-23	2021-22	2020-21	2019-20	2018-19
29	08	04	01	02

Table (3.2.2.1 after):

2022-23	2021-22	2020-21	2019-20	2018-19
23	08	04	01	02

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	5	3	3	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	1	3	2

Remark : DVV has made the changes according to the data template document .

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

Answer before DVV Verification :
Answer After DVV Verification :13
Remark : DVV has made the changes according to the supporting document .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.74	1.63	0.52	3.38	3.79

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.77	0	0	0.37	0.37

Remark : DVV has made the changes as per expense on printing and stationery, general repairs, building repairs and other repair and maintenance in provided CA certified statement.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	31	18	23	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	15	9	12	14

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	33	33	45	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	33	33	45	38

Remark : Placement offer letter not shared by HEI. Only Id card's has been shared whom progressed to higher educations.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	07	18	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	05	04	12	06

Remark : DVV has not considered participation certificates and award received in district, inter college level.

6.5.2	**Quality assurance initiatives of the institution include:**

	1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has select C. Any 2 of the above as per shared report and certificates for SL No. 1 and 5 by HEI.
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has select C. Any 2 of the above as per shared report for SL No. 2 and 4 by HEI. DVV has not considered Reports without any authorized signature.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations