



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**SAHYADRI SHIKSHAN MANDAL'S MAHANT  
JAMANADAS MAHARAJ ARTS, COMMERCE AND  
SCIENCE COLLEGE, AT POST.- KARANJALI, TAL.-  
PETH, DIST.- NASHIK**

SAHYADRI SHIKSHAN MANDALS, MAHANT JAMANADAS MAHARAJ  
ARTS, COMMERCE AND SCIENCE COLLEGE KARANJALI (PETH)  
DIST. NASHIK, MAHARASHTRA (INDIA). PINCODE-422 208

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[www.mjmcollege.com](http://www.mjmcollege.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**



# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Mahant Jamanadas Maharaj Arts, Commerce and Science College, Karanjali, Tal.- Peth, Dist. Nasik, (M.S.) is governed by Sahyadri Shikshan Mandals, Dindori was established in July 2009 for providing educational facility at the undergraduate level to the masses who were economically backward and socially downtrodden in tribal area. A decade before there were no higher educational facilities at the taluka level and for higher education one had to go to district place which was not at all feasible for common man. It was at this stage the college was founded by a great social worker and diplomatic political leader Shri Narhari Sitaram Zirwal. The college runs under graduate Program for Arts, Commerce and Science faculty affiliated to Savitribai Phule Pune University, Pune. College always striving hard for student welfare. The College organizing extension, Outreach activities and competitions for the benefit of students, Parents and Teachers and supporting staff ( Stakeholders) of the college. Our college is making significant efforts to preserve ancient culture, art, and indigenous heritage. Our college proved to be very helpful to meet the educational and socio-cultural needs of the tribal, rural and backward students of the society. It has given an opportunity to masses in this area to go for higher education. College always provides economic assistance to students through scholarships and freeships those who are from socioeconomical backward class.

### Vision

*“To develop the college as an educational hub to provide Hi-Tech Educational facilities to all spheres, urban, rural and tribal”.*

### Mission

- To explore best possible ways to realize the noble ideals of Socialist Mahant Jamnadas Maharaj who is an unfailing source of our inspiration.
- To endeavour to work towards the promotion of world-class education in values that concern life as our main concern. To be in harmony with our students' aspirations.
- To inculcate competitive spirit among students with a global vision to meet the challenges of modern world.
- To provide Hi-Tech Educational facilities to the tribal and other masses.
- To develop skills and provide opportunities for Excellence.
- To inculcate sense of commitment among students towards society.
- To create collaborative, dynamic and pleasant Milieu.
- To empower the socially, economically and educationally marginalized sections of the rural society of the region.
- Striving to build the physical, intellectual, cognitive, mental, emotional and social capabilities of students.

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

## **Institutional Strength**

- Strong faculty team like 11 Ph.D. Faculty Members with 5 Ph.D. Supervisors and 10 SET/NET with expertise in subjected curriculum and deep understanding of local cultural context, offering quality education in BA, BSc, and BCom programs.
- Efficient Students centric teaching and learning methodologies .
- Providing quality education to rural and tribal students at affordable cost.
- Academic flexibility to students to choose subjects as per their own interest.
- Bilingual instruction system that helps students transition smoothly from regional language to higher education medium.
- State-of-the-art science laboratories, library, Gymnasium hall and computer facilities equipped with modern instruments for practical training.
- Special skill enhancing certificate courses to support students from different backgrounds in overcoming academic gaps.
- Active career guidance and competitive cell providing academic progression and job opportunities.
- Comprehensive scholarship programs and flexible fee payment options to ensure education remains accessible to tribal students.
- Regular skill development workshops and entrepreneurship training programs focused on local economic opportunities.
- Dedicated mentoring system providing academic and personal guidance to students.
- Active research projects focused on tribal development and preservation of traditional knowledge.
- Regular cultural, Sports events and festivals celebrating Indian heritage while promoting academic excellence.
- 11 Ph.D. Faculty Members with 5 Ph.D. Supervisors.

## **Institutional Weakness**

- Infrastructure challenges including occasional power interruptions and internet connectivity issues common to tribal regions.
- Shortage of faculty members with NET/SET or PhD qualifications, particularly in self financed courses.
- Limited choice of specialized courses and electives within each stream due to the remote location and faculty constraints.
- Transportation challenges for students from very remote tribal areas, especially during monsoon season.
- Limited industry exposure for students compared to urban colleges, affecting hands-on training opportunities.
- Language barriers in accessing advanced research materials and journals, as most are available only in English.
- Limited sports facilities and extra-curricular infrastructure due to budget constraints.
- Challenges in attracting visiting faculty and experts due to remote location.
- Lower placement opportunities compared to urban colleges., especially for non-local companies.
- Minimal international exposure and exchange programs for students and faculty.
- Limited research funding and resources for conducting advanced studies.
- Outdated library resources in some subjects due to budget constraints for new editions.
- Limited alumni network as the college is relatively young compared to established institutions.

## **Institutional Opportunity**

- Potential to introduce more skill-based add-on courses alongside traditional BA, BSc, and BCom programs to enhance employability.
- Opportunity to establish distance learning centers of major universities, providing additional course options to local students.
- Opportunity to collaborate with government skill development schemes like PMKVY to offer certified vocational courses.
- Scope to develop sports training facilities taking advantage of high-altitude conditions.
- Scope to Increase in number of divisions under B.A. and B. Sc. to accommodate increasing number of students.
- Scope to introduce PG programs in faculty of Arts, Commerce and Science.
- Services of Alumni to be better utilized.
- Scope to Obtain recognition under 2(f) 12(b).
- Obtain special tribal grants under 2(f) 12(b) for various schemes.
- Wide scope to develop additional infrastructure as ample land space available.
- Scope to enhance the activities under Nature and Eco club.
- Potential as a locational advantage the college is situated in the area of wide diversity of life so there is great scope for research.

## **Institutional Challenge**

- Difficulty in attracting and retaining qualified faculty members for self-financed programs due to remote location and limited urban amenities.
- Financial constraints in upgrading laboratories and teaching equipment due to limited fee structure.
- Irregular student attendance during agricultural seasons when they help families in farming activities.
- Transportation issues affecting both students and staff, especially during monsoon season.
- Limited exposure to corporate world and industry practices, creating gaps in practical knowledge.
- Difficulty in organizing industrial visits and expert lectures due to geographical isolation.
- Language barriers among students when transitioning from regional medium to higher education.
- Limited access to advanced research facilities and resources for science programs.
- Challenges in meeting NAAC and other quality parameters due to resource constraints.
- Poor placement opportunities due to limited industrial development in the region.
- Difficulty in organizing co-curricular activities due to budget constraints and geographical limitations.
- Difficulty and Competition from urban colleges leading to student exchange program and linkages.
- Difficulty in generating funds for college due to “Government Funding policy for Colleges.”

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The Sahyadri Shikshan Mandal's Mahant Jamanadas Maharaj Arts, Commerce And Science College stands as a noteworthy institution affiliated with Savitribai Phule Pune University, demonstrating a strong commitment to academic excellence and student development. Since 2019, the college has successfully implemented the

Choice Based Credit System (CBCS) curriculum, offering diverse programs in Arts, Commerce, and Science with seven specializations in each stream. The institution's systematic approach is evident in its meticulous academic planning, which includes a well-structured calendar and comprehensive timetable incorporating core papers, elective courses, soft skills development, and seminars. The college maintains high academic standards through a robust evaluation system combining Continuous Internal Assessment (CIE) and university examinations, managed efficiently by a dedicated examination cell. The institution's focus on practical education is reflected in its five certificate courses aimed at enhancing employability and skill development, which have benefited 1,365 students. Additionally, 313 students have gained valuable experience through field trips, project work, and internships. The curriculum thoughtfully addresses contemporary issues including professional ethics, gender equality, human values, and environmental sustainability. What sets this institution apart is its holistic approach to education, combining traditional academic rigor with modern educational practices. The active participation of faculty in university academic bodies, coupled with a comprehensive feedback system from all stakeholders, ensures continuous improvement in educational delivery. The college's efforts to introduce new postgraduate programs and its emphasis on experiential learning demonstrate its commitment to evolving with the changing needs of higher education. This balanced approach to academic excellence, practical skill development, and value-based education positions the institution as a significant contributor to quality higher education in the region.

### **Teaching-learning and Evaluation**

The Sahyadri Shikshan Mandal's Mahant Jamanadas Maharaj Arts, Commerce and Science College demonstrates an exemplary commitment to inclusive education through its transparent admission process, which strictly adheres to the norms established by the Government of Maharashtra and Savitribai Phule Pune University. The institution's dedication to social equity is evident in its admission statistics over the past five years, with 2,905 total admissions, including a significant 78% (2,263 students) from the Scheduled Tribe category and 776 female students. The successful completion of Skilled Certificate courses by 1,365 students further underscores the institution's focus on practical skill development. The college maintains an impressive teacher-student ratio of 1:18.98, enabling personalized attention and effective learning outcomes. The academic excellence is driven by a highly qualified faculty, including 11 Ph.D. holders, 5 Ph.D. Supervisors, 10 NET/SET and 1 professor, who collectively maintain an average pass percentage 75.32%. The institution's teaching methodology embraces modern pedagogical approaches, combining experiential learning, participative teaching, and problem-solving methods, enhanced by ICT integration. Students benefit from practical exposure through industrial visits, study tours, and workshops, while a robust mentoring system ensures their holistic development. The college's commitment to quality education is reflected in its comprehensive academic monitoring policy and systematic planning process. The implementation of Outcome-Based Education (OBE) is evident through well-maintained course files that include program outcomes, course outcomes, and detailed teaching plans. The institution also ensures student welfare through an effective grievance redressal mechanism. This holistic approach to education, combining academic rigor with practical exposure and personal development, positions the college as a leading institution committed to transforming students into well-rounded professionals while maintaining high academic standards and social inclusivity.

### **Research, Innovations and Extension**

The college has established itself as a significant center for academic excellence and research, guided by a dedicated Academic Research Committee and Research Policy. The institution's research ecosystem is strengthened by its 5 Ph.D. guides who currently supervise 9 Ph.D. students at the affiliated research center.

The faculty's academic credentials are impressive, with 11 Ph.D. holders and 5 members currently pursuing their doctorates, demonstrating ongoing commitment to academic growth. Research output has been substantial, with faculty members contributing 91 journal publications and securing 21 patents. The college's emphasis on research development is evident through its organization of 47 workshops and seminars focusing on Research Methodology, Intellectual Property Rights, and entrepreneurship. Faculty members have also contributed significantly to academic literature with 53 publications in books, chapters, and conference proceedings.

The institution's commitment to collaborative learning is demonstrated through 33 functional MoUs with national and international organizations, facilitating multi-disciplinary research, training, and development opportunities. These partnerships enable student internships, faculty exchange programs, and collaborative research initiatives. Student engagement in research and innovation is actively promoted through participation in competitions like Chemiad and AVISHKAR, where they can showcase their creative ideas. The college has successfully involved 3,641 students in various extension activities, emphasizing practical learning and community engagement.

Community outreach is a cornerstone of the institution's philosophy, with 90 extension programs conducted through various forums including NSS, SWD, and Eco Club and Nature club. These initiatives address crucial social issues ranging from health and hygiene to environmental awareness, women's empowerment, and disaster management. Programs like Swachh Bharat, AIDS Awareness, and Beti Bachao Beti Padhao demonstrate the institution's commitment to social responsibility. The college's efforts have been recognized through 11 commendations and certificates, acknowledging its contributions to quality education and community service. Through its comprehensive approach to education, research, and social engagement, the institution continues to foster an environment that promotes both academic excellence and social responsibility, preparing students for future challenges while contributing to societal development.

### **Infrastructure and Learning Resources**

Sahyadri Shikashan Mandals Mahant Jamnadas Maharaj Arts, Commerce and Science College, guided by its inspiring motto "Swadeshe Pujyate Raja, Vidwan Sarwatra Pujyate," stands on a well-planned 5-acre (20,234.3 sq.m.) campus. The college distinguishes itself through a thoughtful blend of traditional and modern educational infrastructure spread across three floors.

The academic infrastructure features a strategic mix of learning spaces: 9 classrooms of varying capacities, 4 specialized laboratories equipped for undergraduate research, and a dedicated computer lab housing 15 computers. The institution's commitment to digital learning is evident through its smart classroom initiative, featuring 4 LCD projectors and 2 interactive smart boards, all supported by campus-wide Wi-Fi and high-speed 100 MBPS Jio fiber connectivity.

A standout feature is the college's multifaceted facilities supporting holistic development. The well-equipped gymnasium, serves both students and faculty. The campus includes an open stage for cultural events and yoga activities, alongside a meticulously maintained botanical garden enhancing the learning environment.

The library serves as a comprehensive knowledge hub, featuring reading rooms for male and female students and faculty, housing an extensive collection of textbooks, reference materials, journals, and educational multimedia resources. Administrative efficiency is maintained through 34 computers distributed across various departments, including dedicated setups in the Examination Department, NSS office, and Student Welfare Office, all equipped with printing and internet capabilities.

Student comfort and safety receive particular attention through 15 CCTV cameras, RO water purification systems, adequate power backup through generators and UPS systems, and essential amenities like a canteen and ladies' room. The administrative processes are fully automated, with 6 xerox-cum-scanner machines supporting daily operations.

The infrastructure development is overseen by the college development committee in conjunction with IQAC, ensuring that facilities evolve to meet contemporary educational needs while maintaining quality standards. This comprehensive infrastructure creates an enabling environment for academic excellence and personal growth.

### **Student Support and Progression**

The institute demonstrates a robust framework for supporting students' academic and personal growth through various well-structured mechanisms. Over the five-year assessment period, the institution has made significant strides in providing financial assistance, with nearly two-thirds (65.99%) of students benefiting from scholarships and freeships. The number of financial aid beneficiaries has shown considerable fluctuation, peaking at 501 students in 2019-20 and stabilizing at 220 students in 2022-23.

Career development has been a strong focus, with 36.14% of students receiving guidance for competitive examinations and career counseling. The institute consistently supports 200-250 students annually, reaching a total of 1,050 students during the assessment period. The placement and higher education progression metrics reveal a success rate of 25.52%, with 134 students either securing employment or advancing to higher studies over five years. The progression showed varying trends, with the highest number (37 students) in 2021-22 and the lowest (13 students) in 2019-20.

The institute's commitment to academic excellence is reflected in eight students qualifying for state, national, or international examinations, with the majority of successes recorded in 2018-19 (4 students) and 2019-20 (3 students). Extra-curricular achievements have been noteworthy, with students securing 88 awards and medals in sports and cultural activities. The institution maintains an active calendar of events, organizing an average of 38.4 sports and cultural programs annually.

The support infrastructure extends beyond academics and careers, encompassing a comprehensive student welfare system. The institute maintains an effective grievance redressal mechanism with zero reported cases of ragging or sexual harassment, indicating a safe and inclusive campus environment. Student representation and leadership are fostered through an active Student Council, while academic excellence is recognized through endowment prizes. The institution also benefits from a registered Alumni Association that contributes meaningfully through book donations, guidance sessions, financial support, and mentoring programs.

This multifaceted support system reflects the institute's holistic approach to student development, combining financial assistance, academic guidance, career support, and personal development opportunities while maintaining a secure and nurturing learning environment.

### **Governance, Leadership and Management**

The college demonstrates exemplary governance through its well-articulated vision and mission, focusing on preparing students for life's challenges via comprehensive curricular and extracurricular activities. The



institution maintains transparent communication with stakeholders through multiple channels, including the college website, prospectus, induction programs, and regular meetings with alumni, parents, and the College Development Committee.

The governance structure follows a decentralized approach, with clear delegation of responsibilities flowing from the Principal through Vice-principal to Department Heads, faculty members, and administrative staff. This system is strengthened by various committees that ensure efficient operations. The management provides academic freedom and leadership opportunities, complemented by financial support to motivate faculty engagement.

The Internal Quality Assurance Cell (IQAC) serves as the cornerstone of institutional quality management, preparing detailed perspective plans that are executed under the supervision of the College Development Committee and Parent Institute Management. The college maintains exceptional transparency in its academic and administrative processes, implementing digital solutions for scholarship disbursement, salary management, financial audits, and examination administration.

Professional development receives substantial attention, with the institution providing financial support for faculty participation in development programs, seminars, and conferences. The college has implemented a comprehensive Performance Appraisal System following UGC guidelines, evaluating teaching staff through Academic Performance Indicators across teaching-learning, professional development, and research contributions. Non-teaching staff development is equally prioritized through specialized workshops and training programs.

The institution's welfare measures are extensive and well-structured, encompassing support for doctoral studies, research projects, and professional advancement. Staff benefits include free education for their children, access to research infrastructure, health care facilities, gym access, and financial support through cooperative societies offering substantial loan facilities and accident protection. The college also provides standard benefits like maternity leave, medical leave, and earned leave as per university statutes.

The college's financial management shows remarkable success through revenue generation from its Alumni Association and CSR funding from industries, facilitating infrastructure development and academic expansion. A robust feedback system through the grievance cell ensures continuous improvement by incorporating input from all stakeholders, demonstrating the institution's commitment to participative management and continuous growth.

### **Institutional Values and Best Practices**

The institution has implemented two significant best practices that demonstrate its commitment to environmental sustainability and cultural preservation, particularly relevant to its tribal region context.

The first best practice, "Sustainable Integration of Vermicompost, Waste Management and Green Practice," focuses on creating an eco-friendly waste management system while supporting local agriculture. The initiative has shown remarkable success over five years (2018-2023), producing 100-125 kg of vermicompost annually and distributing over 50 bags to local farmers. Despite facing pandemic-related challenges during 2020-2022, the program rebounded strongly in 2022-23 with its highest production of 125 kg. The practice has inspired

seven nearby farmers to establish their own vermicompost units and facilitated numerous educational seminars, creating a sustainable model that benefits both the institution and the surrounding tribal community.

The second best practice, the "Wild Vegetables Festival," serves as a unique platform for preserving traditional ecological knowledge and promoting sustainable food practices. Organized annually by the Botany department, this initiative bridges ancient wisdom with modern nutritional needs while addressing food sovereignty challenges. The festival includes various components such as collection of wild vegetables, traditional recipe preparation (including dishes like Aalu Vadi, Chaichamohor, and Moha Laddu), expert lectures on nutritional importance, and demonstrations of traditional processing methods.

Both practices showcase the institution's holistic approach to education and community development. They effectively combine academic learning with practical implementation, while preserving local cultural heritage and promoting sustainable practices. The success of these initiatives is evident through increased student participation, growing community engagement, and the successful documentation of traditional knowledge.

Despite facing challenges such as pandemic disruptions, seasonal limitations, and the need for specialized knowledge, the institution has maintained these practices through careful resource management and strong community partnerships. These best practices demonstrate the institution's commitment to creating a sustainable and culturally aware educational environment while making meaningful contributions to the surrounding tribal community.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAHYADRI SHIKSHAN MANDAL'S MAHANT JAMANADAS MAHARAJ ARTS, COMMERCE AND SCIENCE COLLEGE, AT POST.- KARANJALI, TAL.- PETH, DIST.- NASHIK
Address	Sahydri Shikshan Mandals, Mahant Jamanadas Maharaj Arts, Commerce and Science College Karanjali (Peth) Dist. Nashik, Maharashtra (India). Pincode-422 208
City	NASHIK
State	Maharashtra
Pin	422208
Website	<a href="http://www.mjmcollege.com">www.mjmcollege.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ugalal Pandit Shinde	02558-234666	9423550299	02558-234666	msshinde123321@gmail.com
IQAC / CIQA coordinator	Mahendra Shantaram Shinde	02558-234665	9422991364	02558-234666	mahen3569@rediffmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	No

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	Savitribai Phule Pune University	<a href="#">View Document</a>		
Maharashtra	Savitribai Phule Pune University	No File Found		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Sahydri Shikshan Mandals, Mahant Jamanadas Maharaj Arts,Commerce and Science College Karanjali (Peth) Dist.Nashik,Maharashtra (India). Pincode-422 208	Tribal	5	1872

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Physics, Special	36	H.Sc.	English	120	6
UG	BSc,Chemistry,Special	36	H.Sc.	English	120	31
UG	BSc,Botany, Special	36	H.Sc.	English	120	13
UG	BSc,Zoology ,S. Y.	24	H.Sc.	English	120	51
UG	BSc,Mathematics,S. Y.	24	H.Sc.	English	120	23
UG	BA,Marathi, Special	36	H.Sc.	Marathi	120	24
UG	BA,English, General	36	H.Sc.	English,Marathi	120	62
UG	BA,Economics,Special	36	H.Sc.	Marathi	120	15
UG	BA,History,Special	36	H.Sc.	Marathi	120	18
UG	BA,Political Science,General	24	H.Sc.	Marathi	120	31
UG	BA,Geography,General	24	H.Sc.	Marathi	120	32
UG	BCom,Commerce,Special	36	H.Sc.	Marathi	120	16

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

**Self Study Report of SAHYADRI SHIKSHAN MANDAL'S MAHANT JAMANADAS MAHARAJ ARTS, COMMERCE AND SCIENCE COLLEGE, AT POST.- KARANJALI, TAL.- PETH, DIST.- NASHIK**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				31			
Recruited	1	0	0	1	0	0	0	0	17	9	0	26
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				10
Recruited	9	0	0	9
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	8	1	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	1	0	6
UG	0	0	0	0	0	0	0	0	0	0



<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	6	0	10
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	443	0	0	0	443
	Female	208	0	0	0	208
	Others	0	0	0	0	0
Certificate / Awareness	Male	96	0	0	0	96
	Female	103	0	0	0	103
	Others	0	0	0	0	0

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

<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	10	12	14	19
	Female	8	7	6	8
	Others	0	0	0	0
ST	Male	219	272	351	388
	Female	88	98	155	165
	Others	0	0	0	0
OBC	Male	36	40	49	51
	Female	6	6	3	4
	Others	0	0	0	0
General	Male	22	33	31	51
	Female	9	7	10	11
	Others	0	0	0	0
Others	Male	10	9	16	9
	Female	1	1	3	1
	Others	0	0	0	0
<b>Total</b>		<b>409</b>	<b>485</b>	<b>638</b>	<b>707</b>

**Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Our college is affiliated to Savitribai Phule Pune University, Pune. The college is affiliated to Savitribai Phule Pune University, Pune.. In accordance with the Choice Based Credit System (CBCS) framework. The adoption of the Choice Based Credit System (CBCS) pattern by the University commenced in the academic year 2019-20. The curriculum includes courses like study include Physical Education, Democracy, Election, and Good Governance. The Environmental Awareness,Physical Education, Democracy, for some programmes, value education skill enhancing courses. Our college have already successfully running several certificate courses and college also planning to introduce more interdisciplinary certificate courses to benefit students. The students are encourage to undertake multidisciplinary projects. The concept of value added refers to the increase in worth or utility that is achieved through a certain process or activity. The courses referred to are additional credit-bearing courses available to first-year students across several academic disciplines. Environmental Studies is a compulsory subject for second-year students across all disciplines, while Generic Electives are optional courses that can be taken for additional credit by final-year students. The students are encouraged through the various online education tools to utilize their mind power for learning multidisciplinary subjects of their choice. we make available opportunity to students to perform practically, for the knowledge gained through theory or books by internship programs, projects field visits etc without any subject boundaries and bindings. As per University guidelines our college adopted NEP-2020 for UG classes institution will adopt the National Education Policy (NEP) 2020 starting in the Academic Year 2024-2025, hence introducing a range of interdisciplinary courses. In accordance with the regulations and guidelines set forth by the university, we will adhere to the prescribed protocols. College celebrated NEP-Week as per the guidelines of UGC and also conduct School-Connect awareness programme for 12th Passed students financially supported by SPPU, Pune.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic bank of credits (ABC): According to the National Education Policy 2020, the college intends to adopt the Academic Bank of Credit (ABC) in order</p>

	<p>to enhance the academic mobility of students. Our institution also implements policy guidelines for the appropriate transfer of credits, The college has implemented the Choice Based Credit System (CBCS) in accordance with the principles set forth by the university. The Savitribai Phule Pune University (SPPU) has informed the college regarding the requisite measures to be taken for the implementation of ABC. In this regard, Our college have already successfully running certificate courses which helps to earn additional credits. The affiliating university has its mechanism of Academic Bank of Credits (ABC) and it has been prescribed to the colleges. Till date, the university has centrally monitored the ABCs for the affiliating colleges, and therefore, the college has encouraged the enrolled students to register in the university provided portal and gain the benefits from the ABCs.</p>
3. Skill development:	<p>In response to evolving workforce demands, academic institutions are compelled to provide students with the necessary training and skills that align with the contemporary requirements of job markets. The development of skills is an integral aspect of education in the 21st century. In order to adequately prepare students for the job market and provide them with the necessary competences to navigate real-world issues, it is imperative that they possess the requisite knowledge, skills, and abilities in both professional and personal domains. The College consistently endeavours to establish a comprehensive educational environment by organising workshops, lectures, interactive sessions, as well as offering five certificate programmes. Students that actively participate in vermiculture , nursery development and mushroom cultivation assume the role of mentors for local farmers and provide support to their immediate social circles, including friends and family. Value-added classes which are part of curriculum implemented at the department level, aiming to enhance students' understanding of professional ethics, human values, and social etiquette. The college cultural committee offers training programmes to students with the aim of nurturing their talents, which can be further developed and applied in professional contexts. These programmes encompass several artistic disciplines, including dance, music, theatre, writing,</p>

	<p>and public speaking. A significant proportion of students have undertaken internships and successfully secured positions across several sectors. The college is now implementing the skill enhancement courses as per the curriculum prescribed by the affiliated University. The college also fosters the cultivation of soft skills among students through the organisation of talks delivered by distinguished individuals from many domains. Besides CBCS, the college provides Computer Training Courses for the students. In this direction, the college especially through the IQAC and Career Counselling &amp; Guidance Cell organized numerous activities ranging from soft skills to entrepreneurial development for equipping students with the emerging technologies and career avenues. In addition, teachers have been given scopes on regular basis to attend courses conducted by HRDCs, universities and other institutions. Thus, the college has made constant efforts to impart skills among the students, teachers and the stakeholders throughout the academic year by collaborating with various agencies and government departments.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>. The curriculum prescribed for the UG programme by our affiliating Savitribai Phule Pune University, Pune has incorporated and integrated traditional Indian knowledge at various levels and courses. The course contents have covered a wide range of traditional Indian knowledge and culture Our college has established a science and Commerce Association as well as bhasha mandal for promoting the regional languages, cultures in society and integration of Indian knowledge system. The college has made the study of Indian languages and culture, as well as the Indian knowledge system, a central part of its curriculum. The College annually celebrates Marathi Day, Hindi Day and English Day to pay tribute to the languages and cultures. We organize different workshop, seminar, cultural events Through which we encourage our students read and write about traditions as well to preserve and express it. Regional Languages are used for conversation and for teaching-learning purposes. Inclusion of traditional Indian knowledge system including tribal and other local knowledge throughout into the curriculum designed for arts and humanity related courses is observed in curricula. We organize different events during the Annual social gathering to foster theregional</p>

	<p>language and culture. college make available the ICT based facilities to enrich the Indian Knowledge system The college has made a number of changes to its curriculum to better reflect the Indian knowledge system. We adopt a bilingual approach to education here at our college. We use the same medium to teach all languages. The curriculum includes instruction in the lingua franca and the literary canon of the era. The business communication and science courses are offered in English, whereas the social science courses are given in Marathi. Clarity of expression is the primary motivation for adopting a multilingual strategy. Students are encouraged to keep in touch with their Indian heritage through contests involving essay writing, poetry, public speaking, folk song, folk dance, and skit. Through cultural programmes.</p>
5. Focus on Outcome based education (OBE):	<p>The primary objective of this college is to prioritise outcome-based education. This educational college provides effective instruction to its students by aligning its curriculum with the programme outcomes (POs), programme specific outcomes (PSOs), and course outcomes (COs) specified in the syllabus for each programme as mandated by the affiliating university. Since the academic year 2019-20, Pune University has successfully implemented the CBCS-Revised. The institution has successfully adjusted its approach to curriculum design and instructional practises to align with the principles of Outcome-Based Education (OBE). our college have been introduced and conducted certificate courses like The soil and water testing, nursery development course, basic computer course, mushroom cultivation, apiculture courses in each academic session for the profits of the students and their self employment. Annually, the college organises an event when alumni and parents convene to engage in discourse pertaining to outcome-based education. The implementation of outcome-based instruction is a necessary component in various workshops, daylong programmes, hands on training, seminar, webinar, field survey, project activities facilitate the development of a broad perspective among students. The syllabi provided a diverse array of subject matter, incorporating various educational methods such as internships, field visits, research projects, presentations/seminars, quizzes, and demonstrations. Every programme offered by the College is designed</p>

	<p>to effectively achieve the Course Outcomes (COs), Programme Specific Outcomes (PSOs), and Programme Outcomes (POs) through a well-balanced blend of content and activities. Experiential modules, such as field visits, internships, and laboratory sessions, facilitate the development of frameworks that establish connections between theoretical knowledge and practical application for students. These practises are designed to facilitate the achievement of desired learning objectives, while actively involving students in the learning process through various instructional methods. Outcome-Based Education (OBE) is an educational framework that involves the reorganisation of curriculum, pedagogy, and assessment methods to prioritise the attainment of advanced levels of learning, rather than a simple collection of academic credits. The conventional education system prioritises the content being taught, but Outcome-Based Education (OBE) places greater emphasis on the acquisition of knowledge and skills by the students, hence adopting a learner-centered approach. The curriculum of the institute explicitly articulates the Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO). Moreover, the teaching-learning pedagogy employed at the institute effectively incorporates Outcome-Based Education (OBE), with the aim of fostering the development of responsible citizenship among the students. The input provided by students is utilised to build an action plan with the aim of enhancing academic performance in subsequent periods.</p>
6. Distance education/online education:	<p>Actually our college is affiliated to Savitribai Phule Pune University,Pune henceforth We are focusing on offline teaching learning mode but simultaneously we motivate students as well teachers to do various online courses which helps to enhance knowledge as well as skill.and online education has its own importance in NEP 2020, which helps to students to gain knowledge and skill without physical boundaries.. Since the year 2019, educational institutions within the country have implemented digital platforms as a means of facilitating interactive lessons, organising conferences, and conducting meetings, among other activities. Despite the potential drawbacks associated with the absence of in-person instruction, online education has effectively</p>

transcended geographical limitations by facilitating the exchange of knowledge and fostering collaboration between professionals and students situated in disparate regions. The post-pandemic reopening of educational institutions has facilitated the adoption of a hybrid method of education through (online platforms) . considering need of students who are unable to attend regular classes, the college offers and motivate students to be connected to online learning platforms like MOOCS, SWAYAM, etc. for their optimum development. Our faculty members continued in some extent through the online platforms like Google Classrooms, Google Meet, Zoom, and YouTube etc. The partial internal evaluation was conducted by the examination department of the college through online mode by using Google forms. Thus, we have internalized the online education system in the context of NEP 2020. we motivate students to do online distance courses offered through National Schemes like SWAYAM, NPTEL, V-Lab etc. which not only gives vital knowledge but also additional credits which are getting deposited in ABC. The college possesses ample familiarity with virtual and blended learning methods and is confident in its ability to meet the requirements outlined in the National Education Policy (NEP).

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Yes, Electoral Literacy Club (ELC) has been set up in the College. ELC was formed on 26th December 2023 with the avowed purpose of inculcating electoral and democratic awareness among the college students through interesting activities and hands-on experience, sensitizing them to their electoral rights and familiarizing them with the electoral process of registration and voting. The MOU was sign between Nashik district Election office and Worship foundation Pune with our Mahant Jamandas Maharaj Arts , Commerce and Science College Karanjali Peth ,Nashik at Nashik collector office date on .The motto of this Mou was “No Voter to be left behind”(“NASHIKKAR VOTE KAR”) An Electoral Literacy Club is a platform to engage



college students through interesting activities and hands on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. ELCs are also present in colleges and rural communities. At ELCs, learning meets fun. Through ELC, Election Commission of India, aims at strengthening the culture of electoral participation among young and future voters. Vision: Building a platform for disseminating socio-political values and principles anchored in the practice of active democratic citizenship and for educating the youth about the necessity and pragmatics of electoral participation. . Electoral Literacy Clubs are especially being set up in colleges all across India targeting the new voters, (in the age group of 18-21 years old) pursuing their graduation. Objectives: 1) Making the youth familiar with voter registration, electoral process and related matters through hands-on experience. 2) Educating the targeted population about the efficacy of EVM and VVPAT and about the integrity of the electoral process using EVMs. 3) Mobilizing the capacity of the ELC members for conducting electoral literacy in communities. 4) To help the target audience understand the value of their vote and exercise their Right to franchise in a confident, comfortable and ethical manner; 5) To harness the potential of ELC members for carrying the electoral literacy in Communities. 6) To facilitate voter registration for its eligible members who are not yet registered; 7) To develop a culture of electoral participation and maximize the informed and ethical Voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'.

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?

Dr. U.P Shinde principal, DR.M.S Shinde vice principal and DR.N.R Giri Assistant Professor in zoology and Mr. T.C Gaikwad Nodal officer along with Chairman ,Campous Ambassador with students representatives, an Electoral Literacy Club [ELC] has been formed in Sahyadri Shikshan Mandal's Mahant Jamandas Maharaj Arts , Commerce and Science College Karanjali Peth ,Nashik on 26th December 2023. Yes, the ELC is functional. The Club takes initiative in conducting various awareness programmes on Electoral Literacy, voting rights as well as on constitutional obligations, fundamental rights of citizen of India. The ELC scrupulously

	<p>maintains its representative character through inducting SC, ST and OBC students including those from minority communities and also through encouraging women's participation.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Number of innovative programmes and initiatives undertaken by the ELCs such as: 1. To generate and strengthen the ELC resources 2. To facilitate the students not registered as voters. The students filled the voter registration form in "VOTER HELPLINE APP" 3. To encourage and help students participate in voter awareness campaigns. 4. Constitution and Voter's Day is conducted by the college to improve electoral literacy 5. Right to Vote - Pledge. 6. Awareness in the institution and nearby areas. 7. Rangoli Competition is organized on 24th January 2024 for all streams of students of our college. 8. The college set up the selfie point poster at corner of entrance states that, I' AM PROUD VOTER MJM A.C.S COLLEGE KARANJALI" which ,So students can easily click the selfies,through this acitivity they were aware about the importance of votes.This activity was held on the month of April 2024</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>1. The college conducted an awareness programme titled as "VOTER REGISTRATION DRIVE AWARENESS CAMPAIGN" on 20th February 2024 in collaboration with ELC and PETH tehsil miss Gaikwad madam and his staff demonstrate students and aware about the whole handling process of EVM and VVPAT machines . The venue of the programme was Sahyadri Hall at the second Floor. 2.The college also observed the National Voters' Day on 25th January 2024 through active participation of the ELC members. 3. The Mahant Jamandas Maharaj Arts ,Commerce and Science College Karanjali Peth ELC organized a Rally on National Voters day.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>1.The college observed National Voters' Day to encourage young/new voters to take part in the electoral process. 2. The college conducted an awareness programme dated on 5th December 2023 under the titled "VOTER REGISTRATION DRIVE AWARENESS CAMPAIGN,On this day about 112 students register as a new voter on online as well as offline way the same information was submitted to Nashik collector office in excel form. 3.The "Sankalp patra" was filled by the students which indicating that no voter left behind and showing the all information</p>

of voters on it and same was submitted to peth tehsil. The Mahant Jamandas Maharaj Arts , Commerce and Science College Karanjali Peth ELC takes initiatives in reviewing and ensuring that all its eligible students get registered as voters.

## 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
409	485	638	707	666
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 55

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	33	30	30	31

### 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
20.95	20.01	22.29	41.13	51.97
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

The college is affiliated to Savitribai Phule Pune University, Pune. The design of the curriculum and its revision are periodically done by the university through the Board of Studies of respective subjects and followed by the college for effective curriculum delivery.

**The following steps are being implemented to ensure successful curriculum implementation:**

At the commencement of each academic year (AY), IQAC develops the academic plan. The departmental academic calendar is in sync with the college academic calendar (AC), which is based on the university academic calendar. AC is announced and executed to guarantee that academic activities run smoothly. The principal conducts staff meetings at the commencement of each semester/term to ensure successful curriculum and activity planning and execution. Following the principal's presentation, departments conduct meetings to distribute courses, prepare timetables, and prepare curricular and co-curricular activities in accordance with the learning goals.. The Student Mentoring Cell fosters healthy relationship and counsels' students on their overall development. Teachers keep course files that include the teacher's diary, syllabus, teaching plan, discussions, syllabus completion reports, attendance, assignment information, evaluation, and accomplishments.

Faculty engagement in teacher training, induction, and orientation courses is encouraged by HEI. CBCS seminars, National Level Seminar on NEP 2020, syllabus reframing and design, and training events as committee members to strengthen related courses. The institution provides skill-based and value added multidisciplinary certificate courses to students in order to enhance and improve their learning experiences. Faculty and students are encouraged to engage in various online courses. Slow and advanced learners are encouraged to advance through, library resources, and mentorship meetings. The infrastructure facilitates an effective teaching-learning process (TLP). TLP is a student-centered method that includes activities like assignments, tests, group discussions, problem-solving sessions, seminars, quizzes, debates, demonstrations, PPTs, videos, and the use of models, specimens, charts, and graphs, ICT-enabled platforms, short-term courses, field visits, industrial visits, village surveys, case studies, projects, and internships.

Continuous internal assessment (CIE) and university examinations are used in the evaluation. According to university rules, HEI developed a CIE policy. The examination cell is engaged in the planning and seamless operation of the examination. The examination committee, send the information to the University about the students who are appearing for the examination.

Formative evaluation of students is done through their performance in courses, class examinations, home

assignments, seminars, and so on, as well as an end-of-semester internal examination. CIE is robust and transparent since it examines the setting of question papers, the administration of exams, the discussion of answer sheets, and the publication of results. The summative evaluation is used to determine the final internal grade.

Parent meetings are held to inform parents about their ward's performance and to help them make changes.

IQAC monitors academic activity implementation, examines TLP, and recommends modifications for efficient delivery. ATR feedback on TLP and curriculum aids in the improvement of curriculum rollout strategies.

At the end of every academic year, feedback from teachers, students, non-teaching staff and guardian is collected by IQAC in coordination with feedback committee, it is then analysed and analysis report is communicated to the administration & comprehensive plan is prepared.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 05

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

#### Other Upload Files

1	<a href="#">View Document</a>
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#### 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:** 46.99

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
159	185	327	366	328

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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



## **Response:**

MJM college is affiliated to Savitribai Phule Pune University, Pune. The design of the curriculum and its revision are done by the university but the college integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum through the program of courses.

The teachers educate pupils on current concerns in order to instill ethics and moral values. In addition, soft skills, professional skills, and life skills are covered. We meet the educational demands of rural and tribal students, and we are working to integrate diverse cross-cutting & Human Values and Professional Ethics concerns into the curriculum.

College celebrates National festival and birth/death anniversaries of the great Indian personalities. Vishakha samiti and woman empowerment cell conducts gender related activities, the department of Marathi history economics and commerce conducts activities for Professional Ethics, Human Values, value education. UG Political Science courses cover topics such as human rights and obligations, justice, liberty, and equality, democracy, and so on.

A course 'Environment Awareness' taught at second year of B.A., B. Com. and B. Sc. programmes. It introduces students to its transdisciplinary relevance, the necessity for renewable resources, the worry about the depletion of non-renewable resources, and the upcoming environmental sustainability concerns. Some courses in political science, economics, geography chemistry, zoology, botany, physics, and other disciplines address environmental sustainability concerns. The botany department at college encourages students to be environmentally mindful by performing best practice of one student and one tree scheme and wild vegetables festivals. Every year, the college holds a tree plantation drive. Rainwater harvesting, water conservation methods, and so on are promoted in the adopted villages and through seminars in the college's surrounding area. Students encourage participation in cultural programs, and commemorations of national and international significance, resulting in a multifaceted scope that demonstrates students' overall growth.

### **Environment and Sustainability**

The institution took care to inculcate values related to environment and sustainability through various practices and programs under NSS and SWO.

The departments conducted following activities.

- Zoology department organized Poster Competition, Essay Competition on Ozone Day,
- Chemistry department conducted No Vehicle Day, Plastic Eradication, Water Analysis, and Soil Testing.
- NSS and SWO Units conducted Tree Plantation, Lectures of Experts in this field, Swaccha Bharat Abhiyan and Rally on the issues of Environment.
- Physics Department involved in Awareness programme on Renewable Energy Sources and E-waste Management.

**Professional Ethics** Ethical practices such as truthful information, facts, and unprejudiced approach are taught in content of syllabus and certificate courses. Career Guidance and Placement Cell organized placement activities .

### Gender Equity

Institute organized special programs on gender equality and sensitization and a series of invited talks.

- Women Safety Programme
- Guidance lecture for female students
- Programme on Women Empowerment
- Self-Defense training for girls students

Internal Complaint Cell has been constituted for Redressal of complaints about sexual harassment. The Internal Complaint Cell is involved in prevention, prohibition and redressal of the complaints regarding sexual harassment of women employee and students and conducted awareness campaign.

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

### 1.3.2

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

**Response:** 76.53

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

Response: 313

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

## 1.4 Feedback System

**1.4.1**

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 67.72

##### 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
202	195	239	300	283

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

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	360	360	360

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 99.89

##### 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
180	179	180	180	180

**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
180	180	180	180	180

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 14.1

## 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 faculties employ a variety of pedagogies because they are particularly mindful of how they impart knowledge to the students. The faculty members effectively use hybrid, cutting-edge approaches and blended learning in addition to traditional classroom lectures. The most efficient use of experimental learning is made by the Science stream faculty. Using projectors and a smart board, they also use Power Point presentations to teach in the classroom. For hands-on learning, the Department of Botany, Zoology, Chemistry Physics, Economics, Commerce and History planned educational excursions, field trips, and visits to historical sites. To raise students' awareness of environmental issues, the Eco club hosts an Environmental Study Tour. For the same reason, departments such as English and Marathi use debates, group discussions, and elocution contests, among other comparable techniques. The English department boasts a large language lab that allows students to acquire pronunciations in a methodical way and instill the necessary English language abilities. The Department of Botany and Zoology usually uses the traditional approach of charts to illustrate various biological systems, such as the neurological and digestive systems associated to living organisms supported with slides. Students are given assignments and a variety of projects by all departments to help them become familiar with the real-world application of study.

All undergraduate students are encouraged to visit agro-related industries, libraries, or any other notable location to study the field as part of their extra credit coursework. Additionally, they are encouraged to carry out the sociological survey, analyze it, and report back to the relevant department. The college hosts workshops, conferences, and seminars at the state and national levels. This makes it possible for students from different fields to engage, communicate, and express their thoughts and ideas to the professionals. The instructional strategies include immersive, participatory, experiential, practical, online, offline and blended ones. In order to promote research culture and provide students a chance to showcase their academic abilities, the institution consistently makes sure that faculty and students participate as much as possible in the state-level Research Project Competition, Chemiad, AVISHKAR.

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

**2.4 Teacher Profile and Quality**

**2.4.1**

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

**Response:** 95.63

**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
32	32	32	32	32

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

#### 2.4.2

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

**Response:** 54.25

##### 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
19	20	14	14	16

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

##### **Response:**

Sahyadri Shikshan Mandal's Mahant Jamanadas Maharaj Arts, Commerce and Science College demonstrates a robust and transparent assessment system with effective grievance redressal mechanisms. The institution maintains transparency in both internal and external assessment processes through well-structured procedures overseen by the College Examination Committee (CEC) and College Examination Officer (CEO).

For internal assessments, transparency begins at the foundational level with clear communication to students about evaluation methods through various channels, including the Principal's address, induction programs, and mentoring sessions. The continuous internal evaluation encompasses diverse assessment tools such as tutorials, assignments, class tests, and practical evaluations, with performance criteria clearly outlined beforehand. To ensure fairness, subject-wise mark lists are prominently displayed on notice boards after internal assessments, allowing students to verify their scores.

The grievance redressal system operates efficiently with a defined time-bound process. Students can immediately address concerns about internal assessment marks by approaching the concerned department through a formal application. The Grievance Redressal Cell (GRC) works in conjunction with the CEC to ensure prompt resolution of student concerns. This system proves particularly beneficial for students participating in co-curricular activities, as it facilitates timely re-examinations when needed.

For external examinations conducted by Savitribai Phule Pune University (SPPU), the college serves as an effective intermediary in the grievance process. Students can apply for reevaluation or obtain photocopies of answer sheets through established procedures. The examination section efficiently communicates university results to students and promptly forwards any external examination-related grievances to the university for timely resolution.

The institution's commitment to transparency and efficiency was notably demonstrated during the COVID-19 pandemic, when it successfully transitioned to online assessment methods while maintaining fair evaluation practices. The college utilized digital platforms like Google Forms for tests and virtual platforms for practical evaluations, ensuring continued transparency in the assessment process despite the challenging circumstances.

This comprehensive approach to assessment transparency and grievance redressal reflects the institution's commitment to maintaining high academic standards while ensuring student satisfaction. The time-bound nature of the grievance resolution process, combined with clear communication channels and systematic documentation, creates an environment of trust and fairness in the evaluation system.



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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

To meet the diverse needs of students admitted at Sahyadri Shikshan Mandal's Mahant Jamanadas Maharaj Arts, Commerce and Science College, Karanjali Tal-Peth Dist-Nashik with varying prior learning capacities, the college provides a range of traditional and professional degree programs at the undergraduate level. Outcomes are used to gauge the institute's level of quality instruction. The college uses an outcome-based learning system and a university curriculum. The academic departments' faculty members explicitly state the learning objectives of each course and program, and the college website provides access to them.

These statements outline the knowledge, attributes, abilities, and competencies that students should gain upon completion of the course or program. They are known as course outcomes (COs) and program outcomes (POs).

Bloom's Taxonomy is taken into consideration when stating these results. The established COs and POs align with the institute's vision and purpose statement, learning objectives, and graduation qualities. For all 03 academic programs, including UG, COs and POs are defined. Using course files, outcomes, and CO-PO mapping sheets, the relevant department completes the process of achieving COs and POs. The performance of students in both internal and external exams is used to assess the attainment levels. Outcome Based Education (OBE) provides a clear definition of the internal attainment evaluation system.

Measures of external attainments include degree percentage, university rankings, placement, advancement, awards, accomplishments, feedback, and experiences of lifelong learning. Surveys conducted following the conclusion of programs and courses are frequently used to gauge student progress.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

In order to achieve CO and PO from evaluation years 2018 to 2023, Our Sahyadri Shikshan Mandals M.J.M. Arts, Commerce, and Science College has implemented Final Year Result base analysis and Program Exit Survey. Direct Total Attainment, a course outcome (CO), is attained by using the final year results of all courses. Calculations and the achievement of the course outcome are based on the student's internal and external grades from internal and university exams. For all courses, the college has set a 50% threshold value to achieve CO. The PO was determined using the Program Exit Survey (Indirect Total Attainment), for which final-year students, alumni, and stakeholders provided us with specific answers to questions included in the survey from the academic year of 2018 to 2023.

**The CO,PO mechanism:**

### **1. Classification of Marks Entry:**

The college-decided mechanism divides the marks into two categories: internal and external (university examination). The relevant departments and faculties then entered the course-specific grades in the format specified by the Excel sheet.

### **2. Determination of Threshold Value:**

All student grades from internal and external exams have been recorded into an Excel sheet, and the threshold value has been calculated based on the marks of all students for each course. The base value that marks are to be taken into account for the subsequent computation of course accomplishment is known as the threshold value.

### **3. Calculating the CO Attainment Level:**

The college determined the course attainment values for the classification of course attainment, which are 1 for low, 2 for medium, and 3 for high attainment of the corresponding course. Course attainment has been calculated based on students' internal and external grades. Courses with a secure value of 1 are classified as low course attainment, those with a secure value of 2 as medium course attainment, and those with a secure value of 3 as high course attainment.

### **4. Program Exit Survey:**

In order to obtain PO and PSO, the college conducted a program exit survey. Alumni, stakeholders in the specific program, and former students completed the program exit survey. Respondents were answered questions based on a Likert rating scale as part of the program exit survey. The Program Outcome and Program Specific Outcome must be determined based on the responses of alumni, stakeholders, and former students in the relevant program.

### **5. Program Exit Survey Questionnaire:**

Graduate students, alumni, and stakeholders in the relevant program completed the Program Exit Survey questionnaire. In the framework of the Likert Rating Scale (10 Scale), the alumni, stakeholders, and graduating students were asked the five predetermined questions.

### 6. PO Attainment Calculation:

The PO and PSO attainment has been determined based on the replies provided by the alumni, stakeholders, and passed-out students on the response sheet. Following that, program outcomes with a secure value of 1 are regarded as low program attainment, those with a secure value of 2 as medium course attainment, and those with a secure value of 3 as high course attainment.

### 7. Final Attainment of CO, PO:

After the course and program outcomes have been calculated, a decision has been made based on the attainment level, which is 1 for low, 2 for medium, and 3 for high attainment of the corresponding course and program.

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

### 2.6.3

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

Response: 75.32

#### 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
77	113	133	112	90

#### 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
91	130	154	184	138

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

## 2.7 Student Satisfaction Survey

### 2.7.1

#### Online student satisfaction survey regarding teaching learning process

#### Response:

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

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

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

The institution Mahant Jamanadas Maharaj College of Arts, Commerce and Science, Karanjali, has created an ecosystem for innovation and initiation of several activities. The main interest of Incubation and innovation cell is to cultivate the basics of innovations among the faculties and students. The Incubation and innovation cell has a main role of creation and transfer of knowledge regarding the innovative things. Our institution is committed for fulfillment of the needs of the as per the research point of view. The institution is also working as a bridge between society and stakeholders for transferring the knowledge, innovations and some scientific solutions for the problem encountered.

Our institution ecosystem developing the novel ideas for research based skills and knowledge based things. Our institution has well established Academic Research Committee (ARC) which can maintain the research collaboration and research culture among the faculty members. ARC promotes the faculty members and students to develop the research culture by providing necessary collaboration and research

based activities in the college. We have collaboration with various educational institutes and we have jointly sharing with various research idea and facilities. Due to these facilities we have significant number of publications in peer-reviewed journals of repute and patents. Research and innovative ideas of the scholars are cultivated through an ecosystem. Our faculty members regularly participated in the conferences, seminars and workshops. This ultimately benefits to develop the competencies among students and encouraging for Avishkar competitions. HEI has well-defined research promotion policy that helps to guide the researchers on ethics, short term projects, and completion of Ph.Ds, publish research findings in quality journals and file patents resulting from research addressing regional problems.

The Internal quality assurance cell and Incubation centre of our college conducts IPR lecture periodically for the development of the staff members in the field of innovations. The innovative competitions like AVISHKAR and Chemiad quiz competitions boost our students for innovative projects and knowledge through their creative thinking and research interest. Our institution has 04 Ph.D. guides and 09 Ph.D. students are registered to the Ph.D. guides at affiliated research center. During last five years 2 faculty members were awarded by Ph.D. from recognized universities and currently 5 faculty members are perusing Ph.D. from various recognized university. Outcome of research facility is 95 journal publications, 19 book chapters/proceedings and 21 patents. For an innovative ecosystem college established collaborations, signed 33 MoUs with national and international academic, research and industrial organizations to facilitate multi-and interdisciplinary research, training and developments. Our students visited several industries under collaborative activities. During the COVID 19 epidemic, the collaborative learning platforms and virtual classroom are extremely helpful. The climate for innovative research has been made more favourable by career oriented, add-on, and value-added courses.

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

### 3.2.2

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

**Response:** 47

**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
09	20	10	05	03

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

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 1.65

**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
25	21	28	04	13

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

#### 3.3.2

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

**Response:** 0.96

**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
12	21	03	13	04

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

### 3.4 Extension Activities

#### 3.4.1

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

**Response:**

The institute encourages consistent participation of stakeholders for holistic development and educates them about the need to strive for social change through a variety of programmes aimed at boosting community involvement. Support services, statutory cells, committees, the student council, and departments carry out the activities that give students this real-world exposure through the implementation of policies, with the help of GOs, NGOs, and society to instill life skills and help students become responsible citizens. Through these exercises, children gained the skills necessary to deal with emergencies and natural disasters as well as a sense of societal duty, morality, and gratitude. HEI is honored with meritorious honors and certificates of recognition for its participation in these activities, which are acknowledged by numerous authorities. The activities conducted are NSS, Swaccha Bharat Abhiyan, Blood Donation Camps, AIDS Awareness Activities, Environmental Awareness Programmes, International Yoga Day, World No Tobacco Day, Health and Hygiene Programmes, Disaster Management, Tree Plantation, Nirbhay Kanya Abhiyan, Face mask preparation/distribution, Road Safety Campaign, Blood donation camps strengthen the sense of empathy and compassion among donors, and instill sense of commitment, social-ethical responsibility. All these initiatives have gone a long way towards the holistic development of the participants. Blood donation clinics help donors develop a greater sense of empathy and compassion as well as a sense of commitment and social and ethical responsibility. The participants' overall development has greatly benefited from all of these endeavors. Women Empowerment activities created awareness by raising self-confidence to become self-



reliant. These activities and workshops on self-defense, health awareness, Nirbhay Kanya Abhiyan, Save Girl Child Campaign, digital awareness, soft skills, life skills, etc. helps to promote gender amity and upliftment

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

### 3.4.2

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

##### **Response:**

Sahyadri Shikshan Mandal, is one of the well-known educational institutions in Maharashtra and our Mahant Jamanadas Maharaj Arts, Commerce and Science College, governed by the institution, is the only college imparting higher education in to tribal, rural and economically backward students in Peth Taluka. The college is newly established in 11 July 2009 in Peth Taluka, Dist. Nasik. That time there were no educational facilities in Science at the taluka level and for higher education one had to go to district place which was not at all feasible for common man. It was at this stage the college was founded by a great social worker and diplomatic political leader Shri Narhari Sitaram Zirwal. Therefore, the quality services of our institution including academic, administrative, and extension services. Our HEI is always ahead to conduct the social activities, social awareness, moral values and ethics education for students, self dependency, cultural enrichment, physical fitness, etc. through neighborhood community participation. These activities not only supports to the students for their holistic development, but also make them socially aware about all the social important events. The activities are carried out in accordance with the mission and vision using policy and the guiding principles. The extension activities have been recognized by various bodies and have been awarded 11 commendations, prizes and certificates over the past years for the quality of education and activities.

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

### 3.4.3

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

**Response:** 90

**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
23	17	22	18	10

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

### 3.5 Collaboration

#### 3.5.1

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

**Response:** 33

Self Study Report of SAHYADRI SHIKSHAN MANDAL'S MAHANT JAMANADAS MAHARAJ ARTS, COMMERCE AND SCIENCE COLLEGE, AT POST.- KARANJALI, TAL.- PETH, DIST.- NASHIK

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

Sahyadri Shikshan Mandal governing body believed that the use of modern technology and infrastructural facilities are important tools for the quality improvement of stakeholders. For providing the quality education. The Mahant Jamnadas Maharaj Arts, Commerce and Science College spread over the area of 5 acres (20234.3 sq.mtr.) with the inspiration of vision and mission of slogan “Swadeshe Pujyate Raja, Vidwan Sarwatra Pujyate” of institution.

The College has 9 classroom, 4 laboratory, 1 computer room, 1 library, 1 seminar hall, well equipped Gymnasium hall with different sports facilities, 4 projectors, 2 smart boards, 15 CCTV surveillance cameras, 6 xerox cum scanners machines, 100 MBPS Jio fiber connection, 1 generator and Examination department with Strong room. The classroom has various size for the different strength of students. All the classroom are adequate facilities for the students such as well-ventilated with fans and tubes lights. The sufficient numbers of benches are their related with the strength of students. All subject laboratories are well equipped with research facilities regarding practical of undergraduate students. The computer room have 15 computers for the students to use for studies otherwise in the college there are have 34 computers are working. Our college have well established library with sufficient number of book, periodicals and e-journals those are useful for the study of students and staff also.

#### Examination Department

After the teaching and learning process the evaluation of knowledge of the students is very important task of every instruction. Exam department has 1 exam room and 1 strong room and storage room with the IT facility 1 computer and 1 printer and Xerox machine with high speed Wi-Fi and LAN internet facility.

#### N.S.S. Department

Instruction have duty regarding to do the social work of your periphery region. National Service Scheme give this opportunity to college. Every year our college enrolled 100 students in NSS as per guidelines given by the Savitribai Phule Pune University. For the three years our NSS department adoptee one village and by following the instruction and rules of NSS department of Savitribai Phule Pune University to do various voluntary contribution of labour for the benefits of society. For example Soak pit, Block the

water, Drain the water, rally regarding the population control, Child marriage awareness program etc.

NSS Department has NSS office with the IT facility 1 computer and 1 printer with Wi-Fi and LAN internet facility. Kitchen utensils for Special Camp were needed are purchase by NSS department. Total 50 students are participated into the special camp as per the persimmon given by NSS director of Savitribai Phule Pune University.

### SWO Department

Student welfare department promotearn and learn scheme for the students under the supervision of SWO department of Savitribai Phule Pune University. SWO department has SWO office with 1 computer and 1 printer with Wi-Fi and LAN internet facility.

The college development committee takes the fruitful decision regarding the infrastructure and overall development of institution.

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

### 4.1.2

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

**Response:** 21.14

**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
1.16	5.88	1.49	8.29	16.24

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

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

Name of the ILMS Software	Nature of automation (fully or partially)	(Version	Year of Automation
VRIDDHI 2	Fully Automated	2.0 Build : 278.3 Full Version	2017

The College Library automation was done in 2017. It is upgraded regularly based on users' feedback, and complete automation is in place. The Library is automated using client server based system i.e. “**VRIDDHI Software : Version 2.0 Build**” is used to perform administrative activities of the library. The exchange of books is done on a computerized manner. It is available in offline mode. This library software consists of Five Core modules. These five modules have the following sub modules.

**Master Module:** The Master module has Accession Register, Standards ( Classes), Material Collection, Material Types, Budget Head, Member Types, Material List, Publisher ,Supplier, Binder and Society Master, Religions, Principles Subjects, Departments, Holydays, Day End Process and Year End Process.

**Transaction Module :** The Transaction module has sub modules : Circulation, Attendance, Reservation, Membership and ID Card Printing, Book Title Entry, Book Accessing, Old Bar Code Entry, Periodical Title Entry, Periodical Accessing, Disc Accessioning, Purchase order, Send for Binding, Receipt from Binder, Write off Materials, Materials List, Close Member Account, Freez Member Account, Freeze Library etc.

**General Reports Module :** The General Reports Module has provision for customizing the General

reports such as Statistical Report, Year Wise Membership Summary, Month Wise Library Utilization Summary, Date Wise Circulation Report, Date Wise Attendance Summary Report, Bills Registers, Issue Register, Library Attendance Register, Membership Register, Binding Register, Material Issue History, Member Issue History, Materials Due Letter, Students ID Card and Employee's ID Card etc.

**Books Reports Module :** The Book Report Module has following sub modules are Book Accession Register, Author Wise List, Subject Wise List Author, Title Wise List, Department Wise List, Class No. Wise List, Bill No Wise List, Write Off Register, Purchase Order.

**OPAC Module:** The library has installed OPAC (On Line Public Access Catalogue) to enable easy and quick access to library resources, which in turn enables the users to check the latest status of various resources available in library.

**4.2.2. Adequate subscriptions to e- resources and journals are made :** The library has adequate offline journals, magazines and online e - resources for its staffs and students. The subscription details of journal and e- resources are as follows

Sr. No	Academic Year	Hard Journals	CopyE- Journals	Total Amount
1	2018-2019	20494/-		20495/-
2	2019-2020	19919/-		19919/-
3	2020-2021	0		0
4	2021-2022	0		0
5	2022-2023	17771/-	8673/-	26444/-
	<b>Total</b>	<b>58185/-</b>	<b>8673/-</b>	<b>66858/-</b>

**4.2.3. The library is optimally used by the faculty and students:** The statistics regarding library usage by students and teachers are given below.

Sr. No.	Academic Year	Reading room usage	Circulation Statistics	Total Usage
1	2018-2019	10060	6710	16770
2	2019-2020	12802	4496	17298
3	2020-2021	2266	1028	3294
4	2021-2022	8162	2217	10379
5	2022-2023	13927	4453	18380
	<b>Total Library Usage</b>	<b>47217</b>	<b>18904</b>	<b>66121</b>

Average usage of all Users during last five years is **59.30 per day usage for College library.** Library has 4636 books with titles 1295,regular diffrent 14 magazines and 07 Newspapers.

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

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

M.J.M. ACS College, Karanali consist of best IT facilities available for the teaching –learning, administrative, research, curricular, co-curricular and extra-curricular activity. Institution regularly update the IT facility including hardware, software and internet/WiFi with backup to ensure better teaching and learning process effectively. Our college has total **36 computers** with LAN/WiFi facility. We used LCD projectors for digital teaching for students it can help the students for the better understanding the topics. The IT facility offer the student’s net surfing, email, helping them to prepare the seminar and project as well as to collect the universal information. The WiFi facility is available at college working hours to the students and staff. For boosting the internet speed college purchase the **Jio fiber connection** to enhance the speed upto **100 MBPS**. Every year purchase latest configuration computers for getting the advance facility for the students. As per the security of software’s and data regularly done the subscription of Quick Heal Antivirus. College have two smart board of **People Link 75" Interactive Panel** with the internet connectivity. The lockdown period was badly affected on the educational system. Continuous teaching-learning and evaluation process is really challenging but with the help of online platform such as google meet, zoom, you tube and video editor like software with our IT facility we continue the process. Total 15 CCTV surveillance cameras have been installed in critical areas, corridors, and classrooms to maintain security protection

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

#### 4.3.2

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

**Response:** 12.03



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

Response: 34

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

**4.4 Maintenance of Campus Infrastructure**

**4.4.1**

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

**Response:** 76.8

**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
19.78	14.13	20.80	31.56	33.80

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

## 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:** 65.99

**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
220	331	424	501	441

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

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

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

### 5.1.3

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

**Response:** 36.14

**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
250	200	200	200	200

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

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 25.52

**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
25	37	36	13	23

**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
77	113	133	112	90

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

### 5.2.2

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

**Response:** 2.05

**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
00	00	01	03	04

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

### 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 88

**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
17	17	00	28	26

#### File Description

#### Document

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

### 5.3.2

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

**Response:** 38.4

**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
35	38	00	56	63

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

HEI has registered the Association of Alumni, and members of the association work in various important positions in various leading organizations such as industry, universities, NGOs, etc. Alumni support and contribute greatly to the advancement of students through their guidance, mentoring, and internship opportunities. Current students will benefit from guidance from alumni in setting life goals, fostering friendship, building relationships, mutual cooperation and assistance, and the development and growth of the institute in general. Over the past five years, alumni contributions have been significant in the form of donations, book donations, mentoring talks and workshops, supporting student fees and organizing campus placements. Alumni lecture series and student mentoring are very beneficial for students. The association works for a noble cause with the following objectives

1. To maintain and update the database of all the alumni of the college and to interact with them
2. To utilize the rich experiences of Prominent Alumni of the college for the benefit and progress of the present students.
3. To conduct guidance/training/teaching activities to the present students in their Endeavour for better employment and higher studies.
4. To promote campus placements in assistance with Alumni working in reputed industries in India and abroad
5. To get the valuable advice of the Alumni in the overall development of the Institution.
6. To arrange seminars, and guidance talks for competitive examinations and extracurricular activities.
7. To provide financial assistance to the needy alumni members and present students pursuing higher studies based on merit.
8. To run collaborative research and joint projects in assistance of Alumni.
9. To get the recent and updated technological assistance from the alumni working all over.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The institutional governance and leadership of the college demonstrate remarkable alignment with its vision of developing an educational hub providing hi-tech facilities across urban, rural, and tribal spheres. This alignment manifests through various institutional practices and development initiatives. The college's governance structure, operating under the Sahyadri Shikshan Mandal and following policies set by higher education authorities, provides a robust framework for achieving its mission. Located in Karanjali, a rural-tribal village, the institution has successfully adapted its governance approach to address the unique challenges and needs of its predominantly Kokani-speaking student population. The implementation of NEP principles is evident in the college's commitment to inclusive education. By providing modern, job-oriented education to rural-tribal students who cannot migrate to urban areas, the institution embodies the national vision of "Higher Education for All." This approach directly supports their mission of empowering socially, economically, and educationally marginalized sections of society. The college's sustained growth over 14 years reflects effective leadership and governance. Despite the challenges of operating in an underdeveloped region, the institution has maintained steady progress toward providing high-tech educational facilities. This progress demonstrates the leadership's dedication to bridging the gap between rural and urban education standards. The institution's perspective planning reflects a thoughtful balance between immediate needs and long-term development. Short-term plans focus on essential growth areas such as increasing enrollment, introducing new academic programs, and enhancing teaching facilities. Long-term development plans include ambitious projects like constructing a dedicated computer laboratory, expanding the library, and acquiring additional equipment through various funding agencies.

Decentralization and participative management are evident in how the institution addresses local needs while maintaining high educational standards. The leadership's recognition of local language and cultural context, while simultaneously preparing students for global competition, showcases their balanced approach to education delivery. The college's success in completing 14 years of higher education service demonstrates the effectiveness of its governance model. The leadership has successfully maintained focus on their core mission of rural youth empowerment while adapting to changing educational needs and technological advancements. Most importantly, the institution's governance practices align with its foundational mission of exploring ways to realize the noble ideals of Socialist Mahant Jamnadas Maharaj. This is reflected in their commitment to value-based education and creating a collaborative, dynamic learning environment. The leadership's approach to institutional development shows careful consideration of both infrastructure and academic growth. While pursuing modern facilities and technology integration, they maintain focus on their primary goal of serving the educational needs of rural-tribal communities.



The college's governance model successfully balances multiple priorities: maintaining academic standards, promoting inclusive education, fostering competitive spirit, and ensuring community relevance. This balanced approach has enabled the institution to serve its target demographic effectively while working toward its vision of becoming a comprehensive educational hub. Through these various initiatives and practices, the institutional governance and leadership demonstrate clear alignment with the college's vision and mission, ensuring sustained growth and development while maintaining focus on their core purpose of serving and empowering rural-tribal communities

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

- Yes, the college has perspective/strategic plan to implement the programs and activities in college. The college has quality policy and this is reflected in vision and mission of the college. The college continuously trying for assuring quality in all programs and activities and encourages to improve and strengthen the students through quality education.
- The Principal is the academic and administrative head of the college with a well-defined role. He is vested with necessary powers to discharge his responsibilities. All the departments are encouraged to have their departmental meetings and prepare their annual plan of action in teaching, extension and co-curricular activities related to their subject for the students. All these comprehensive plans are well discussed and deliberated as well as motivated and appreciated by the Principal from time to time.
- The college has perspective plan for development. The college has constituted different committees of the teaching and non-teaching staff which play an important role in the planning and implementation of activities in different spheres of college functioning. The action plan is chalked out in consultation with all the stakeholders such as teachers, nonteaching staff and the students keeping in mind the basic and fundamental need of the college. The college motivates for better planning, implementing and enhancing the quality in all academic and administrative activities. The college constantly and continuously reviews the academic performance, semester exam results, pass percentage, awards/prizes and talented eminent students in achieving through curricular, cocurricular, extracurricular activities, competitions, social service and extension activities. The responsibility of developing and monitoring of quality assurance is handover to the Internal Quality Assurance Cell (IQAC) of the college which maintains quality sustenance in the academic, administrative and other activities.

- The departments are motivated by offering financial support, creating more infrastructural facilities, introducing innovative teaching and learning resources and tools. The academic programs, cocurricular, extra-curricular activities, training, competitions, sports and NSS, deploy in quality policies.
- Principal holds regular meetings with the faculty members, formulates the future growth plans of the college and designs plans accordingly, particularly in the areas of academic development, infrastructure development, healthy environment etc. These plans are then translated into various project proposals, faculty development programs, extension and co-curricular activities and the same are forwarded to the Institutional Planning Committee and Management for the approval of funds. Once the plans and the funds are approved by the concerned agency, specific plans are made for executing the projects.

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

## 6.2.2

### *Institution implements e-governance in its operations*

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

There is certain Performance Appraisal System is adopted by our college for teaching and non-teaching staff. The college has Formal an Academic Performance Indicator (API) system for the teaching staff. It follows the guidelines of UGC regulations, 2010, and four amendments thereafter. Currently, the college follows the guidelines of UGC regulations 2018. Every academic year IQAC collects API forms from all the faculty members. IQAC coordinator & the Principal assess the performance of the faculty on the basis of API and if necessary suggest them suitable guidelines for the improvement. The teachers' performance is assessed for by 3 criterions as mentioned in ugc guidelines a) Teaching, Learning, and Evaluation related activities b) Professional Development, Co-curricular & extension activities and c) Research and academic contributions. The college grievance cell collects feedback forms from all stakeholders like students, teachers, parents alumni for effective performance implementation of stakeholders welfare. Like teaching staff, Confidential reports are filled for the overall performance of the non-teaching staff and is evaluated by the Registrar, HOD of the concerned departments, and submitted to the principal for final evaluation. College uses the suggestion box as incidental mechanism for continual improvement.

**Welfare Scheme Facility for Stakeholders:**

- The institution encourages the faculty to pursue the Ph.D. program by offering various facilities to the staff members like internet and Library facilities. Also supports the teaching staff to attend the training programs, seminar, Conference and workshop and present a paper under Faculty Development Program. For all
- The institution encourages the faculty to take over the major and minor research projects from BCUD, S.P. Pune University under Faculty Development Program For Grant.
- Non -teaching staff are encouraged to participate in orientation programs and furthered to achieve higher educational qualification under Development Program.
- On duty staff can participate in seminar, workshop and to act as resource person. All leave facilities are as per the government rules and regulations under Faculty Development Program.
- The management encourages non-teaching staff members to improve their academic qualifications.
- To enhance the working potential excellence, computer based training is provided to non -teaching staff under Development Program.
- Free education to the wards of all staff.
- Free field trip to staff.
- Free use of college infrastructure for individual research.
- DCPS-Implemented according to State Government rules
- Health Centre -The management has established a separate Health centre in the campus for faculty, Staff and students.
- Free Medical Check-up -The Management has started free medical check-up programme for the staff and faculty.

- Provision of management/college fund helps to pursue the research projects and organization of conference/Seminars.
- Gym Facility -The management established well equipped gym for staffs and Students.
- Distinguished staff members are felicitated in special functions.
- Loan facility from employee co-operative societies -The management permitted being part of Nashik District College Teaching and non-teaching co-operative Society. ( Maximum loan Rs- 50 Lakh).
- Accident benefit - Scheme Adopted by the Credit Cooperative Society of the employees. Fixed share amount is deducted from the salary of the members of the society and the compensation is paid to the staff member as per the rules. (Protection of Rs. 25 Lakh).
- Maternity Leave For Female.
- Medical Leave/Casual Leave facility
- Claims of medical bills.
- Earn Leaves as per Pune University statute.

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

### 6.3.2

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

**Response:** 15.69

#### 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
06	09	03	06	00

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

### 6.3.3

*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:** 90.73

**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
61	48	47	30	00

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	16	20	09	00

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

**Response:**

The institution demonstrates a well-structured approach to financial resource management and auditing, despite operating primarily on student admission fees as its main revenue source. This strategic financial management ensures sustainable operation of academic programs and infrastructure development, even without substantial external funding from government or non-government organizations.

The college's financial strategy centers on effective mobilization and utilization of available resources, primarily focusing on student fees and scholarship funds. The institution has implemented a comprehensive two-tier audit mechanism to ensure transparent and efficient use of these limited financial resources. This system comprises both internal and external audit processes, working in tandem to maintain financial accountability.

The internal audit mechanism operates on multiple levels, providing regular oversight of financial transactions. A dedicated accountant conducts monthly verifications of daily accounts, meticulously recording all receipts and payments in the ledger. Additionally, the management appoints a Chartered Accountant, as decided in the General Body meeting, who performs thorough verification of income and expenditure across various aspects of institutional operations. This process includes detailed scrutiny of daily transaction vouchers and preparation of comprehensive income and expenditure statements.

The internal audit process culminates in an annual final audit at the end of each financial year. The results are then presented to the College Development Committee (CDC) for review, followed by discussion and approval in the General Body meeting. This systematic approach ensures regular monitoring and transparency in financial management.

The external audit framework involves multiple authorities, providing additional layers of financial oversight. The University audit panel conducts audits specifically focused on examination expenditures and grants allocated for academic activities such as seminars, conferences, and workshops. The Senior Auditor from the Joint Director of Higher Education, Pune, conducts scheduled audit programs, while the Government's Auditor General (AG) Panel performs audits according to their predetermined schedule.

It's worth noting that while the external audit by the Government's Auditor is currently pending due to auditor availability, the institution maintains its commitment to financial transparency and accountability through other audit mechanisms. The effectiveness of these audit processes is evidenced by the absence of major audit objections from the auditor general panel. Minor queries that arise during audits are promptly addressed through appropriate compliance measures.

This comprehensive audit system helps the institution achieve several critical objectives:

- Ensuring optimal utilization of limited financial resources
- Maintaining transparency in financial transactions
- Building trust among stakeholders
- Supporting informed decision-making for resource allocation
- Ensuring compliance with financial regulations and guidelines

The institution's strategic approach to resource management and regular audit practices demonstrates its commitment to financial accountability and efficient resource utilization. Despite operating primarily on student fees, the robust financial management system enables the college to sustain its academic programs and support services while maintaining transparency and accountability to all stakeholders.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance strategies and processes. By periodically reviewing the teaching-learning processes, operational

methodologies, and learning outcomes, the IQAC ensures continuous improvement. It records incremental progress across various academic and administrative activities, fostering a culture of excellence and accountability within the institution.

Benefits IQAC will facilitate / contribute:

- To ensure a heightened level of clarity and focus in institutional functioning towards quality enhancement and internalization of the quality culture NAAC for Quality and Excellence in Higher Education.
- To promote measures for the functioning of the Institution towards quality enhancement through initialization of quality culture and Institutionalization of best practices.
- To provide a sound basis for decision making to improve Institutional functioning.
- To act as a dynamic system for quality changes in the Institution.
- To build a better internal communication.

**Functions**

- Development and application of quality benchmarks/ parameters for the various academic and administrative activities of the Institution.
- Arrangement for feedback responses from students, parents and other stakeholders on quality related processes of the institution.
- Dissemination of information on the various quality parameters of higher education.
- Documentation of the various programs/activities leading to quality improvement.
- Organization of workshops, seminars on quality related themes and promotion of quality circles.
- Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

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

**6.5.2**

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

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

**Response:** A. Any 4 or more of the above



Self Study Report of SAHYADRI SHIKSHAN MANDAL'S MAHANT JAMANADAS MAHARAJ ARTS, COMMERCE AND SCIENCE COLLEGE, AT POST.- KARANJALI, TAL.- PETH, DIST.- NASHIK

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

Over the past five years, the institution has demonstrated a strong commitment to promoting gender equity through various curricular, co-curricular, and infrastructural initiatives. The implementation of a systematic gender audit has helped identify areas for improvement and measure the effectiveness of existing programs.

**Curricular and Co-curricular Activities:** The institution regularly organizes guest lectures focused on gender equality, providing students with exposure to expert perspectives and contemporary discussions in this field. To promote holistic development, specialized workshops on yoga and meditation are conducted specifically for women's wellness and empowerment. These sessions contribute to both physical and mental well-being while creating a supportive environment for female students.

**Training and Awareness Programs:** The college conducts interactive training workshops addressing crucial topics such as unconscious bias and gender stereotypes. These sessions target employees at all levels, fostering a more inclusive and respectful workplace culture. Regular awareness campaigns, including International Women's Day celebrations, seminars, and social media initiatives, help maintain ongoing dialogue about gender-related issues within the campus community.

**Institutional Committees and Support Systems:** Several dedicated committees work towards ensuring gender equity and safety on campus:

- Vishakha Committee
- Women Empowerment Cell
- Sexual Harassment Cell
- Anti-ragging Cell

These committees ensure adequate representation of women and actively address gender-related concerns. The institution has also established Employee Resource Groups, providing safe spaces for discussing gender-related matters and generating improvement initiatives.

**Campus Facilities:** The institution maintains dedicated ladies' rooms, ensuring privacy and comfort for female students and staff. A mentorship program specifically designed for female students provides academic and personal guidance, helping them navigate challenges and achieve their full potential.

**Policy and Leadership Initiatives:** Regular review and updating of organizational policies ensure they

remain gender-inclusive and promote equal opportunities. The institution provides specialized leadership training focusing on diversity and inclusion within teams, encouraging equal participation and representation at all levels.

External Collaboration: To strengthen its gender equity initiatives, the college collaborates with external organizations and NGOs working in gender equality. These partnerships facilitate knowledge sharing and enable the implementation of innovative programs and best practices.

Through these comprehensive measures, the institution has created an environment that actively promotes gender equity, ensures safety and comfort for women, and prepares students to be gender-sensitive individuals. The regular conduct of gender audits helps maintain accountability and drives continuous improvement in these initiatives.

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

### 7.1.2

**The Institution has facilities and initiatives for**

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

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

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

### 7.1.3

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

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

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

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

#### **7.1.4**

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

**Response:**

The institution demonstrates a strong commitment to fostering an inclusive environment through various initiatives that promote cultural, regional, linguistic, communal, and socioeconomic harmony. Located in a tribal, rural, and hilly area, the college provides quality education across Arts, Commerce, and Science disciplines while ensuring accessibility to diverse student populations.

To create an inclusive learning environment, the institution has established multiple operational frameworks. The IQAC has developed comprehensive policy documents that serve as guiding principles for implementing various programs. These initiatives are executed through academic departments, support services, and community participation, following the college's five-year perspective plan.

Cultural and Linguistic Integration: The institution regularly conducts programs in Marathi, the regional language, to ensure wider participation and foster a sense of belonging among all stakeholders. Events

like Marathi Bhasha Din and Marathi Bhasha Savardhan Pandharwada celebrate linguistic heritage while creating an inclusive atmosphere for students from diverse backgrounds. The celebration of various jayantis, including those of Birsa Munda, Savitribai Phule, Rajmata Jijau Bhosale, and Chhatrapati Shivaji Maharaj, helps students connect with their cultural roots and historical legacy.

**Socioeconomic Inclusion:** The Earn and Learn Scheme demonstrates the institution's commitment to supporting students from challenging economic backgrounds. This initiative enables students to continue their education while gaining practical work experience and financial support.

**Constitutional Values and Social Responsibility:** The institution actively promotes constitutional obligations through various programs that highlight citizens' rights, duties, and responsibilities. Events like National Youth Day (Swami Vivekanand Jayanti) and celebrations of national leaders' contributions help instill patriotic values and civic responsibility among students.

**Community Engagement and Social Service:** The NSS and Student Welfare Department(SWD) units play crucial roles in developing social responsibility among students. During the COVID-19 pandemic, volunteers demonstrated their civic consciousness by:

- Preparing and distributing face masks to local citizens
- Conducting surveys of COVID-19 affected families
- Organizing a Mega COVID-19 Vaccination Drive in collaboration with PHC, Karanjali

**Educational and Cultural Integration:** The institution organizes various activities to promote cultural understanding and practical learning:

- Educational visits and tours to historical monuments
- Special winter and summer camps for NSS volunteers in adopted villages
- Nirbhay Kanya Abhiyan for women's empowerment
- Participation in road safety movements.
- Participatation in UNNAT BHARAT ABHIYAN.

**Support Systems and Associations:** Various cells and associations, including the Literary Association, Science Association, Electoral Literacy Cell,SWD and other statutory cells, provide platforms for students to engage in diverse activities while promoting inclusive participation.

The institution's commitment to creating a barrier-free learning environment is evident through its comprehensive approach to inclusivity. By conducting programs in the regional language and celebrating diverse cultural events, the college ensures that students from various religious, regional, communal, and cultural backgrounds feel welcomed and valued. The regular observation of significant days and active participation in community service activities helps develop a sense of social responsibility and constitutional awareness among students and staff.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practice -1 Title of the Practice:** - *"Sustainable Integration of Vermicompost, waste management and green Practice"*

**Best Practice -2 Title of the Practice:** - *"Wild Vegetables Festival"*

**1. Title of the Practice:** - "Sustainable Integration of Vermicompost, waste management and green Practice"

**2. Objectives of the Practice:**

- To create an eco-friendly waste management system in our tribal region college
- To produce organic fertilizer through vermicomposting
- To educate and motivate tribal farmers about sustainable farming practices
- To reduce campus waste and create a green environment
- To generate revenue through vermicompost production and distribution
- To establish a model of sustainability for other institutions

**3. The Context:** Our college, situated in a tribal region, recognized the need to manage organic waste effectively while supporting local agriculture. The tribal community's natural affinity for ecological practices provided a favorable environment for implementing vermicomposting and waste management initiatives. This project bridges traditional knowledge with modern sustainable practices, making it particularly relevant for our location and community needs.

**4. The Practice:** *Vermicompost Unit:*

- Regular collection of organic waste from college premises
- Scientific processing using earthworms
- Student participation in maintenance
- Production of organic fertilizer
- Distribution to local farmers
- Regular training sessions for farmers and students

*Waste Management:*

- Systematic waste segregation system
- Regular waste collection and processing
- Converting organic waste into vermicompost

- Proper disposal of non-biodegradable waste
- Student involvement in implementation

**5. Evidence of Success:** Our five-year data (2018-2023) shows clear success:

- Consistent vermicompost production ranging from 100-125 kg annually
- Distribution of 50+ vermicompost bags to farmers
- Establishment of 7 new vermicompost units by nearby farmers
- Conducting 7+ educational seminars
- Strong recovery post-pandemic with highest production (125 kg) in 2022-23
- Growing community participation and adoption
- Regular knowledge-sharing sessions with farmers

<b>Outcomes of Best Practice During 2018-2023.</b>						
<b>Sr. No.</b>	<b>Particulars</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>1</b>	Vermin compost produces in College	100 Kg	100 Kg	75 Kg	25 Kg	125 Kg
<b>2</b>	Vermin compost Bag Distributed	50	50	10	00	53
<b>3</b>	Vermin compost Units Started by nearby farmers motivated by College	00	02	02	00	03
<b>4.</b>	Vermin compost related organized seminars	02	02	01	00	02

## 6. Problems Encountered and Resources Required:

### *Key Challenges:*

- Initial resistance to waste segregation
- Pandemic-related disruptions (2020-2022)
- Weather impacts on vermicompost production
- Need for continuous monitoring
- Limited technical knowledge initially

### *Resources Needed:*

- Basic infrastructure for vermicomposting
- Waste collection equipment
- Training materials
- Dedicated staff and student volunteers
- Regular maintenance funds
- Educational materials for farmers
- This simplified approach has helped us create a sustainable model that benefits both our institution and the surrounding tribal community, while effectively managing waste and promoting organic farming practices.

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## 1. Title of the Practice: - “Wild Vegetables Festival”

### 2. Objectives of the Practice:

- To raise awareness about wild vegetables and their nutritional properties among students
- To integrate traditional ecological knowledge into modern education
- To promote daily consumption of wild vegetables for better nutrition
- To conserve native plant species threatened by environmental changes
- To educate about proper identification and usage of edible plant parts
- To create a marketplace connecting local farmers with consumers
- To preserve tribal cultural heritage through food knowledge

**3. The Context:** Our college, situated in a tribal region, recognizes the critical importance of preserving traditional knowledge about wild vegetables. These naturally growing species have been integral to local food security for generations, particularly during times of crop scarcity. The initiative bridges the gap between ancient wisdom and modern nutritional needs while addressing food sovereignty challenges.



With many students coming from tribal backgrounds, this practice helps preserve their cultural heritage while creating awareness about sustainable food sources.

#### **4. The Practice:**

##### *Program Implementation:*

- Annual wild vegetable festival organized by Botany department
- Formal committee formation under Principal's guidance
- Departmental screening rounds for student participation
- Collection of wild vegetables from local regions
- Traditional recipe preparation (Aalu Vadi, Chaichamohor, Moha Laddu, etc.)
- Expert lectures on nutritional importance
- Traditional processing methods demonstration
- Safety protocols for toxic vegetable preparation
- Student involvement in conservation efforts

##### *Knowledge Sharing:*

- Documentation of traditional processing methods
- Training in safe identification and preparation
- Demonstration of traditional recipes
- Educational sessions on nutritional benefits
- Conservation techniques teaching

#### **5. Evidence of Success:**

- Regular organization of wild vegetable workshops and festivals
- Increased student participation and awareness
- Documentation of diverse wild vegetable varieties
- Enhanced knowledge of medicinal properties
- Growing interest in traditional food preparation methods
- Preservation of tribal culinary knowledge
- Active student engagement in conservation efforts
- Strengthened connection between academic learning and traditional knowledge

#### **6. Problems Encountered and Resources Required:**

##### *Challenges:*

- Balancing academic and extracurricular activities
- Parental concerns about participation
- Seasonal availability limitations
- Limited awareness in modern society
- Safety concerns with toxic varieties
- Need for specialized knowledge of traditional processing methods
- Complex logistical requirements
- Student engagement consistency

*Required Resources:* Physical Resources:

- Venue for festival organization
- Kitchen facilities for preparation
- Storage and display areas
- Safety equipment
- Documentation materials

Human Resources:

- Expert guides for identification
- Traditional knowledge holders
- Food safety supervisors
- Student volunteers
- Local tribal experts

Educational Resources:

- Training materials
- Documentation systems
- Safety guidelines
- Traditional processing guides
- Nutritional information materials

This practice successfully combines traditional ecological knowledge with modern educational approaches, creating a unique platform for preserving and promoting tribal food heritage while ensuring food security and sustainability.

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

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

## **"Empowering Tribal and Rural Education Through Inclusive Excellence"**

Sahyadri Shikshan Mandal's Mahant Jamanadas Maharaj Arts, Commerce and Science College has carved a unique niche in higher education by prioritizing the educational empowerment of tribal and rural students in the Peth Taluka region of Nasik. Since its establishment in 2009, the institution has methodically developed a comprehensive educational framework that addresses the multifaceted challenges faced by marginalized communities while preserving their cultural heritage.

The college's commitment to inclusive education is evidenced by its remarkable achievement in filling 99.89% of seats reserved for SC, ST, and OBC categories. This commitment extends beyond mere enrollment, as demonstrated by the extensive scholarship support reaching 65.99% of the student population, benefiting 1,917 students. The institution's innovative 'Earn While Learn Scheme' further ensures that economic barriers do not impede educational aspirations. Understanding the unique linguistic challenges faced by tribal and rural students, the college has implemented a sophisticated bilingual instruction system. This pedagogical approach facilitates a smooth transition from regional language to higher education medium, resulting in a commendable 75.32% pass percentage among final-year students. The success of this approach is further reinforced by the participation of 46.99% of students in specialized certificate courses designed to bridge academic gaps. The institution's infrastructure development reflects its commitment to providing quality education in a rural setting. With state-of-the-art science laboratories, a computer facility maintaining a 12:1 student-computer ratio, and a library serving an average of 59.30 students daily, the college ensures that geographical location does not compromise educational quality. The integration of modern technology, including high-speed internet connectivity of 100 MBPS, prepares students for the digital age while maintaining their cultural roots.

Research and knowledge creation focused on tribal development form a cornerstone of the institution's distinctive approach. The faculty's contribution of 91 research papers in UGC CARE-listed journals and 53 books/chapters demonstrates their commitment to documenting and analyzing research culture. The presence of 11 Ph.D. holders and 5 Ph.D. supervisors ensures that research maintains both academic rigor and local relevance. The college's career development initiatives present a balanced approach to student progression. With 36.14% of students (1,050) benefiting from competitive exam guidance and a 25.52% success rate in placements and higher education progression, the institution demonstrates its ability to create diverse opportunities for tribal and rural students. The establishment of 33 functional MoUs with industries provides crucial exposure to professional environments while remaining sensitive to local economic contexts.

Community engagement serves as a vital bridge between academic learning and social reality. The execution of 90 extension and outreach programs, coupled with regular NSS camps and village adoptions, ensures that education remains rooted in community needs. The high participation rate of 76.53% in project work and field activities indicates the success of this practical approach to learning. The institution's commitment to professional development is reflected in the 90.73% participation rate of staff in faculty development programs. This investment in human resources ensures that teaching methodologies evolve to meet the changing needs of tribal and rural students while maintaining cultural sensitivity. Financial management aligns with the institution's distinctive focus, with 21.14% of expenditure directed toward infrastructure development. This strategic allocation ensures the continuous improvement of facilities while maintaining affordability for the target student population.

Cultural integration remains a crucial aspect of the institution's approach. Regular cultural events and

festivals celebrate Indian heritage while promoting academic excellence, creating a unique learning environment that values both traditional wisdom and modern education. This balanced approach has resulted in 88 awards in sports and cultural activities, demonstrating that cultural preservation and competitive excellence can coexist. The success of this distinctive approach is quantifiably demonstrated through consistent enrollment numbers (2,905 students over five years) and the high percentage of students benefiting from various support mechanisms. The institution's model of tribal and rural education has effectively created a sustainable framework that addresses educational accessibility, preserves cultural heritage, and promotes social mobility. This comprehensive approach to tribal and rural education sets Sahydri Shikshan Mandal's Mahant Jamanadas Maharaj Arts, Commerce and Science College apart as an institution that not only provides education but nurtures holistic development while respecting and preserving the unique cultural identity of its student community. The institution stands as a testament to the possibility of achieving educational excellence while serving marginalized communities, creating a replicable model for similar demographic contexts in higher education.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Here are the recommendations given by Naac peer team for Previous naac cycle and in response to this their respective compliance statements:

- **UGC Approval under 12(B) and 2(f):** The college has proactively initiated the UGC recognition process by compiling necessary documentation and maintaining regular communication with UGC authorities cell form S.P.P.U. Pune.
- **Introduction of PG programmes and Certificate Courses:** The institution successfully expanded its academic offerings by launching science PG programs and implementing various job-oriented certificate courses aligned with market demands.
- **Quality Research and Academic Events:** Significant strides have been made in promoting research culture through increased faculty publications, Patents, regular organization of academic events, Conferences, and active encouragement of research activities among faculty and students.
- **Language Lab Setup:** A language laboratory has not established formally but we organize online mode lectures on online platform to enhance students' English communication skills.
- **Library Enhancement:** The library has been substantially upgraded with a comprehensive collection of standard books, journals, digital resources, and photocopying facilities to support academic needs.
- **ICT Integration:** Modern ICT tools have been integrated across classrooms, supported by regular faculty training programs to ensure effective digital learning implementation.
- **Infrastructure Development:** Continuous infrastructure improvement has been undertaken, including enhanced laboratory facilities and regular maintenance of existing resources to support quality education.
- **Faculty Recruitment:** The institution has strengthened its academic quality by appointing UGC-qualified faculty in self-finance programs and conducting regular faculty development initiatives.
- **Competitive Exam Coaching:** A dedicated coaching cell has been established offering comprehensive preparation through expert guidance, regular mock tests, and specialized training sessions.
- **Industry and Institutional Linkages:** Strong partnerships have been developed with local industries and reputed institutions through MOUs, facilitating regular industry visits and internship opportunities for students.

### Concluding Remarks :

Sahyadri Shikshan Mandal's Mahant Jamanadas Maharaj Arts, Commerce and Science College emerges as a transformative force in tribal education, distinguishing itself through an innovative approach to higher learning in Maharashtra's Peth Taluka. Since 2009, this institution has revolutionized educational access by becoming the first to offer science education in a region previously devoid of such opportunities. The college's distinctive strength lies in its carefully crafted educational ecosystem that harmoniously blends traditional values with contemporary academic requirements. At its core is a unique bilingual instruction system that deftly navigates the challenging transition from regional language to higher education medium, ensuring tribal students can progress without linguistic barriers impeding their academic journey. What sets this institution apart is its holistic approach to tribal education. The college has developed a sophisticated support system that extends

beyond conventional financial aid, incorporating flexible payment structures and mentoring programs that recognize the unique challenges faced by tribal students. This system acknowledges the seasonal nature of tribal life, accommodating agricultural schedules while maintaining academic rigor. The institution's faculty members serve not just as educators but as cultural bridges, combining academic expertise with deep understanding of tribal heritage. Their research initiatives uniquely focus on documenting and preserving traditional knowledge while integrating it with modern scientific understanding, creating an educational experience that respects and builds upon tribal wisdom.

Despite its remote location, the college has turned geographical isolation into an opportunity for innovation. Through strategic partnerships and creative resource utilization, it has developed practical training programs that prepare students for both modern careers and traditional occupations, ensuring they can contribute effectively to their communities while pursuing personal growth. Community engagement takes a distinctive form here, with outreach programs designed to create a two-way exchange of knowledge between the institution and tribal communities. This approach not only enriches the academic environment but also ensures that higher education remains relevant and responsive to tribal needs. The success of this model demonstrates that quality higher education can be made accessible to tribal communities without compromising their cultural identity. Through its thoughtful approach to education, the college has created a replicable framework for tribal education that could guide similar institutions across India.