SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SAHAJEEVAN SHIKSHAN SANSTHA'S SHRIMATI INDIRA MAHADEV BEHARAY COLLEGE OF ARTS SHRIMAN CHANDULAL SHETH COLLEGE OF COMMERCE AND SHRIMATI SHOBHANATAI CHANDULAL SHETH COLLEGE OF SCIENCE

SAHAJEEVAN SHIKSHAN SANSTHAS SHRIMATI INDIRA MAHADEV BEHARAY COLLEGE OF ARTS, SHRIMAN CHANDULAL SHETH COLLEGE OF COMMERCE AND SHRIMATI SHOBHANATAI CHANDULAL SHETH COLLEGE OF SCIENCE, KHED, TAQ-KHED, DIST-RATNAGIRI, STATE-MAHARASHTRA 415709
www.icskhed.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shrimati Indira Mahadev Beharay College of Arts, Shriman Chandulal Sheth College of Commerce and Shrimati Shobhanatai Chandulal Sheth College of Science,Khed, Dist- Ratnagiri- evolved from the Motto "RASHTRODHARARTH SEVA MAHE". as service for development of nation, the institution with its Motto extending area of functioning by improving academic , co-curricular/extra co-curricular activities, extension and outreach activities which help the students in the acquisition of knowledge, culture, community orientation, good citizenship and life skills as well as train them for successful life. Constant attempts are made for community, social & National development and for helping socially and economically backward students. Quality education efforts of this institute comprises a network of 7 institutions -including, 1 MBA College, 1-degree colleges,1 ITI college, 1 Junior college, 1higher secondary units, 1 high schools, 1 primary school.

In case of teaching, learning and evaluation we provide the best possible environment to student and teacher. At the beginning of each term the teaching plan is drawn up by each department and it is followed. As per the ICT era, we have included all possible ICT infrastructure wherever is required. In case of student support and progression we can boast of providing sufficient and relevant about the college in our prospects which gives details of admissions procedure, terms, timing programmes offered, college fees, rules, various prizes and a list of extra circular activities; these materials are constantly updated. As for the organization and Management concern; administrative, financial and academic functions and monitoring of student activities in the college, there are committees in the organizational structure.

"Our achievements make us happy, but they also encourage to do even better. Our aim is not to be compared with other institutions but to set a landmark in our own right and produce noble citizens"

Vision

To make Rural India Educated, Earner and Empowered.

Mission

"Providing quality education to rural and hilly area through which our students would withstand with own identity in today's challenging world. Ultimately development of rural India is nothing but development of the Nation."

Objectives:-

1. To make available quality education to the student of rural , hilly and other deprived   sections of the community

2. Find out potential of rural and hilly regional student and responds to the needs of their own progression along with local community and the Nation development.

3. Creating empowerment of women through education.

4. Promotes continuous improvement through innovative ideas and technologies.

5. Comprehensive student development programs, including professional, social, cultural activities.

6. Provide student service that assist student with personal, educational, and social development, along with providing young force to defense, development and social unity of the Nation.

7. To conduct all activities to match the Moto and Vision of the college and fulfil demands of scientific and technological world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

An young dynamic, qualified Teaching staff with advance facilities like Library Building, Language Lab and Computer facility with internet connectivity with campus Wi-Fi; especially all the departments provided with computers and LCD's. Post Graduate course M.Sc. IT, M.Sc. Chemistry and M.com introduced under self-financing mode. Student support services including N.C.C., N.S.S., offering a 27 Add-on certificate course in different streams, some healthy practices such as open house student-feedback and interaction with the faculty, best practices like "Teaching learning beyond curriculum, Deduct Dropouts and Develop, Institutional distinctiveness like 'Mission Innovation".

Institutional Weakness

Infra-structural inadequacies and space constraint forcing the institution to adopt a shift system; limited land area, constraining the scope of expansion/ diversification of academic programs and sports fields. Lower student enrolment due to low population density and increasing drop out ratios. Effective class attendance of the student decline .

Institutional Opportunity

Better scope for giving professional thrust by offering several careers focused short term courses. Opportunity to wider industry-linkages for co-sponsored action-research and conduct of vocational and skill enrichment programs. To develop full-fledged Incubation center being nearby associated Industrial area. scope for research / consultancy output as there are 18 faculty with Ph.D. qualifications with some publications to their credit.

Institutional Challenge

Locational challenge (college located not on the roadside connected with public transport) could be a factor for lower student enrolment against the sanctioned intake. Challenge of government Policy on faculty sanction /

recruitment (e.g. a single faculty sanctioned for accountancy course); almost similar situation in most of the programs, leading to erosion of subject content and delivery. Challenge arising out of managing / constraining the class hours under the prevalent shift system, leaving little room for extra-curricular activities. Challenge on account of the way of professional colleges during the better students away from the basic sciences / humanities. Challenge of vernacular medium being predominantly used in the class teaching and examinations incapacitating the students in the globalised economy.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has designed Curriculum Delivery Policy and Procedure and working according to this. The college ensures effective implementation of curriculum through well planned and documented process with outcome-based review and monitoring mechanism through IQAC and institutional Time Table Committee in the

following ways:

Planning

- Institutional Level Planning – Master Time Table and Academic Calendar
- Department Level Planning – Time Table and Departmental Activity Calendar
- Individual Teacher Level Planning – Annual Teaching Plan
- Committee/Cell Level Planning (co-curricular and extra-curricular activities) – Calendar of Activities

Monitoring

- Syllabus Completion Report - IQAC
- Self-Appraisal Form - IQAC
- Departmental Report – IQAC
- Continuous Internal Evaluation: (through Internal & External Examination Committee)
- Implementation of Online and Offline Evaluation Systems
- Timely Redressal of Grievances Related to Evaluations
- Institutional Level CIE
- Department and Individual Teacher Level CIE

Participation of Teachers in Curriculum Design and Assessment Work:

- 02 teachers represent themselves on academic bodies like BoS at the affiliating University.
- College is offering Add-on courses for UG and PG students across all the programs like: Digital marketing, web designing, spoken English, organic farming.
- The college ensures that through the curriculum various cross cutting issues such as gender-sensitization, environment and sustainability, human values, professional ethics are inculcated among the students.
- Apart from curriculum Students are sensitized towards these issues through various extra-curricular activities by National Service Scheme (NSS) and National Cadet Corps (NCC).
- All students of Art's, Commerce and Science (UG and PG) Under take the Projects, filed visit as per their curriculum.

- The college takes feedback on curriculum, teaching-learning process, support services, infrastructural
- facilities, etc. from the stakeholders -students, employers, teachers and alumni. The analyzed
- feedback and action taken reports are displayed on the college website.

Teaching-learning and Evaluation

Teaching-Learning

- For admission, rules of university and state Government are followed.
- Transparency and reservations are maintained during admission.
- Faculty wise induction programs for students.
- About 50% teachers are with Ph.D.
- 100% teachers use ICT in teaching, learning and evaluation. (Institutional online repository –1012 PPTs)
- Student centric methods- experiential, participative and problem-solving methodologies to enhance learning levels of learners.
- A strong mentoring system and individual and group counselling sessions.
- COs, POs & PSOs are displayed on college website, at premises and communicated with all stakeholders.
- Outcome based learning is enhanced with calculating attainment of COs and POs.
- The IQAC ensures the strict implementation of the Academic Calendar by monitoring activities and implementing gaps are reviewed periodically.
- The college has designed Curriculum Delivery Policy and teaching-learning is carried out according to the policy.

Evaluation

- Examination Committee ensures effective CIE with effective use of ICT.
- Reforms are adopted in CIE using ICT.
- The college follows the modalities of conducting the CIE. Academic Calendar is prepared for CIE.
- Performance of the student is evaluated through assignments, unit tests, attendance, seminars, quizzes, and activity assessment through projects and group discussions/presentations.
- There is a mechanism to deal with grievances related to university examination and college examination.
- Attendance records are maintained.
- CIE is transparent, time- bound and efficient.

Research, Innovations and Extension

- This institute is keenly involved in creating and promoting a research culture amongst the faculty and students.
- The college has received 02 research projects from the affiliating university and one from INCOIS, Hyderabad during the last five years. The college has well equipped research laboratories.
- The college has Central Research facilities with o4 faculty members recognized as research guides for Ph.D. A total of 02 students are awarded Ph.D. degrees whereas 02 scholars are currently registered for their Ph.D. degree programs.

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- The college has taken efforts in creating an ecosystem for innovation by faculty and students, and successfully established an INCUBATION CENTER with sophisticated laboratories having Incubation Sub-centers for Department of Zoology, Chemistry, Botany, Information Technology, Computer Science with high-end equipment / instrumentation facilities providing Practical training courses like manufacture of smart dust bean, preparation of phenyl as floor cleaner, development of dual power supply and Prawn pickle flavor of ocean.
- Organization of hands-on/ workshops / seminars/ conferences on several cutting-edge issues including
- IPR and Industry-Academia Innovative practices are a regular feature in the college.
- There is noteworthy increase in the number of research publications by faculty in reputed indexed research journals. Our faculty members published the research articles in UGC approved journals, papers in conference proceedings and books with ISBN number.
- The college is upholding research ambience via establishing the MoUs, linkages and collaborations with academic and research institutes.
- Major Extension Activities organized in the College through NSS, NCC, to sensitize the students about social issues.

Infrastructure and Learning Resources

- The infrastructure and learning resources facilities in the College are planned with a vision to meet the requirements for holistic education. The campus is set in 5.5acres, has a total built-up area of 1350 sq. meters which includes major facilities like: -19 ICT enabled classrooms, 02 smart classrooms, 01 seminar halls, 07 laboratories, 01Central research facility, yoga center and 01 meeting halls,01 auditorium, 01 open air theatre, 01 gymkhana,01 Indoor training facility and 02 playgrounds.
- This institute has 2 computer laboratories, 01 Network Resource Center, 113 computers for students use; additionally, this institute also has 5 laptops.
- Name of the ILMS Software – LIB-MAN, Cloud based Fully Automated version of Library Management System.
- The college has two broadband connections of bandwidth 50 mbps four connections with 20 mbps.
- College has Cloud based ERP software purchased from Master Soft ERP Software Pvt. Ltd. For online education.
- Our College Library has developed "Smart page" which gives all details of books and journal etc. It makes OPAC available to all student's cellphone, it's a kind of remote access.
- Biometric system used for entry and exit in the library.
- Library Equipped with over 21233 printed books and 135000 e-books, Books, 19 Journals, more than 6000 e-journals & 25 Periodicals, 14 Newspapers.
- Library Area - 3250 Sq. ft. including Reading and staking room.
- Library having good collection of rare books.
- Library has made available OER (open educational resources) on library home page.

Student Support and Progression

- Different Government of India (GOI) and State Government scholarships for SC, ST, NT, VJNT, EBC, SBC, Ex-serviceman ward etc are made available for the students.
- Percentage of students benefited by scholarships and free ships provided by the Government and Non-

Government agencies during last five years 23.51%.

- The Institute has developed Institutional Fellowship Free ship Policy.
- Under Capacity Development and Skills enhancement initiatives the Institute has organized the activities like Workshop on Interview Techniques, Personality Development, Developing Soft Skills,
- Workshop on Spoken English, Communication Skills, International Yoga Day, World AIDS Day, Anti-Tobacco Day, Blood Group & Hemoglobin check-up camp, , Health Guidance, AIDS Awareness Programmes, Hands-on-Training on Office Automation, Word, Excel, Internet Awareness and Cyber Security, etc.
- Competitive Exam and Career and Counselling Cell guided to 35.02% students during the last five years and many students benefitted from these programmes.
- The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. Our college has constituted the Committees like; Students Grievance Redressal Cell, Internal Complaints Committee and Anti-Ragging Committee. These committee arrange awareness programmes about the mechanism of grievance redressal. The college has developed policies for Anti-Ragging, Students grievances and Policy for Anti-Sexual Harassment.
- The Placement Drives are arranged by the Placement Cell and few companies recruited students in their companies/firms. The college maintains details of students' progression for further programmes.
- Students of our college participate in sports/ cultural activities at intercollegiate and university level.
- There is a registered Alumni Association that contributes significantly to the development of the institution through support services.

Governance, Leadership and Management

- The Institution has defined its Vision and Mission and the governance and leadership of the institution works accordingly.
- Our institution enhances the quality at various levels – Governing Council, College Development Committee, Principal, faculty in charge, IQAC Committee, Various Committees/Portfolios, Administrative and Non-teaching Staff, NSS, NCC, Cultural and Sports Committee, etc.
- All the stakeholders involve in the decentralization and participative management; all are working together for efficient functioning of the Institution.
- Implementation of e-governance has been used in Administration, Finance and Accounts, Student Admission and Support and Examination. Effective welfare measures Gratuity, Pension, Commutation of Pension, Earned Leave encashment, Maternity Leave, Medical leave, leave for attending Conferences, Workshops, Seminars, FDP, Short Term Course, Orientation programmes and Refresher courses, etc.
- Gymnasium and playground for the staff.
- Sahajevvan Sahakari Pathsanstha Co-Operative Society has been established which provides loans for the teaching and non-teaching staff.
- Doctor's Visit is frequently for health checkup of Teachers and Students.
- Regular performance and appraisal of teaching faculty is made by PBAS Proforma prescribed by UGC in March every year.
- Teachers are provided with financial support to attend conferences/workshops and towards membership fee.
- Our teachers participate in Faculty development Programmes (FDP), professional development /administrative training programs organized by other institutes and our institute.
- Our institution follows well planned and systematic strategy for fund mobilization.
- The college maintains a transparent and accountable financial system for effective utilization of

resources for funds.

- The college requires funds for salary, infrastructural development, and routine academic and non-academic activities.
- Internal Audit is conducted annually by qualified Auditor appointed by the Institute. External Audit is conducted by Senior Auditor of Joint Director Office, Higher Education as per their schedule and Government Auditor General (AG) panel conducts audit as per their schedule.
- 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.
- Regular meetings of Internal Quality Assurance Cell (IQAC) are conducted. Feedback is collected, analyzed and used for improvements.

Institutional Values and Best Practices

- Our college promotes gender equity in admissions, recruitment, administrative functionality and academic activities. Gender equity & sensitization is reflected in curricular and co-curricular activities.
- The institution conducted Gender Audit. Gender Promotion Plan and activities accordingly.
- Safety and security measures along with the facilities for women are provided.
- Internal Complaints Committee resolves the complaints (if any) of sexual harassment in a time-bound manner.
- The institution has been using alternate sources of energy like Solar panels, LED tubes, sensor-based Equipment's, etc.
- We have solid, liquid, and e-waste disposal systems. The responsibilities for waste disposal have been allotted amongst non-teaching staff.
- The college has developed policies on waste management, water conservation and green campus initiatives.
- The institute has undertaken green campus initiatives in the form of planting trees, restricted entry of automobiles, ban on the use of plastic in the campus, QR Codes for trees, etc.
- The institute is keen on segregation of degradable and non-degradable waste and bio-degradable waste is decomposed in pits furthermore used of Vermicomposting/Vermi-culture.
- We have proper rain water harvesting system, Bore well recharge, distribution system for conservation of water.
- The institute has conducted Green Audit, Environment Audit and Energy Audit.
- Regularly Beyond the Campus Environmental Promotion Activities are conducted.
- Celebration of days of eminent personalities, National Festivals for an inclusive environment.
- Sensitization of students and employees of the Institution to the constitutional obligations is done through curriculum as well as through extra-curricular activities.
- **Best Practices**
- We have successfully implemented following two best practices.
- 1.Teaching Learning beyond Curriculum.
- 2. Deduct Dropouts and Develop.
- Performance of the Institution in one area, an institutional distinctiveness: Mission Innovation Governing Council of the institute decides Mission Innovation for the year before beginning of each Academic year through input from all sections, departments of the institute, accordingly Action plan is prepared by IQAC; implemented effectively.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAHAJEEVAN SHIKSHAN SANSTHA'S SHRIMATI INDIRA MAHADEV BEHARAY COLLEGE OF ARTS SHRIMAN CHANDULAL SHETH COLLEGE OF COMMERCE AND SHRIMATI SHOBHANATAI CHANDULAL SHETH COLLEGE OF SCIENCE
Address	SAHAJEEVAN SHIKSHAN SANSTHAS SHRIMATI INDIRA MAHADEV BEHARAY COLLEGE OF ARTS, SHRIMAN CHANDULAL SHETH COLLEGE OF COMMERCE AND SHRIMATI SHOBHANATAI CHANDULAL SHETH COLLEGE OF SCIENCE, KHED, Taq-KHED, DIST-RATNAGIRI, STATE-MAHARASHTRA
City	KHED
State	Maharashtra
Pin	415709
Website	www.icskhed.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	A.J.AWATI	02356-260100	8805979643	02356-263627	principalicskhed@gmail.com
IQAC / CIQA coordinator	AYUB MHEBOOB SHAIKH	02356-260620	9975910920	02356-	ayubpersonal@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	13-10-2008	View Document
12B of UGC	13-10-2008	View Document

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

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	SAHAJEEVAN SHIKSHAN SANSTHAS SHRIMATI INDIRA MAHADEV BEHARAY COLLEGE OF ARTS, SHRIMAN CHANDULAL SHETH COLLEGE OF COMMERCE AND SHRIMATI SHOBHANATAI CHANDULAL SHETH COLLEGE OF SCIENCE, KHED, Taq-KHED, DIST-RATNAGIRI, STATE-MAHARASHTRA	Rural	5.5	1350

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,English,	36	HSC	English	120	33
UG	BA,Hindi,	36	HSC	Hindi	120	46
UG	BA,Marathi,	36	HSC	Marathi	120	34
UG	BA,Economics,	36	HSC	English,Marathi	120	47
UG	BA,History,	36	HSC	English,Marathi	120	43
UG	BA,Geography,	36	HSC	English,Marathi	120	37
UG	BSc,Chemistry,	36	HSC	English	120	66
UG	BSc,Zoology,	36	HSC	English	120	44
UG	BSc,Botony,	36	HSC	English	120	44

UG	BCom,Commerce,	36	HSC	English,Marathi	240	235	
UG	BMS,Management Studies,	36	HSC	English	72	72	
UG	BSc,Computer Science,	36	HSC	English	60	44	
UG	BSc,Information Technology,	36	HSC	English	72	62	
UG	BA,Multimedia And Mass Communication,	36	HSC	English	60	7	
PG	MSc,Chemistry,	24	BSc	English	24	24	
PG	MSc,Information Technology,	24	BSc	English	24	24	
PG	MCom,Accountancy,	24	BCom	English	60	47	

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				1				13			
Recruited	1	2	0	3	1	0	0	1	12	1	0	13
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				31			
Recruited	0	0	0	0	0	0	0	0	8	23	0	31
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				10
Recruited	7	2	0	9
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	4	1	0	5
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				5
Recruited	3	1	0	4
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	2	0	1	0	0	10	0	0	14
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	23	0	30
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	680	0	0	0	680
	Female	712	0	0	0	712
	Others	0	0	0	0	0
PG	Male	51	0	0	0	51
	Female	61	0	0	0	61
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	59	81	68	63
	Female	63	72	76	80
	Others	0	0	0	0
ST	Male	3	1	3	3
	Female	5	6	4	6
	Others	0	0	0	0
OBC	Male	309	286	263	270
	Female	261	269	240	221
	Others	0	0	0	0
General	Male	341	374	375	387
	Female	382	411	417	441
	Others	0	0	0	0
Others	Male	1	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
Total		1425	1500	1446	1471

Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | • This institute is affiliated to Mumbai University, Mumbai. The college is located in hilly area and serves students who come from socio-economically and financially disadvantaged backgrounds. • The college is dedicated to the upliftment of society through its motto, Vision and Mission. • The college is committed to staying up-to-date with the changing times and accepts changes as needed. • It has introduced multidisciplinary/interdisciplinary concepts, which have been properly implemented. Students who have completed their XIIth can enroll in the college's B.Sc., B.A,B.com, BMS . • The students of Arts stream can choose Marathi, Hindi, English, Geography, History and three optional |

	subjects from the subjects available at the college. • The Science students can choose the subjects such as Botany, Zoology, chemistry or Chemistry, Physics, Mathematics • At the postgraduate level, the college offers programs in Chemistry, IT and Commerce with students free to choose the papers that best align with their interests and career goals. These courses provide students with advanced knowledge and skills in their chosen fields, enabling them to pursue careers in academia, research, or industry. • The courses are designed to prepare students for the latest developments in their fields and equip them with the ability to analyze, synthesize, and evaluate information critically. • From academic year 2017-18, the university started Choice-Based Credit System (CBCS) progressively providing students freedom to choose courses that align with their interests and career goals. The faculty members of the college are highly qualified and experienced, providing students with the guidance and support they need to excel in their studies. The P.G. students also have the CBCS pattern, providing them with the liberty of choosing the papers that align with their interests. • This College also supports regular teaching and learning with a range of additional courses, including Bridge Courses, Remedial Courses, Certificate Courses, and Add- on/Value- Added Courses. • Overall, this institute is well- prepared to implement the multidisciplinary and interdisciplinary education called for by NEP-2020.
2. Academic bank of credits (ABC):	• Our College, being affiliated to Mumbai University, follows the directions of the University in relation to Academic Bank of Credits (ABC). • The University compelled students of F.Y. B. Sc. And F.Y. M.Sc. to register for ABC from the academic year 2022-23. As per the directions, the institution has appealed the students to open their accounts on ABC portal. • The institution has taken initiative to register its students on the ABC portal. Our university has already executed the system of digitalization of Mark Sheet, Transfer Certificate, etc. With the institutional support system, we have implemented ABC policy of NEP-2020 in our institution.
3. Skill development:	• In addition to regular coursework, this institute is emphasizing the importance of skill • development programs for its students. • The institution

	acknowledges the rapidly changing times and recognizes the need to keep up with the changes. To promote the development of skills required for the current job market, the institution offers skill development programs that align with the syllabus of Mumbai University. These programs are designed to empower students with skills that are crucial for their career growth and livelihood. • This Institute has also introduced Certificate Courses in subjects like Botany, Zoology, • Chemistry, Physics, Computer Science, IT, BMS through Incubation Sub-Centers enabling students to learn practical skills relevant to their field of study. • Moreover, the institution's language departments organize Skill Development Programs to enhance students' communication skills, which are essential for their professional development. This Institute conducts various online and offline Skill Development Programs through speeches, guest lectures, seminars, conferences, workshops, and webinars to offer a comprehensive learning experience to its students. • The institution's focus on skill development programs aligns with the National Education Policy 2020's vision to equip students with relevant skills and competencies to become productive members of society.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	• India is a country that is well known for its diversity in culture, language, and religion. • To have a proper understanding of our country, we need to respect and appreciate this diversity. One of the ways of promoting unity and a sense of belonging is by integrating Indian knowledge systems into our education system. This can be achieved by teaching in Indian languages and incorporating Indian cultural values into our curriculum. • Our institution understands the importance of language as a tool for communication and for preserving our cultural heritage. As a result, we offer Science curriculum with four languages: English as the first language and Marathi, Hindi as the second languages. Our students learn their curriculum in three languages; Marathi, Hindi and English. This not only enhances their language proficiency but also promotes a sense of respect towards regional and national languages. • To promote cultural values, the institute celebrates various cultural events such as Hindi Rajbhasha Din, Marathi Bhasha Gaurav Din, and other activities that introduce regional and national culture. The institute

	also participates in Annual Social Gatherings and Youth Festivals that acquaint our students with the cultural heritage of India. By introducing such cultural events, we create a sense of belongingness and pride towards our country's diverse culture.
5. Focus on Outcome based education (OBE):	• As Mumbai University has introduced U.G. and P. G. Programmes focusing outcome-based education, our institution has been running it properly. • To interpret, analyse, evaluate and develop responsibility and effective citizenship is one of the Programmes Outcomes of the students. • Regular class tests, tutorials, assignments, projects, group discussions, presentations, seminars, etc. are conducted by all the departments and to give justice and monitor over all these things a separate monitoring committee has been formed. At U.G. and P. G. level, the COs and POs are focused by the curriculum. • The staff and the students are well acquainted with it. The COs and POs are communicated to the students while introducing the curriculum in the initial lectures of every academic year. • The institution displayed COs and POs on the website. First four lectures per semester are reserved for explanation of POs and Cos to the students.
6. Distance education/online education:	• During Covid-19, the necessity of online education was understood by the nation and hence our institution. As per the state and university guidelines, implemented online classes on Zoom Platform, Google Classroom, Google Meet, Microsoft Teams, WhatsApp Groups, Facebook Live,YouTube, Google Forms, etc. • The Distance Education or Online Education is now properly understood by the faculty and the students. Most of the seminars, workshops, conferences, guest lectures, speeches and programmes are organized on Online platform of which the links are visible to the staff, students and the community. • The teachers have undergone NEP 2020 awareness programmes conducted by various institutions. Besides, webinars have been organized by various departments. Some faculty members have created their you tube channels and uploaded quality e content based on the prescribed syllabus over there for the students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes! Sahajeevan Shikshan Sanstha's Shrimati Indira Mahadev Beharay College of Arts Shriman Chandulal Sheth College of Commerce and Shrimati Shobhanatai Chandulal Sheth College of Science has set up the Electoral Literacy Club, which is chaired by the Principal, Dr. Anita Awati, Dr. C.R. Salunkhe (Coordinator), Dr.B.G. Yadav (Member) and Dr. Shrikant Kekane (Member).
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?	Yes! This Insitute has appointed two student coordinators and two co-ordinating faculty members. The electoral literacy club is functional in our Institute.
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.	This Institute has organized various activities through Electoral Literacy Club. The organized activities' details are as follows: 1. We have organized a Voter awareness campaign in collaboration with Tehsil office of Khed . The main objective of this activity was to spread knowledge about the importance of elections and motivate citizens to vote, which is their basic right in a democracy. 2. Sweep Voting Awareness and New Voter Awareness Campaign was organized in association with the government of Maharashtra, they gave detailed guidance on how important it is in the current situation.
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.	1.We celebrate Constitution Day every year on 26th November to commemorate the adoption of the Constitution of India. 2. Graduate Constituency vote awareness & registration drive conducted. 3.Teachers Constituency voter awareness registration drive conducted.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college organized special voters registration programs with the help of the Taluka election administration for the students who have completed 18 years of their age.

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
1504	1471	1446	1500	1425

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

2 Teachers

2.1

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

Response: 72

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	44	41	46	45

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
139.00169	122.91080	86.68968	144.60212	142.38240

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

23-03-2024 01:29:56

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 with University of Mumbai. As per effective curriculum delivery is concern following action taken such as when curriculum issued at principal office, forwarded to respective head of department and departmental meeting is organized where in following planning is made for effective curriculum delivery. For fruitfulness of curriculum following steps are taken such as induction program, introduction of Bridge courses, categorization and planning for slow and advanced learner, time bond completion of unit wise syllabus, Integration of student centric teaching learning. Assessment and evaluation of students are done through internal exam at every semester and result are declared within stipulated time. Apart from theoretical approach, experimental views about curriculum learn through study tour, case study, industrial visit, seminar group discussion as per date wise planning. Session plan prepared ae departmental level and copy of same will forded to principal and IQAC. Curriculum workload and student centric activities distributed among teacher at departmental level at the beginning of academic year. At the end of semester concern teacher noted time bond completion of syllabus and also record successful completion of student centric activities and same is submitted to Head of Department and Head of Department forwarded to faculty in charge for countercheck. Planning of curriculum and its delivery assessed at every three months by monitoring committee of IQAC. IQAC forwarded to principal and principal forwarded to College Development Committee.

Academic calendar reflects the schedule of academic and non-academic activities, teaching and tentative schedule of all examinations, assessments and result declarations given by the respective departments. Students are aware with academic calendar through induction program, prospectus and website and the same is carry forward to teacher diary. Week wise session plan completion is monitored by Head of department, countercheck by faculty of in charge and finally submitted monthly report to principal. If any unavoidable program disturbs the schedule is intimated in advance to authority and same is convey among students through notice with immediate effect.

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

1.2 Academic Flexibility

1.2.1

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

Response: 25

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

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: 52.9

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
1112	733	567	783	691

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Courses addressing Gender, Environment and Sustainability, Human Values and Professional Ethics The cross – cutting issues like Gender, Environmental sustainability, Human Values and Professional Ethics, etc. find an ample space when it comes to applying them positively into the curriculum. We believe in maintaining a healthy environment for all its students. The curriculum is designed by the college itself does include many of these aspects. Human Values: Values are something which is desirable and worthy of esteem for their own sake. Human values are which help us to live in harmony with the world.

The following courses describe the Human values.

 1. Principles of Management

2. Human Resource Management

 3. Introduction to effective Communication

4. Introduction to Social marketing

5. Anatomy and Physiology

6. Yoga

7. Nutrition and health

 8. Public health and hygiene

 9. Common human diseases

10. Animal biotechnology

 11. Foundation course

 Professional Ethics: The courses mentioned below describe professionally accepted standards of personal, business behaviour, values and guiding principles. Codes of professional ethics are often established by professional organizations to help guide members in performing their job functions according to sound and consistent ethical principles.

1. Advertising and Sales Promotion

 2. E-business and E-Marketing

3. Business Ethics & Corporate Social Responsibility

4. Organizational Behavior

 5. Marketing Management

 6. Business Environment

7. Corporate Governance

8. Foundation course

 9. Organization Behaviour & Development

10. Chemistry in Every Day Life, Analytical Chemistry

 11. Nuclear and Industrial Chemistry

12. Drug and dyes Chemistry

13. Business Environment

 14. Financial Management

15. Business Laws

16. Entrepreneurial Management

 17. Laboratory safety and units of measurement

Gender: The courses below which addresses Gender issues by providing the skill-set necessary for lifelong learning and provide the opportunities for the students to explore subjects or areas of interest. It teaches equality in gender and also about action against bias.

 1. Gender Studies.

2. Foundation course.

 3. NSS Studies.

 Environment and Sustainability: The following courses address Environment and Sustainability. It appreciates the ethical, cross-cultural, historical context of environmental issues and the links between human and natural systems. This enables the students to learn about the eco-system and other environmental factors. They also learn measures to protect the environment and are made aware of global warming and other related issues.

1. Community Health and Mental Health

2. Biodiversity

3. Environment Biotechnology and Nanotechnology

4. Green computing

5. Environmental Studies.

6. Wonders of animal world

7. Biodiversity and its conservation

8. Ecosystem

9. Population ecology

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

1.3.2

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

Response: 69.02

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

Response: 1038

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 52.88

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
909	776	664	963	885

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

2022-23	2021-22	2020-21	2019-20	2018-19
1692	1520	1584	1621	1520

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: 47.6

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
431	404	300	420	402

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
877	786	821	841	786

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 31.33

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:

- **Experimental Teaching & Learning:-**

Teaching and Learning in 21st century is now not limited to classroom activity. However Industrial visit/Study tour has becomes important part of today's learning process. Industrial visits provides students an insight into real working environment, workstations, plants, assembly lines, machines, systems and interact with highly trained and experienced personnel. It allows students to get knowledge about various domain in their industry such as marketing, finance, management etc. Interactions with experts helps the students in career as well as developing leadership quality, management skill and learn about industry working. Such study tour may open up many doors to the industry for corporate training which in turn increase the student's employability.

- **Participative Teaching & Learning:-**

Participative teaching is an approach towards teaching and learning which focuses on learner. It encourages learning by doing, using small groups, open questing, group discussion and debate etc. Group discussion is one of the popular way of teaching and learning in colleges and universities. This method helps the students in enhancing the communication skill, building confidence in expressing oneself, presenting their ideas and engaging in dialogue with the peer members. Group discussion promote social skill such as team work, collaboration, and empathy. It allows students in sharing their knowledge among participants. The group brings unique insights, experiences and knowledge creating a collective pool of information that everyone gets benefitted from it.

- **Problem solving teaching & learning:-**

The problem solving method is a highly effective teaching strategy that is designed to help the students to develop critical thinking skills and problem solving abilities. In this method they are expected to observe, understand, analyze, interpret the problem and find out the probable solution on it. Case studies, projects on different problems are given to the students to work on it.

Projects are given on the different subjects e.g. Pollution, Impact of urbanization on environment, Farmers suicide, Student suicide, constitution and legal rights, Science and technology, Gender Equality, Tools and techniques in geography, etc. These projects gives the students an opportunity to run their own learning and teaches them to develop problem solving skills among them.

Case studies is alternative teaching method which also develop problem solving skill/ability among the students. Case studies on different subjects like Marketing Mix, Consumer awareness, earthquake, disaster management are given to the students. These case studies helps the students to develop realistic solutions to complex problems.

- **Use of ICT in Education:-**

ICT in education is the mode of education that uses information and communication technology to support, enhance and to optimize the delivery of information. ICT in teaching and learning process improves students learning experience and leads to better teaching methods. For improving the quality of

education there is always a need of making use of modern technology in the institution.

The benefit of use of ICT in teaching and learning process results in improves learning experience, Simplified sharing of information, Increased students engagement, helped in improved motivation, and improved I.T. literacy among the students.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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
48	44	41	46	45

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

2.4.2

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

Response: 31.25

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
17	16	13	13	11

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal and external assessment is an important part in teaching learning process. The college has developed the mechanism for internal/external assessment. The University examination and assessment of first and Second year for undergraduate (UG) is conducted at institutional level and results were communicated to the university. The assessed answer-book and its records are maintained at departmental and institutional level. As per Mumbai University notification, the institution also conducts examination for Third year for UG students and semester I to IV of post graduate (PG) students. While guidelines by university are strictly followed for external assessment, the college has established an independent Internal Evaluation Cell for internal assessment. The cell plans and implements a common strategy for continuous and inclusive internal assessment. The college evaluates academic achievements of students through following:

1. Unit tests and semester end examination.

2. Students seminar

3. Group discussion

4. Surprise tests

5. Open book tests

6. Online tests (Google forms, Google classrooms,)

7. Home assignments

The whole mechanism of internal and external assessment is transparent, time bound and efficient.

Transparent- The schedule of unit tests, seminars, group discussion and semester end examination is communicated to the faculty and students well in advance through academic calendar, website and whatsApp groups. Printed mark sheets are given to students showing their performance in the exam. Answer sheets are discussed with students in the classroom. Parents are informed regarding performance of their wards through parent meets.

Time bound-The schedule of unit tests and assignments is communicated to the faculty and students well in advance. The result is declared within a week from the last date of examination. External assessment is strictly conducted keeping line with university norms and schedule.

Efficient- Students, especially first year students, are oriented about the pattern of assessment during student induction program (SIP). Mentors keep close watch on performance of students. Special provisions (wheel chair, seating arrangement at ground floor etc.) are made for disabled students. Online tests were conducted during the pandemic which was eco-friendly as well as in line with the then pattern of university examinations. The examination cell sets a vigilance squad to prevent unfair practices. The pattern of unit test and group discussion during each semester has proved immensely helpful to students.

Grievance Redressal System- The grievance committee that works under Examination committee responds to the examination related grievances promptly and efficiently. Utmost priority is given to avoid any delay in solving the issue. If the grievance committee receives any complaint regarding the internal assessment, it quickly responds to it. The examination committee, subject teacher, HOD of the concerned subject, Faculty in Charge in the institution looks into the matter and gives justice to the affected students. The examination committee deals with the external examination assessment related grievances. Students having grievances submit application to examination committee. The committee addresses the grievances and communicated authority for a suitable action.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

A program outcome signifies the knowledge, skills, and attitudes students acquire upon completing a degree program. Program Specific Outcomes (PSOs) detail the specific abilities expected of graduates from a particular degree program, while Course Outcomes (COs) denote the knowledge and skills gained at the conclusion of a course, defining the cognitive processes it entails.

The Institute Quality Assurance Cell (IQAC) provides guidance to departments in formulating program outcomes, PSOs, and COs. These are developed by departments in harmony with the university's prescribed syllabus, institutional core values, and objectives. Through extensive discussions, each department tailors course outcomes based on the nature and scope of their programs and courses.

The institution outlines Program Outcomes (POs) and PSOs for all programs, and COs for each course. Following alignment with university learning outcomes, departments create course plans. A Graduate-attribute-linked course plan is adopted college-wide, strategically incorporating teaching, learning, and assessment strategies to give due importance to specified learning activities and the achievement of outcomes. These plans, formulated by the respective subject teacher within departments, ensure a comprehensive approach.

Students are central to the college's activities, with curricular and co-curricular endeavors enhancing their academic capabilities and future prospects. The college's academic activities aim to enhance both the quantitative and qualitative aspects of offered programs, facilitating vertical and horizontal mobility. The focus is also on career orientation, skill development, and the cultivation of entrepreneurial skills. In addition to traditional teaching methods such as lectures, assessments, quizzes, notes sharing, and assignments, the college employs modern tools like smart boards, ICT tools, projectors, and interactive software for online exams.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college has the following mechanism to analyse programme and course outcome.

CO Attainment Methodology: -

Methodology used for CO Attainment is Internal evaluation and External evaluation.

1) Internal evaluation- evaluation of Test, average attendance, active learning internal/lab, active learning External; obtained marks are converted in percentage, 50% of this added with 50% of External evaluation.

2) External evaluation- Evaluation of semester/year end examination, obtained marks are converted in percentage; 50% of this added with 50% of internal evaluation which is CO Attainment of individual student.

3) Total number of students above 60% is divided with total number students attended, termed as CO attainment. PO,PSO Attainment

Methodology used for PO Attainment: -

 The method used is Direct evaluation and Indirect evaluation as follows

1) Direct evaluation- an average of all courses CO attainment under program converted in 50%.

2) Indirect evaluation- Students exit survey, placement and progression to higher education is assessed, converted to 50%

3) 50% of Direct evaluation is added with 50% of Indirect evaluation and calculated PO,PSO attainment.

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

2.6.3

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

Response: 87.71

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
300	595	443	518	300

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
440	597	451	518	452

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.93

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 24.85

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
9.00	00	00	0.55	15.30

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:

Incubation center is the institution that assists entrepreneurs in developing their business and solving problems associated with it, especially in the initial stages, by providing an array of business and technical services, initial seed funds, lab facilities, advisory, network and linkages. Entrepreneurship in India is on the verge of explosive growth. This also throws new opportunities for the eco-system to take shape. Angel investors, venture capital, media, start-up clubs, service providers, mentors and training companies are going to grow. And one important cog in the wheel is the incubation the place where start-ups are born. When a baby is born, he/she is kept in the incubation for the first few hours and maybe days –this gives them a chance to adjust to the outside environment, and grow stronger before they face the outside world! In a similar way, a start-up is incubated in Incubation Centre, which gives them a chance to bring their business in shape, before they reach out to the world. Incubation center of this institute have developed the sub centers at 5 departments provides commercial training program as per following.

1. Department of Information Technology- Manufacturing of Smart Dustbin.

2. Department of Chemistry - Preparation of phenyl as floor cleaner.

3. Department of Physics - Development of dual power supply.

4. Department of Botany - Bouque Making from incubation sub center.

5. Department of Zoology - Prawn pickle flavor of ocean.

As a need of time, this institute is developed Incubation Centre for the aforesaid purpose with the basic background Industrialist, Businessman's are invited to discuss the present status of the job market, what kind of skill is required, actual operation in the commercial sector as like issues are discussed. This will very helpful to student to get a chance to meet investors, get access to quality manpower and experienced advisors (the intangible benefits of an incubation).

Due to the nearby industrial area, it is also good to identify a setoff advisor industry veterans, faculty and investors, which always guides the incubates on strategic issues. Under the incubation center, experts in the field of industry, banking sectors, journalism, IT field, government sector invited so as to incubate the students for their future field of profession.

All students are taken part in this session by online as well as offline session. In college we organize a various speech to incubate students such as journalism, banking sector, IT industries, in various research field, etc. The college provided infrastructure for incubation center: Space. Connectivity – internet/telephone/electricity. Datacenter. Services – maintenance, Furnishing – chair, table, etc. IT Infra and Support – software, LAN, leased lines, Wi-Fi, printer, scanner, copier.

The institution has organized experts talk and awaeness programmes on Indian Knowledge System (IKS) to implement NEP from next academic year.

The institution has created awareness about Intellectual Property Right (IPR) through constituting commitee and organized various awareness program.

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

3.2.2

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

Response: 34

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
07	09	06	05	07

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.31

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
03	06	05	07	01

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

3.3.2

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

Response: 0.18

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
03	01	02	02	05

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

3.4 Extension Activities

3.4.1

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

Response:

The institution working towards social related activities more than 20 years. College students and faculty members participate in various activities such Yoga: Practical Approach, Lecture on AIDS Awareness, Blood donation camp, Collection of Plastic, Manufacturing and distribution of cloth bags, Distribution of school related material, Cleanliness of various places in Khed, Lecture on Cyber Law, Women's Day Celebration, Workshop, Students are packed material for flood affected people in Kolhapur District Village (Maharashtra), Lecture on Hindi Diwas, Distribution of daily use materials for flood affected peoples at Engali Tal.Hatkanangle, Distribution of school related material (Books, Notebooks, Pen, Pencils, etc.) for flood affected students at ZP School Engali Tal.Hatkanangle,

IQAC organized Three days Training Program on New cluster system of examination for colleges of Mumbai University for Teachers, Students and Non-Teaching staff, Workshop, Delivered a motivational lecture to the occasion of National Integration Week by Police Inspector Suwarna Patki,

Khed Police station, Khed, Lecture on AIDS and TB awareness by Mr. Mahesh Vadak, Concealer, Kalabani Hospital, Health and Hygiene Awareness Program, Tree Plantation, Lecture on Rights of Women in Society, Lecture on Cyber Fraud, Program for Girls Security, Rally for Beti Bachao Beti Padhao, Program for Appreciation of Working Women, Clean and Green Program, etc. During the orientation session information about these activities is shared and an appeal is made to the students to participate in such activities.

The college promotes neighborhood network and student engagement by following ways: College students organize rallies to create awareness about social issues such Aids awareness. Students actively participate in traffic control Mumbai-Goa Highway with the help of traffic police. Water harvesting by constructing "Bundara" in a nearby rural area in collaboration with residents. Considering Covid pandemic situation most of social related extension activities were not possible to conduct inspire of this health awareness program was conducted in nearby villages like Chakale and Koregaon where in mask and sanitizers were distributed, etc. Students were actively participated in all these activities.

In pandemic situation college students and faculty members organized some online programs such as, our organized Online Yoga Day Celebration, Online Celebration of Hindi Diwas, Online quiz competition on awareness of COVID-19, Online Lecture on Women Empowerment, Online Lecture on Cleanliness, Online Celebration of National Voters Day, Online Celebration of Vachan Perna Din, Vaccination Program, Online Celebration of international Marathi Diwas, Mask Distribution program etc. Social activities can have a positive impact on students. Students who participate in extracurricular activities have greater academic success, greater character development, especially in the areas of time-management and leadership skills, more positive social development, and greater interest in community involvement .

Student participation in co-curricular activities helps to promote students' social skills in order to enter any field for the future prospect to produce skilled human capital in terms of academics and character . Student participation has been associated with positive student outcomes, such as civic development, an active public life, and prosocial behaviors. However, the impact of student participation in other areas of student development remains unexplored

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

3.4.2

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

Response:

Social Responsibility is the initiative taken by the College giants to integrate social and environmental concerns in their college practices. It is a way through which a college contributes towards economic,

environmental and social development that brings positive impact on society at large. It is said that "Together we can make a positive change in the society", and thus it invites colleges to be an agent of such social change. Colleges can now explore various possibilities of contributing towards the positive societal impact at the Institute.

Vishwabhushan Foundation felicitated Best Extension Work Award to Sahajeevan Sanstha's, Shrimati Indira Mahadev Beharay College of Arts, Shriman Chandulal Sheth College of Commerce, Shrimati Shobhanatai Chandulal Sheth College of Science, Khed, Dist. Ratnagiri for outstanding help and support provided at Chiplun (M.S) during Flood Disaster in 2021. The college helped the flood effected areas through various aspects. College took the initiatives whichever possible to help the flood effected areas of Chiplun, khed by food, clothes, female accessories, life essentials goods, School related materials.

Vasundra Nisarg Seva Sanstha, Khed felicitated the Certificate of Recognition to Sahajeevan Sanstha's, Shrimati Indira Mahadev Beharay College of Arts, Shriman Chandulal Sheth College of Commerce, Shrimati Shobhanatai Chandulal Sheth College of Science, Khed, Dist. Ratnagiri for conducting the extension activity entitled "Adaption and Development of Rural Region Koregaon, Tal. Khed, Dist. Ratnagiri held on 25 DEC. 2019. Given this on 26th Jan. 2020. Making rural areas is one of the most important social responsibilities. **Under the** NSS Department, our college organized "**Cleanliness at different places of Koregaon**" program under the scheme of Swatch Bharat in the year of 2019.

College takes all the necessary initiatives to development nearby rural areas by various awareness programs and so on. College takes the initiative to make rural areas connected with the new trends emerging in the society. And also encourages it to adapt it.

Shri Someshwar Gramvikas Pratishtan felicitated Best Extension Work Award for Extension and Outreach Activity to Sahajeevan Sanstha's, Shrimati Indira Mahadev Beharay College of Arts, Shriman Chandulal Sheth College of Commerce, Shrimati Shobhanatai Chandulal Sheth College of Science, Khed, Dist. Ratnagiri for outstanding performance during COVID-19 in Khed region Hostel, distribution of sanitary aids that contributed to increase confidence of Government Health Department and Support to Covid Patient. COVID -19 pandemic is the period where everyone was panicked. Here the college helped the doctors by providing the Hostel of the college as COVID Centre for the victims. Number of patients were admitted and quarantined in the college's hostel and also organized vaccination and mask distribution program for the people.

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

3.4.3

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

Response: 35

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
4	9	5	8	9

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

3.5 Collaboration

3.5.1

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

Response: 24

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Campus Overview:

Spanning across an impressive 5.5-acre area, College boasts a substantial built-up area of 992 square meter. The institution has made substantial investments to ensure that its students have access to world-class facilities across various domains.

Classrooms and Seminar Hall:

The institution is equipped with 17 spacious ICT enable classrooms and 1 ICT enabled seminar hall. These well-ventilated and furnished rooms provide an excellent environment for conducting theory classes. Additionally, 2 Smart classrooms have been set up to facilitate online lectures, enhancing the learning experience for both students and teachers. These classrooms are equipped with sound systems for effective communication.

Cabins: College have separate cabins for antiraging cell, student redressal cell, ICC cell, SC – ST – OBC cell, placement and career counselling cell, alumni association cell, student council, NSS, NCC, Sport and Cultural.

Laboratories:

Computer Labs: The institution maintains two well-equipped computer laboratories featuring essential software and hardware for students pursuing computer-related courses. High-speed internet connectivity is available in all computer labs.

Language Laboratory: A dedicated language lab offers short-term courses on Spoken English, focusing on enhancing students' communication skills.

Science Laboratories: All science laboratories, including Botany, Zoology, Physics, and Chemistry, adhere to UGC and Mumbai University norms. They are well-equipped to support both curriculum-related practicals and research activities.

Library:

The college boasts a separate library building with a reading room, catering to students' academic needs. The library houses a vast collection of references, textbooks, journals, magazines, and newspapers, making it an invaluable resource for students and faculty alike.

Gymkhana and Sports Facilities:

Gymkhana Facilities: The college offers a 910 square feet gymnasium with essential equipment for physical fitness.

Indoor Games: Spacious indoor game facilities include chess, carom, badminton, table tennis.

Outdoor Sports: The institution provides ample space for outdoor games like cricket, kabaddi, kho-kho, volleyball, and football. Well-maintained courts and fields ensure a vibrant sports culture. Also college have developed obstacles ground for N.C.C. students.

Athletics Infrastructure: The College features a long jump runway, high jump pit, discus throw circle, and javelin throw runway.

Yoga Infrastructure: The College offers a 600 square feet well equipped yoga centre. Yoga day celebrations promote awareness of the importance of yoga and holistic well-being.

Cultural Hall: The college has a separate room for the cultural department. In which all the materials required for cultural events are kept such as Drums, tabla, harmonium, etc.

College fosters creativity and cultural diversity through various activities, including Student Exchange programs, Annual Gatherings, Mehendi competitions, Poster Making, Rangoli competitions, and more.

Facilities for Teaching and Learning:

The institution prioritizes modern teaching methods:

LCD Projectors: All classrooms are equipped with LCD projectors and professional teaching amplifiers.

English Language Lab: A well-equipped lab with LCD projectors, audio-video facilities, computers, chairs, and microphones enhances communication skills, group discussions, and debates.

Central Library: A spacious and well-equipped central library offers a comprehensive collection of resources to support academic pursuits.

Additional Facilities:

Wi-Fi Facility, Canteen, administrative facilities, security measures, ecofriendly initiatives, Accessibility, botanical garden,

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

4.1.2

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

Response: 12.39

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
7.187	13.296	3.235	27.597	27.426

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Name of the ILSMS software: Mastersoft (Libman)

Nature of automation (fully or partially): fully

Version: v2.0.4.

Year of automation: 2019

An Integrated Library Management System (ILMS) is a software solution designed to automate and manage various aspects of library operations and services. It combines different functionalities and processes into a unified system, streamlining library workflows and enhancing user experiences.

It's important to note that ILMS functionalities may vary depending on the specific software provider and the needs of the library. Since my knowledge is based on information available up to September 2021, there might have been further developments or enhancements in ILMS capabilities since that time.

An Integrated Library Management System (ILMS) can significantly enhance the effectiveness of library operations and services. Here are some ways in which an ILMS can contribute to the overall effectiveness of a library:

It's important to note that the effectiveness of an ILMS depends on factors such as the quality of the system, its implementation, the training of library staff, and ongoing support. Libraries should carefully evaluate and choose an ILMS that aligns with their goals and requirements to maximize its impact. Additionally, advancements in technology and user expectations may lead to continuous improvements in ILMS functionality over time.

It's important to note that the specific outcomes of implementing an ILMS can vary based on factors such as the quality of the system, the level of staff training, user engagement, and the alignment of the ILMS with the library's goals and strategies. Ongoing assessment and adjustments may be necessary to fully realize the potential benefits of an ILMS.Top of Form

E-journals (electronic journals) and e-books (electronic books) are digital counterparts of traditional print journals and books, respectively. They are accessible online and offer various benefits such as convenience, search ability, portability, and often quicker publication processes.
Many international and national journals as well as UGC recognized journals are available in our library. Also, various types of e-books such as general e-books, Sahitya Chintan, Marathi e-books, Net Bhet, e-literature, etc. are available in our library.

OER refers to any type of educational materials that are made available freely and openly for anyone to use, reuse, adapt, and share. These resources can include textbooks, videos, lectures, interactive simulations, assessment tools, and more. The key characteristic of OER is that they are typically released under an open license, such as a Creative Commons license, which allows educators and learners to legally use, modify, and distribute the materials without the traditional copyright restrictions.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

There are different digital technological facilities available in the college. There are 02- smart classrooms, 04-smart lab and 01-digitally equipped conference hall and 02-digitally equipped laboratories available in the college. A well-equipped computer lab is also functioning in the college. The students of the college are access to the computer lab. The college building and the library building are facilitated with the Wi-Fi connectivity. There is open access of Wi-Fi connectivity to all student and the staff members of the college. All the departments of the college are provided with computer and other related accessories. All teaching staff member use the ICT in the classrooms and laboratories, whenever needed. The different educational sites are shown to the students with the help of digital device.

The institute has always given priority for up-gradation of IT facilities. Regular updating is done in facilities at institute level as well as department level. The description of the same is provided below.

Internet Connection: The institute regularly updates the internet connection every year and as of now, the available internet bandwidth is 50 MBPS provided by Hathway. A second line by Deepnet is provided with bandwidth of 50MBPS.

No. of Systems: Institution has a total of 120 computers for students & staff.

Wifi Facility: Institution has provided 10 Nos Access point in and around campus for all staffs and students.

Networking Peripherals: Institution has 12 networking switch provided by DLINK of speed 1 GBPS. Remote Centre for IIT: The audio-visual setup enables the institute to often arrange workshops conducted by IITs via video conferencing. The equipment of audio visual setup was upgraded in 2018.

Licensed version of OS: The institute has license copies of Windows Operating System and also works with open-source operating systems like Ubuntu OS and other software tools.

Licensed Software: The institute has license copies of ZOOM and MASTERSOFT ERP Software.

I/O Devices: The institute purchases printers as per the requirements given by the departments. The institute has in all 27 laser printers and 4 Inkjet printers.

LCD Projectors: 17 LCD Projectors are available in the college, upgrading of IT is seen in teaching learning process as OHPs in the institute have been intermittently replaced by LCD.

Smart TV: There are 6 smart TV's used for the academic purpose.

ERP System: The institute is also in the process of automating all its manual work in various departments like Accounts, Administration, Library, Admission, Record room etc. Customised package from MasterSoft Technologies. Enterprise Resource Planning (ERP) is an online portal and mobile app that enables Parents / Students / Staff access to information regarding the student's progress in the college.

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

4.3.2

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

Response: 13.31

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

Response: 113

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 7.23

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
14.518	5.709	4.871	9.352	11.472

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 23.66

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
166	262	408	458	444

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 35.24

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
600	381	397	600	611

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 45.44

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
161	258	224	239	235

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
440	597	451	518	452

23-03-2024 01:29:57

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

5.2.2

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

Response: 0

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	00	00	00

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

5.3 Student Participation and Activities

5.3.1

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

Response: 18

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
05	00	00	07	06

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: 0.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	01	01

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

5.4 Alumni Engagement

5.4.1

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

Response:

The institution have registered Alumni Association.This is an independent organization that cultivates lifelong relationships with current and future alumni. Alumni associations usually offer career development support as well through resources such as professional development events and career coaching. The most visible involvement of the alumni is by contributing their time to participate in activities of the university, mentoring students, leveraging their contacts to support university administration, faculty and students in their various endeavours, etc. Alumni networks serve as valuable career resources, enabling individuals to stay connected with their former employers and gain insights into current happenings. As a committed partner and supporter of the College, the Association strives to foster a spirit of loyalty among graduates, former students, current students, friends, and the community. Although the ALUMNI Association is not registered of the institution the ALUMNI of the institution plays an active role in the functioning of the college. The Alumni association continuously provided support for professional development for faculty and staff and other important college programs. The Alumni Association develops programs and services that connect students and alumni for networking, mentoring, and social engagement, enhancing and supporting the student experience. Through meaningful interaction between students and alumni, we can inspire learning and encourage lasting relationships.

The Alumni Association hosts a variety of programs and initiatives for students and alumni to interact. Students benefit from the advice and guidance from experienced professionals and alumni remain connected to college.

The Alumni Association provided its energies, services and programs on fostering a community of alumni, friends, scholars, staff and students who are well-informed through Association.

The college Alumni Association organizes events and an alumni meeting every year to provide a platform for our ex-students to meet and greet one another as well as to keep in touch with their alma mater. It is also an opportunity for our ex-students to make contributions and sometimes donations to the Association which are later used to sponsor needy students. Organizing of physical events was not possible with the pandemic restrictions. An online Alumni meet was organized in the year 2020-21. The ALUMNI help in development of college by providing non-monetary equipment's which help the students for their development. ALUMNI help to enhance the relationship between college and ex-students. It creates most valuable memories of students. The alumni association arranged the programs like Tree Plantation, career support events, continued learning programs, online mentoring programs, etc.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision: "To make Rural India Educated, Earner, and Empowered."

Mission: "Providing quality education to the rural and hilly areas through which our students would withstand with own Identity in today's challenging world."

Objectives:-

- To establish in rural youngsters the value of education so they can successfully navigate the challenges of globalization.
- To make dynamic, healthy and mentally tough students with professional approach to contribute to the nation building.
- To improve academic sessions, extension programs, and extracurricular and co-curricular activities, which aid students in acquiring knowledge, culture, and a sense of community, good citizenship, and life skills as well as preparing them for success.
- **Nature of Governance:** The Governing Body of the institute decentralizes the administration as per its constitution. IQAC, the Heads of Departments, the Chairmen of different committees along with the staff representatives on higher decision-making bodies play an important role in defining the policies and implementing the same.

There is an admirable coordination between the top management, College Development Committee (CDC), Principal and staff of the college which implement quality related policies and plans effectively for   quality improvement and its sustenance.

The coordinators/chairpersons/conveners of various non-statutory committees of the college, heads of various departments, and faculty members all have distinct responsibilities and academic freedom to   support development activities.

- **Perspective Plan:** The Perspective Plan of the Institute is prepared with the quality indicators of NAAC and in consultation with the management, College Development Committee, IQAC, Administrative staff, faculty, alumni and student representatives. The perspective plan emphasizes on introduction of new programmes, teaching-learning and evaluation process, promotion of research, infrastructural augmentation and maintenance, welfare measures for staff, environmental protection and best practices. The perspective plan was designed by the IQAC as per the recommendations of the NAAC Peer Team and the institutional vision, mission, objectives.

- **Decentralization and participative management of staff in the institutional governance:** The college promotes decentralization and participative management through involvement of all its stakeholders. The Principal, IQAC coordinator, HoDs, Office Superintendent and support staff look after academic and administrative leadership of the college.
- **Implementation of NEP:** The NEP will be fully implemented in the academic year 2024–2025, resulting in radical changes to higher education systems that would turn India into a superpower in the field of knowledge.
- **Sustained institutional growth in infrastructure, academic, student performance and achievements:** The institute built a well-equipped laboratory building for science, reading room for students, ICT based T-L system for students. All students are satisfied and achieved good success in every academic.

- **Case Study**: In order to discuss the implementation of new courses like M.Com. and M.Sc., the institute's principal called a meeting of all faculty members of the academic year 2021–22. Committees were formed for this purpose, and their responsibilities for implementing these new courses were delegated to them. The principal and IQAC received a report from the committee's chairman and members regarding the preparation and introduction of the new courses. All institution's stakeholders provided feedback, and they did so by taking action to make future improvements. The courses began in the academic year 2022–23. due to the resolution that the Governing Council meeting's IQAC and College Development Committee preserved and passed.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The College is permanently affiliated with the University of Mumbai and is governed by the sahjeevan shikshan santhas, khed. The College has three–tier systems for its governance such as Governing Body at the Sansthas level, Principal, HODs, Office Staff, and IQAC at the college level; the College Development Cell is the apex body of the college.

Policies: For smooth functioning of the academic and other activities of the institution the policies are framed in the meetings of Governing Body and College Development Cell. The recommendations given by faculties and staff are considered while framing these policies. These framed policies are implemented and executed by the Principal faculties and staff members.

Administrative Setup: The administrative setup of the college consists of the Principal followed by the Vice-Principal, Office Superintendent, Head Clerk, Senior Clerk, Junior Clerks, Assistant, Attendants and Peons. The organization of the department includes the Head of the department and faculties of stages 1, 2, 3, and 4. The formal organizational structure of the library staff includes the Librarian and Attendants.

Appointment and Service Rules: The appointment of the faculties is carried out in two different ways in the college:

1. Permanent posts (Grant-in-Aid) are recruited as per the norms of the Government of Maharashtra, Mumbai University, and UGC.

2. Temporary posts (Non Grant) are recruited at the local level by the Governing Body. The college follows the rules and regulations laid down by the University of Mumbai, the Government of Maharashtra and UGC.

Procedure: The College gets approval from the University of Mumbai for vacant posts and publishes advertisements in National newspapers. The names of the Panel members are intimated to the college by the University for an Interview. Accordingly the Management and Principal finalize the date of interview for recruitment.

Perspective plan from 2018-19 to 2022-23 to introduce UG and PG courses.

To strengthen research facilities and motivate the faculty members to undertake minor/ major research projects and publications.

To set up a language laboratory. To introduce skill-based and value-added courses

To organize National/ International seminars and conferences on various topics.

To establish functional MoUs with different industries and institutes.

To establish a well-structured feedback system. Extension of infrastructural facilities

To undertake extension activities through NSS, Cultural, WDC and DLLE.

To conduct Green Audit, Energy Audit, Environmental Audit and Gender Audit.

To conduct faculty and student exchange programs.

One of the plan successfully implemented Research, innovation and Extension

The institute prioritizes research, offering essential infrastructure and an enabling atmosphere. Researchers have the freedom to report findings, but an extensive review of funding proposals occurs through the Research Committee, including the Director R&D, department Head, and subject experts. This committee ensures adherence to ethical standards, covering research, consultancy ethics, professional conduct, privacy, human rights, and safety concerns. Notably, staff initiated 15 projects, with 5 selected, demonstrating success. Over five years, staff and students collectively authored 204

research papers, showcasing a dedication to research at the university, national, and international levels, complementing their regular teaching responsibilities.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The College has constituted welfare measures and a concrete support system for its staff (teaching and nonteaching).

The institution has following welfare measures and Performance Appraisal System for teaching and nonteaching staff:

Welfare Schemes :

1. Sahajeevan Karmachari Sahkari Pat Sanstha, Khed loan facility (Maximum 5 lakh)

2. Sahajeevan Sanstha Patpedhi Welfare Fund

3. Financial support to students and employee by Sahajeevan Sanstha Patpedhi during Covid-19 pandemic.

4. PF and Gratuity

Performance Appraisal System:

Key Performance Indicator (KPI) for the Principal:

Key Performance Indicator is used for assessment of administrative performance of the Principal by the parent institute as per the guidelines of Govt. of Maharashtra.

Academic Performance Indicator (API) Performance based Appraisal System (PBAS) for Faculty:

Performance of each faculty is evaluated with the help of Performance based Appraisal System as per the guidelines of UGC and affiliating university. Performance of faculty under Teaching, Learning, Evaluation, Curricular, Extension, Professional Development and Research Contribution is assessed by the IQAC for promotion under Career Advancement Scheme.

Self-assessment Reports for Non-Teaching Staff:

Self-assessment Report are used to evaluate performance of non-teaching staff as per the norms of govt. of Maharashtra. The Principal assesses the performance and communicates the same to parent institution each year with his observations and recommendations. The Confidential Reports are considered by the Sanstha for promotion of non-teaching staff

career development/progression:

Institution provided all kind of the support for the progression to the higher education resulting five teachers of this institution got Ph.D. degree and few of the teacher are perceiving the same.

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

6.3.2

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

Response: 6.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	00	00	1	9

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

6.3.3

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

Response: 33.85

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
21	26	10	30	22

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
19	19	20	20	20

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Resource Mobilization Policy

1) Diversify and expand its resource base in supporting the achievement of the strategic plans, goals overall growth of this institute.

2) Identify and analyse the resources available for program priorities, policies and efficient budget allocation.

3) Understand the institute's current donor funding landscape, resources availability and support commitment.

4) Maximize use of internally generated income so as to expand deep relation with stakeholders.

Institutional Strategy for mobilization of funds:

The institute relies on state government grants, student fees, and self-financed course fees (IT, BMS, B.Sc. Computer Science, M.Sc, M.Com., B.M.M.) as major sources of income. Seeking support from alumni, encouraging teachers to apply for research funding from central agencies, and receiving donations from stakeholders, including a notable Rs 1,32,55,250 during the assessment period, contribute to resource mobilization. With the challenges posed by rapid knowledge growth and technological advancements, the institute recognizes the need to diversify funding sources beyond government assistance for sustained development in meeting evolving user needs.

Strategies for Optimal utilization of resources:

The college annually prepares a comprehensive budget, encompassing expenses for academic activities, infrastructure, faculty salaries, utilities, equipment, and support services. The finalized budget undergoes approval from the parent institution, with financial provisions confirmed by the Sanstha Secretary and the auditor. Oversight of infrastructure expansion and restoration falls under the purview of the architect and building supervisor. The approved budget is utilized for college development with CDC permission, adhering to parent institution norms, ensuring a systematic and transparent approach to financial management and resource allocation.

Resource Generated through various sources during last five years (2018-2019 to

2022-2023)

Fees- 7,05,43,473

Donation- 1,32,55,250

Other- 14,49,253

Response: The institute has an effective mechanism for internal and external audit. An auditor appointed by the institute carries out a financial audit of the college every year. The internal and external auditors submit their reports to the institution.

Internal Audits: A chartered accountant (Bipin R. Shaha) is appointed by the Management as per the decision taken by the General Governing Body meeting. An auditor conducts the audit program regularly. At the end of a financial year a final audit is conducted. The reports are put before the College Development Committee (CDC). The college has pre mechanism.

External Audit: The audit of expenditure incurred under various Examinations and Grants sanctioned

for conducting seminars/ Conference /Workshop etc. is conducted by the University audit panel. A UGC conduct audit program from time to time to audit the expenditure incurred under various grants. The senior auditor of Joint Director of Higher education, Kankan Region, Panvel conduct audits as per their schedule. Government Auditor General (AG) panel conducts audit program as per their schedule. The audit up to March 31, 2017 completed by the AG in the last audit program. Audit Objection: There are no Major audit objections remarked by the Auditor General panel. However, some minor queries are remarked by the panel which are resolved by after compliance.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC prepares academic calendar at the commencement of every year and shares it with stakeholders through institutional website. Through ICT and e-Content Development Committee, it has initiated use of ICT in Teaching Learning process and providing distance learning material to students through e-contents. It organised capacity building training programs for teaching faculty and training workshops for non-teaching staff.

In response to the suggestions by IQAC, the IT department initiated minimum 8-day student exchange activity including hundreds of students. Industrial visits were organised by Botany and Zoology departments as a part of experimental teaching and learning. Arts department included field based projects wherever possible. Field visits were also organised for first and second year students even if they are not a part of their formal curriculum.

Following are the areas contributed by IQAC for institutionalizing the quality assurance strategy and planning:

- **Teaching-Learning process:**

The IQAC reviews teaching-Learning process, structure and methodologies of operation and learning outcomes at periodic intervals.

Teaching Plan:

- The review starts with course allotment by the head of the department and the teacher prepares a teaching plan for the course based on the number of days available for teaching. At the end of the semester the teacher submits filled teaching plan to the head of the department.
- This is then reviewed by the faculty in charge and IQAC.
- **Monitoring Outcome Based Education:**
- **Outcome Based Curriculum/ syllabus** –

Curriculum for all academic programs has program outcomes, program specific outcomes and course outcomes. The course outcome describes the achievement of students after completion of the course. This is assessed by the conducting student exit survey.

- **Outcome Based Teaching - Learning**

Student centric teaching pedagogies/ methods and flexible methods of evaluating students like problem solving, open book test or any other method preferred by the students help in enhancing learning outcomes.

- **Course Attainment** –

Attainment of CO, PO and PSOs is evaluated by using direct and indirect assessment tools. Direct attainment is measured by various assessment methods adopted during internal and end semester exams.

- **Other audit processes**

Self-appraisal of teachers and non-teaching staff helps to know the performance of the teacher, as evident from the teaching plan, distribution of topics/chapters for a particular course.

- **Feedback process on overall status of institute:**
- The institute conducted a comprehensive feedback process, involving alumni, employers, and students. Insights from four stakeholders were analyzed, resulting in an action plan. The feedback loop ensures continuous improvement in the overall status of the institute, enhancing its effectiveness and relevance.
- **Infrastructure (increase in built up area and optimal utilization of space)**:

Relocation and creation of additional spaces for departments-Staff rooms, creation of PG block in academic complex (M.Sc. Organic Chemistry & M.Com), five additional laboratories in Chemistry, Zoology & Botany and additional parking space for two and four wheelers.

- **IT Infrastructure**:

1. New internet connections like Hathway & Deep internet were purchased in addition to the total bandwidth was increased from 10 to 50 MBPS.
2. Wi-Fi zones in the campus.
3. Projectors and smart boards were installed for ICT teaching learning

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Audit process:

As per the suggestion of WDC (Women development cell) and discussion held in IQAC proposal for to conduct Gender audit is prepared and forwarded to the principal for concern and as per suggestion CDC the institution approach to the IQAC cluster (organization which is working for NAAC related concern) and Gender Audit was administrate by external agency IQAC cluster Pune during academic year 2022-23.

Gender Equity and Sensitization in curriculum: Institution Sensitize to the student about gender issue through various courses offered by institution affiliated to Mumbai which are as follows:

1. Foundation course I:

- Gender Composition & Population
- Explore the Disparities arising out of gender with special reference to violence against women.

1. Foundation Course II:

- Gender Sensitization
- Population Distribution According to Gender.

As like many more courses have been taught related to gender equity & sensitization.

 Various Activities conducted on gender Equity in Organization:

The institution working towards social related activities more than 20 years. College students and faculty members participate in various activities regarding Gender Equity such as women empowerment, Women's safety, gender Equity, Self Defence program etc. During the orientation session information about these activities is shared and an appeal is made to the students to participate in such activities. Students have taken active participation every year. Considering Covid pandemic situation most of social related extension activities were not possible to conduct so those Events was conducted Online.

Facilities provided for Women:

Following are the main facilities provided by Our college to women's:

1. Safety & Security: - Safety & security are a priority concern. We have adopted the necessary measures to maintain safety & security on the premises. The institution has maintained open space inside and outside the buildings. Two separate staircases with wide space facilitated the safe move and control of the crowd. The Entire premises of the institution are protected with a walled compound.

There are three exit doors in the main building to meet any type of contingencies.Our premises a protected under a CCTV surveillance system & monitored by higher authorities from time to time. There is a provision of separate ladies wash room.In addition, veranda supervision is scheduled from the point of view of girls' safety.In the central library of the Institute separate seating arrangement for boys and girls is made. The Lady watchmen is also appointed by organization for girls' safety.

1. Common Room: - Separate common room is provided to the girl students. This room is designed and facilitated as per the required norms. First aid box, Bed, Basic Medicines, Vending Machine are available in Common room.
2. Counselling: Counselling is arranged by the college for girl students in three major areas i.e. Counselling related to academics, career and behavioural patterns, stress management, personal issue. It helps them to deal with stressful or emotional feelings and to inculcate the positivity in them. Institution have been appointed lady counsellor for specially for the girls.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

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

Response:

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. Considering Covid pandemic situation most of social related extension activities were not possible to conduct so those Events was conducted Online.

From 2018-19 to 2022-23 year our college organized following events where our college students had taken part in such events like:Group of similar Events,Shiv Jayanti, Bhasha diwas,sadbhavana din,voter awareness program,har ghar tirangaa,Rashtriya Ekta Diwas,Rally on world peace day,Gandhi Jayanti,Independence Day,Republic Day,Bhugal Din,Street Play, Dr.BabaSaheb Ambedkar Jayanti, Mahatma Gandhi Jayanti/Lalbahadur Shashtri Jayanti celebration, Cleanliness Program,Student Days, Hindi Diwas, Sadbhavana Din, Rally on World Peace Day, Birth Anniversary and Death Anniversary of Great Indian Freedom Fighter, International Non-violent Day. Every year such type of Event have been oraganized under NSS and NCC department were students have shown very active participation were like Republic day & independence day our college have organized various types of activities like singing competition, Rally of Students etc. On World Environmental Day our College have Organized Cleanliness Program.

Institution provides a platform for all the students coming from various rural and urban areas with different castes and religions and economy. To make them understand that institute treats all students with equality. Students are encouraged to provide technological solutions to hard pressing problems of rural society by undertaking meaningful project works. Such tasks build desired value systems amongst student community.

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

Faculty members & students enthusiastically involve in all the programs arranged for driving these obligations. Our Institution organizes various activities for the sensitization of the students and employees to inculcate values, rights, duties and responsibilities of citizens. UG students are sensitized about fundamental rights, directive principles, and duties of citizens. Students and staff speak about fundamental rights & duties, Human rights and directive principles of the constitution. Many students of the institute involve on an individual basis in various social activities and display their sense of constitutional duties and responsibility.

OUTCOME OF THE PROGRAM:

- The program objective was to educate the Students, While organizing any event, students stumble upon new people and build their strong networks. Most of these activities are group-oriented due to which students get to know about people from different cultural backgrounds and interests.
- Through various programs and practices, students & employees are sensitized about various constitutional obligations.
- While working towards academic excellence, the institute also strives to develop students as

- responsible citizens of this country.
- Through NSS activities students get the rural connect and they develop empathy towards economically weaker sections of the society.
- To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

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

7.2 Best Practices

7.2.1

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

Response:

Practice 1 "Teaching Learning beyond curriculum"

The educational initiative titled "Teaching Learning beyond curriculum" is designed to revolutionize the traditional approach to higher education in India. With a focus on enhancing conceptual understanding, bridging theory and application, promoting active learning, fostering critical thinking, encouraging interdisciplinary connections, nurturing a growth mindset, preparing for evolving industries, cultivating lifelong learners, enhancing teaching effectiveness, and improving retention and graduation rates, the initiative seeks to create a holistic and forward-thinking educational environment.

In the context of Indian higher education, the initiative addresses specific challenges, including the evolving knowledge landscape, interdisciplinary nature of knowledge, student engagement, resource allocation, teacher readiness, balancing syllabus and current concepts, and inclusivity. By tailoring the practice to the unique needs of the college and its students, the initiative aims to create an engaging, relevant, and future-ready educational approach.

The practice involves seamlessly blending traditional syllabus-based teaching with real-time updates on current developments, research findings, and industry trends. Its uniqueness lies in its contextual relevance, emphasis on critical thinking, promotion of interdisciplinary learning, student-centric approach, and technological integration. By leveraging technology, the practice ensures access to up-to-date information and prepares students for a technology-driven future.

However, the initiative faces constraints such as limited access to resources, the need for faculty training, time constraints, standardization challenges, student diversity considerations, and the requirement for technological infrastructure. These constraints highlight the practical challenges in implementing an innovative educational approach and underscore the need for strategic planning and resource allocation.

Evidence of success for the initiative can be demonstrated through improved academic performance, positive student feedback, faculty assessment, industry relevance, graduation and retention rates, success in interdisciplinary projects, and achievements of alumni. These performance indicators collectively reflect the initiative's impact on student engagement, critical thinking, and preparation for real-world challenges.

Despite its successes, the initiative encounters challenges that require specific resources for resolution. Faculty training programs, access to current information, technology integration, collaboration and interdisciplinary initiatives, student support services, and industry partnerships are identified as essential resources to address the encountered problems effectively.

In conclusion, "Teaching Learning beyond curriculum" represents a progressive and innovative approach to higher education in India. Its objectives align with the changing dynamics of the knowledge landscape and aim to prepare students for a rapidly evolving world. The initiative's unique features, evidence of success, and identified resource requirements collectively contribute to its potential to transform traditional learning methods and position Indian higher education on the global stage. By addressing constraints and allocating necessary resources, educational institutions can successfully implement and sustain this transformative initiative, fostering a culture of continuous learning and adaptability among students and faculty alike.

Practice 2 'Deduct Dropout & Develop'

The 'Deduct Dropout & Develop' practice is a comprehensive and innovative initiative in the realm of Indian higher education, specifically tailored to address the challenges faced by students in rural hilly areas. The primary objective of the practice is to identify and support at-risk students to reduce dropout rates, foster stronger parental engagement, and create a conducive learning environment. The initiative goes beyond academic concerns, emphasizing holistic development, community engagement, and long-term commitment.

In the context of inaccessible terrain, socioeconomic constraints, limited awareness, parental engagement issues, cultural barriers, and language differences, the practice demonstrates a human-centric and community-oriented approach. It acknowledges the unique challenges of the geographical location and economic conditions, striving to overcome these barriers to empower students in their educational journey.

The practice involves college teachers visiting the homes of at-risk students, engaging in open conversations with parents or guardians, and providing personalized support to address underlying challenges. The uniqueness of the practice lies in its personalized support, community engagement, focus on holistic development, and long-term commitment. However, it faces constraints such as logistical challenges, limited resources, cultural sensitivity, language barriers, scalability concerns, and the necessity of institutional support.

The evidence of success is reflected in the performance against targets and benchmarks, including a

significant reduction in dropout rates, improved student retention, increased parental engagement, and enhanced academic performance. The practice's positive outcomes are also evident in the overall progression of students, their enhanced employability, increased willingness to compete, and remarkable performances in classroom activities.

Review results highlight positive feedback from students, parents, and teachers, as well as testimonials emphasizing the impact of the practice on individual lives. Community recognition and sustainable support mechanisms indicate the initiative's success in building a nurturing and supportive educational environment.

However, problems encountered include logistical challenges, cultural sensitivity issues, resource constraints, time-intensive processes, and the need for additional support networks. To address these challenges, the practice requires financial support, training and capacity building for teachers, communication tools, community partnerships, monitoring and evaluation systems, and efforts to enhance parental involvement.

In conclusion, the 'Deduct Dropout & Develop' practice has proven to be a transformative force in addressing dropout rates and fostering holistic development in rural hilly areas. Despite facing challenges, the initiative has achieved notable success, and its impact on student lives, community recognition, and sustainable support mechanisms underscore its potential as a model for other educational institutions. By addressing encountered problems and securing the necessary resources, the practice can continue making a positive impact on student retention and academic success in these challenging environments.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness

"Mission Innovation" might refer to a program, initiative, or campaign undertaken by a college with the goal of fostering innovation and advancing particular objectives. This can encompass a variety of areas, but in the context of education, research, and technology, it often involves initiatives aimed at promoting innovation in teaching, learning, and research practices.

Mission innovation as an institutional distinctiveness. The Concept of mission innovation is finalized in the meeting of governing Council before beginning of every academic year, by taking input from every department, specific innovation for next academic year is decided & accordingly plan is prepared which is implemented effectively with the support of all section of the institution.

Following are the innovation as per the academic Year:

1. Mission Innovation 2018-19: Environment Consciousness
2. Mission Innovation 2019-20: Techno Year
3. Mission Innovation 2020-21: ICT Infrastructure
4. Mission Innovation 2021-22: Cultural & Sports
5. Mission Innovation 2022-23: Collaboration for Exchange Program

Title: Mission Innovation 2018-19: Environment Consciousness

The primary objective of this initiative is to instill a heightened sense of environmental consciousness within the college community. It aims to promote sustainable practices, foster awareness about environmental issues, and encourage innovative solutions to reduce the ecological footprint of the college.

Our college have been Organized Environmental Activities like Khule me Shouch se Azadi, Clean India, Swachhta hi Seva, Waste Plastic Collection, Cleanliness at different places, Tree plantation, Cleanliness Program. Under the activity of Khule me shouch se Azadi our students were focused on how the people face these problems and how to overcome it. To show the awareness our students visited on different places for tree plantation as well they have cleaned the places where they had visited.

Title: Mission Innovation 2019-20: Techno Year

The primary objective of this initiative is to instill a heightened sense of student affairs office, technology departments, or any groups involved in organizing events. Any official social media pages, websites, or online platforms associated with college or the event. Sometimes, organizations use these platforms to share updates and information.

Since our "TECHNO-YEAR" news bulletin remains focused on its core purpose of helping to showcase the departmental activities, it gives us an immense pleasure to release this issue. This volume includes the Workshops organized, Technical talks, Industrial visits arranged, and Staff & Students contributions, achievements of staff & students and overall academic contributions. Our College have been Organized a workshop on Advance Web Programming, Database Management System, Mobile Application and Development, Internet of Things, Marketing Management, Finance Management, Cyber Security, E-commerce and Digital Management, Project Management & workshop on Application of Patent law.

Title: Mission Innovation 2020-21: ICT Infrastructure

The primary objective of this initiative is to provide the teachers and students of the college to impart ICT enabled teaching and learning environment.
The summary of ICT infrastructure and services provided by the college are as follow:
ICT Enabled Classrooms and Seminar Halls: The college has been using various types of ICT tools to impart education. To enhance the skills and knowledge of the students, the college provides ICT

Facilities in class Rooms and Seminar Halls, with the help of ICT tools our organization organized some workshop such as Workshop on understanding of IPR its usage for Industry, Workshop on IPR and its Application, Workshop on understanding of IPR its Usage, Workshop on Trademark in Business, Workshop on Teaching Learning Process, Online Quiz Competition, Program on Soft Skills enhancement, Program on Human Resource Management, etc.

Title: Mission Innovation 2021-22: Cultural & Sports

Cultural and sports activities play a crucial role in creating a vibrant and engaging college campus environment. They contribute to the holistic development of students, promote diversity and inclusion, and enhance overall well-being. These cultural and sports activities contribute to a dynamic and inclusive campus life, fostering a sense of community and providing students with opportunities for personal growth, skill development, and social interaction. The key is to create a well-balanced program that caters to diverse interests and encourages active participation from the student.

Our college have been Organized Cultural and Sports activities like Traditional Day, Yellow Day, Cricket, Chess, Kabaddi, Kho-Kho, Taksh, Volley Ball, & Annual Gathering, etc.

Title: Mission Innovation 2022-23: Collaboration for Exchange Program

It contributes to the broader goal of preparing students for a globally interconnected world. This program also aims to enrich the educational experience, promote cultural diversity, and foster academic collaboration. Here's a detailed description of such a program like Student Exchange which helps in Academic Experiences and Cultural Immersion, Faculty Exchange which helps in Knowledge Sharing and professional developnment, Cross-Cultural Programs which helps in cultural events and activities & Language Exchange, Assessment and Evaluation which helps in academic performance and feedback mechanism.

Our college students visited in many institute for collaboration like Shri Bhausaheb Vartak kala, vanijya,Vidnyan Mahavidyalaya and sheth kanhaji V. Parekh kala ani Vanijya Kanishth Mahavidyalaya. Boriwali, Dapoli Urban Senior Science College, Dapoli. Tq. Dapoli. Dist. - Ratnagiri. , Dnyandeep College of Science and Commerce, khed. Dist. - Ratnagiri. , Lokanet Gopinathaji munde Art's, Commerce and Science College, Mandangad. Tal. Mandangad, Dis. - Ratnagiri, S.P. Hegshetye College of Art's, Commerce and Science, Ratnagiri. , KAS Barns College of Art's and Commerce and science. Panvel. , Mangoan shikshan prasarak Mandal's D.G. Tatkare Mahavidyalay Arts, Science, Commerce Mangoan. Dist. Ratnagiri. , T.B.K. Arts, Comm. And Science college Bharana Tq. Khed. Dist Ratnagiri, Uran Education Societies College of Management and Technology palak Maidan Bori. Uran, Navi Mumbai. , N. K. Varhadkar arts & R.V. Belose Commerce College Dapoli. Tal, Dapoli. Dist. - Ratnagiri. , Shri. Gopinath Mahadeo Vedak Pratishthan's G. M.Vedak College of science, tala,tq. tala, dist. Raigad, Maharashtra., Vishwabhushan Bhartratna Dr. Babasaheb Ambedkar College at vidynagari. Post Amadave. Tq. Mandangad, dist. Ratnagiri.

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

5. CONCLUSION

Additional Information :

The institution is planning for adopt NEP from next academic year so far IQAC has taken initiative to participate resource work shops and seminars related to NEP. Preparation of an action plan is on the way to complete , shortly will be presented in the meeting of College development committee.

Concluding Remarks :

Quality education undertaken by the institution by following the NAAC quality parameters seems to be effective with reference to overall development of students, staff and institution.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :25 Remark : DVV has made changes as per the report shared by HEI.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification:

2.1.1.1 Answer before DVV Verification

2022-23	2021-22	2020-21	2019-20	2018-19
661	504	486	626	462

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
909	776	664	963	885

2.1.1.2. **Number of sanctioned seats year wise during last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1692	1520	1584	1621	1520

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1692	1520	1584	1621	1520

Remark : DVV has made changes as per the report shared by HEI.

Metric ID	Sub Questions and Answers
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* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification:

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

494	411	324	514	481

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
431	404	300	420	402

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
877	786	821	841	786

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
877	786	821	841	786

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	20	17	18	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	16	13	13	11

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	00	00	0.55	15.30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.00	00	00	0.55	15.30

Remark : DVV has made changes as per the report shared by HEI.

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

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

\| 2022-23 \| 2021-22 \| 2020-21 \| 2019-20 \| 2018-19 \|
\| 11 \| 28 \| 61 \| 64 \| 13 \|

Answer After DVV Verification :

\| 2022-23 \| 2021-22 \| 2020-21 \| 2019-20 \| 2018-19 \|
\| 03 \| 06 \| 05 \| 07 \| 01 \|

Remark : DVV has made changes as per the report shared by HEI. |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9.00	00	00	0.55	15.30

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	28	61	64	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	06	05	07	01

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	9	6	11	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	9	5	8	9

Remark : DVV has made changes as per the report shared by HEI.

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	00	00	8	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	00	00	07	06

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	01	01

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	32	00	33	34

Answer After DVV Verification :

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

21	26	10	30	22

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 76 Answer after DVV Verification : 72