



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**KONKAN EDUCATION SOCIETY'S DR. C. D.
DESHMUKH COMMERCE AND SAU. K. G. TAMHANE
ARTS COLLEGE**

**AT PINGALSAI, OPP. ROHA RAILWAY STATION, TAH. ROHA, DIST. RAIGAD
402109**

www.cddcroha.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Konkan Education Society (KES), Alibag is one of the prestigious education institutes in Maharashtra serving the people more than 100 years. Under the leadership of Late Loknete Datta Patil, our Society was able to reach even in interior parts of Konkan Region of Maharashtra. KES's family consists of more than 50,000 learners and 2000 plus teaching and non-teaching staff. The Government of Maharashtra felicitates our Konkan Education Society with 'Adarsh Shikshan Sanstha Puraskar' in the year 2010 for outstanding work in the field of education and social work.

In the year 1983, Dr. Chintamanrao Deshmukh Commerce and Sau. Kusumtai Tamhane Arts College was formed which provided an opportunity to the people of Roha Tahasil to get degrees in higher education. This is the first college of Konkan Education Society with Commerce and Arts disciplines. The college is permanently affiliated to University of Mumbai and also listed as per 2f and 12B of UCG Act. We have completed our three cycles of NAAC Accreditation. In our region, we are known for dedicated and fair services to the society especially for the economically weaker and socially disadvantaged sections.

Vision

Vision statement

To avail the facility of education to the down-trodden community for the development of society.

Mission

Mission statement

To enable students to develop their overall knowledge & personality and to become responsible citizens for personal and professional growth.

Objectives

1. To provide excellent & qualitative services in the field of higher education in rural areas to help younger generations acquire knowledge & information at the minimum cost.
2. To develop the overall personality of the student through extra-curricular activities to face all the challenges of the fast-changing world.
3. To generate and promote a sense of national integration & social responsibility among students to become most responsible and good citizens.
4. To promote the acquisition of knowledge among students for developing entrepreneurship and opportunities.

for getting better jobs.

5. To extend the benefit of resources and skills for development of individuals and society by associating college with other organization.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. One of the oldest and popular college in Roha Tahsil with high reputation owing to its selfless service, academic leadership, value-oriented education and transparent governance.
2. Our Principal Dr. Atul H. Salunkhe was the member of Board of Studies in Economics in University of Mumbai and in autonomous colleges during 2017-18 to 2021-22
3. We have committed, dedicated, resourceful, hardworking and supportive faculty members.
4. The college is known for its standard, transparent and impartial academic evaluation system.
5. All academic departments in the college are technologically updated and teachers are techno-efficient.
6. College has adequate infrastructure such as central library with reading room, internet and WiFi facility, large playground, common rooms for boys and girls, gymnasium, seminar halls, ICT enabled classrooms, etc.
7. The college is well known for community oriented collaborative extension activities.

Eager to reach out to the disadvantaged students.

Institutional Weakness

1. The college is situated in hilly area which makes it difficult for mobilization of students and of knowledge resources.
2. Majority of the students in the college are first generation learners.
3. Lack of mother industry to support the college in terms of human and financial resources.
4. Lack of grants to start professional programmes

Institutional Opportunity

We can see following opportunities in near future

1. To start Research Centre in Commerce, Economics and geography
2. To streamline and strengthen various research activities through MoU and collaborations.

3. To start skill based and ability enhancement courses as expected in NEP, 2020.
4. To recruit more number of full time regular teaching and non-teaching staff as per government resolution, if in favoured.
5. To increase infrastructural facilities in the college campus.

Institutional Challenge

1. To retain the strength of students owing to the establishment of new conventional and professional degree colleges in the Roha Tahasil that fed the college so far.
2. To create employment/placement opportunities as there is dearth of service-providing market and industries in the vicinity in the field of commerce and humanities.
3. To strengthen the interface between the college and various industries and entrepreneurs.
5. To avail funding for research projects of students and faculties.
6. To cope with the digital divide among the students.
7. To raise donations from local community and industry.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has well planned and effective curriculum planning and delivery system which is govern and controlled by Departmental Heads and IQAC. Academic Calendar, Lesson Plans, Time Table and Weekly Synopsis are used are tools to simplify and smoothen the system. Our teachers and member of syllabus formation committees and BoS. College conducted four Certificate Courses in two years viz. Certificate course in EXIM and Yoga.

Our curriculum of all degree programmes is enriched with cross cutting issues like professional ethics, gender equity, environmental awareness and human values.

All our Post Graduate Students were undertaking research projects. In case of students from M.Com. degree, they are preparing projects in semester III as well as in semester IV. However, students from M.A. (History) are preparing projects in semester IV. During the process student got acquainted with research methods and methodology. As far as feedback of stakeholder are concern, we are collecting, analyzing and reporting feedback of students, teachers, alumni and parents. Detail analysis is reported to the principal for further process and actions.

Teaching-learning and Evaluation

Our college is well-known for standard and effective teaching-learning process and impartial and transparent evaluation. To make teaching-learning interesting and effective our teaching is giving more weightage on Student Centric Methods as suitable to the subjects. Teachers are using experiential, participative and problem-solving methods such as Project Work, Assignments or Practical Assignments, Case Study, workshops and seminars, map filling, group discussion, etc.

We have experienced and quality teaching staff. 75% teachers are Ph.D. holder and NET/SET qualified. Our teacher has good number of publications in form of research papers and books/chapters in national publication. Six out of eight teachers (75%) teachers have worked as course content writers to the students of distance education of University of Mumbai. Teachers are also developing e-contents in form of PPTs, PDFs and Video Lectures.

As per the curriculum we have combination of Internal and External Assessment. At under graduate level, the internal evaluation is only in the subject of Foundation Courses for First Year and Second Year degree college. However, at post graduate level, internal evaluation is done at every subject in both the programmes i.e., M.A. (History) and M.Com. Under internal evaluation we take 25 marks assignments at under graduate and in case of post-graduation we conduct class test and also undertake research projects.

The college's academic department with IQAC frames Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). These outcomes are published on college website and also discussed in classroom for the detail idea to the learners about their courses. We test POs, PSOs and Cos with the help of class tests, assignments, projects, direct placement of our students, self-employment and entrepreneurship. We have good academic result of Under Graduate Degree Programmes and Post Graduate Degree Programmes as compare to university result. It is encouraging for us that students' satisfaction level at our college is good and above.

Research, Innovations and Extension

The college has well planned and established innovation ecosystem which involves research cell, research projects, research competitions and financial assistance for the research. Our faculties are having good number of research papers. All our M.Com. and M.A students have undertaken research projects during their degree programmes. Our student Ms. Anjalee Modi have got First Rank in Avishkar Research Competition at District Level and participated at university level competition continuously for two years. We organized ten workshops including two workshops conducted through online mode.

During the period from 2017-18 to 2021-22, our teachers have published 63 research papers and 25 books/chapter in national publications as well as for University students of distance education. Effective and

influencing extension activities is identity of our college. We conduct community oriented and beneficial activities in collaboration with GOs, NGOs and industries. University of Mumbai have felicitated our NSS Unit as BEST NSS UNIT AWARD and our faculty member Mr. Tushidas Makol as BEST NSS PROGRAMME OFFICER AWARD in the year 2020-21.

Infrastructure and Learning Resources

The college has adequate physical facilities for academic and non-academic activities like sports and cultural activities. We also have Girls' Hostel and big open ground. The department of Geography has well-equipped laboratory. We have central library with reading room. The library is fully automated and having ILMS. Our library of resource efficient having free internet facility for students, teachers and for alumni. It consists books on academic subjects, fiction, personality development and also on competitive examinations. We have sufficient IT infrastructure and we update it regularly whenever required. All our academic departments are technologically prepared. We have free WiFi facility to students and teachers. The college provides free reprography facility to all teachers and students in college campus. The college has given laptops to all teachers to become technologically efficient.

Student Support and Progression

The college provide facility of government sponsored scholarships and Freeships to eligible students applied for the same. The extension cells have conducted capacity development and skills enhancement programmes and activities. During last five years, the programmes which helps the students to develop their capacity and skill were Yoga Techniques, Organ Donation Awareness Programme, Cleanliness Awareness Programme and Drive, AIDS Awareness Programme, Pulse Polio Awareness Programme, Yoga for Good Health, Anti-Tobacco Awareness Programme, Mahiti Doot (Messenger) Training Programme Cleanliness Awareness Programme and Drive at Railway Station – Roha, Fit India Run for Good Health, Career Guidance Programme, Leadership Training Camp, AIDS Awareness Programme, Pulse Polio awareness in student's village, State level Camp - Fit India, Yoga for Stress Management, Organ Donation Awareness Programme, Organ Donation Awareness Programme, Cleanliness and Hygiene Programme, AIDS day Awareness Programme, Health Awareness Programme, Three days Immunity Booster Online Yoga Camp, Five Days State Level Online Pranayama & Yoga Camp, COVID- Vaccination Drive and COVID Prevention & Pledge.

The college has well farmed grievance redressal system. The grievances related with examinations, sexual harassment, ragging, etc. were given timely solutions through standard and transparent process. We have Women Development Cell, Examination Committee, Grievance Redressal Cell, Anti-Ragging Committee, Discipline Committee under the setup of grievance redressal. The college has good track of students' progression to higher education after undergraduate degree programmes. During last five years, out two students have successfully qualified NET and SET examination for lectureship in higher education institutions. The cultural and sport activities at college level were conducted regularly excluding the COVID-19 pandemic period. Though we do not have registered Alumni Association, our alumni are assisting us as and when required. They used to provide donations in kinds.

Governance, Leadership and Management

The college governance and leadership is democratic in nature. The leadership, comprising of the management, the Principal, IQAC and the HoDs of various academic departments and co-curricular activity departments invest collective efforts bringing in a conducive academic atmosphere in the college. We have strategic/perspective plan for development of college in all required and essential areas. This plan is displayed on institutional website. As far as e-governance is concern, the admission process, examination process, administration and finance and accounts are partially e-governed.

The college and our parent society are keen to provide welfare measures to our teaching and non-teaching staff. We have KES Sevak Patpedhi which provides financial assistance inform of loan with lower interest rate. Apart from this we have get together once in two years. Our faculties have completed 2 orientation programmes, 4 winter school courses, 6 faculty development programmes and 3 Refresher Courses during last five years.

The main source of finance of the college is government grants and admission and development fees collected from students. Apart from this, the IQAC explores funding schemes of various agencies like UGC, BCUD, etc. The Institution and faculty apply for various developmental schemes announced by these funding agencies. The financial management of the college is function in three stages first in institutional budget, second is purchase committee and third is accounts and audit. The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching learning process, structures, methodologies of operations in the institution, learning outcomes at periodic intervals and strived hard for its reforms. IQAC conduct regular meeting to form, reform and review the all process in smooth functioning of the systems setup.

Institutional Values and Best Practices

The college has three extension Units which are engaged in gender equity promotion and sensitization through various programmes and activities. Our curriculum of undergraduate degree programmes is also reflecting the value of gender equity and significance of gender sensitization. The activities which are conducted with the intention to spread awareness about gender equity and sensitization are on the themes of legal literacy, health awareness and street plays on the societal issues.

The college has well defined and framed clean and green campus policy. We organized various activities in campus and outside campus based on this policy document. We consider alternate sources of energy and energy conservation measures, management of the various types of degradable and non-degradable waste, water conservation and green campus initiatives to be obliged with our institutional social responsibilities. We have taken initiatives in providing an inclusive environment, tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens through extension activities and celebration of specific days.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KONKAN EDUCATION SOCIETY'S DR. C. D. DESHMUKH COMMERCE AND SAU. K. G. TAMHANE ARTS COLLEGE
Address	At Pingalsai, Opp. Roha Railway Station, Tah. Roha, Dist. Raigad
City	Roha
State	Maharashtra
Pin	402109
Website	www.cddcroha.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Atul Hansraj Salunkhe	02194-232448	9422495813	-	cdcc2007@gmail.com
IQAC / CIQA coordinator	Samrat Ashok Jadhav	02194-	9987156996	-	prof.samratjadhav99@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority 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	05-02-2009	View Document
12B of UGC	05-02-2009	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	At Pingalsai, Opp. Roha Railway Station, Tah. Roha, Dist. Raigad	Hill	3.5	1800

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts	36	HSC	English + Marathi	360	100
UG	BCom,Commerce And Accountancy	36	HSC	English + Marathi	720	449
PG	MA,Arts	24	BA	English + Marathi	120	8
PG	MCom,Commerce And Accountancy	24	B Com	English + Marathi	120	113

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	0				2				8			
Recruited	0	0	0	0	2	0	0	2	5	1	0	6
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	2	0	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	7	0	0	7
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	7	1	0	8
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	0	2	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
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		Total
	0	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	222	0	0	0	222
	Female	327	0	0	0	327
	Others	0	0	0	0	0
PG	Male	53	0	0	0	53
	Female	68	0	0	0	68
	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	10	8	14	16
	Female	22	16	21	26
	Others	0	0	0	0
ST	Male	8	0	8	7
	Female	9	8	8	6
	Others	0	0	0	0
OBC	Male	116	62	71	86
	Female	187	151	140	136
	Others	0	0	0	0
General	Male	65	68	98	79
	Female	133	129	156	195
	Others	0	0	0	0
Others	Male	51	26	26	32
	Female	95	51	70	55
	Others	0	0	0	0
Total		696	519	612	638

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>It is important for Higher Education Institutions to develop a multidisciplinary/interdisciplinary approach in order to be better prepared for NEP 2020. This means that faculty members from different departments need to work together and share their knowledge and expertise in order to come up with a comprehensive plan that will address all aspects of the challenge. The goal is to develop a holistic approach that takes into account the unique needs of each institute. As we are two faculty college with Arts and Commerce streams, we have developed our goal to provide interdisciplinary/multidisciplinary courses in all the degree programmes to the learners. For this, we have designed the interdisciplinary</p>
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structure of the programmes considering the workload of teachers, the sanctioned subjects, credits and hours to be allotted. We have made available few subjects of arts faculty like languages, history as Indian Knowledge System to the commerce stream's students and few subjects of commerce stream like Book-Keeping and Accountancy to arts stream's students so that their employability will get enhanced. In order to achieve a comprehensive and multidisciplinary education we have general and specific courses in the curriculum of programmes at our institute. These courses are aiming for community participation and services, gaining indigenous Indian knowledge and tradition, awakening learners about environment issues and concerns, adopting basic and fundamental knowledge and skills in preparing books of accounts, understanding the Indian constitution and legal system, etc. These courses are also focusing on skills enhancement, ability enhancement and value addition among the learners. Some of them are as under. • Foundation Course (General), Foundation Course in NSS/NCC • Environmental Studies • Business Communication • Business Law • Communication Skills in English • Book-Keeping and Accountancy • Local Language: Marathi Our college has got an opportunity to present the Curriculum structure in the light of NEP 2020 for the arts and commerce faculty colleges affiliated to University of Mumbai before the Kulkarni Committee set up by University of Mumbai. Our Principal Dr. Atul H. Salunkhe has worked as a member of various committees on NEP 2020.

2. Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) is an important part of NEP 2020 and is designed to give students greater flexibility in pursuing their academic goals. The ABC database allows students to collect, store, and transfer credits earned through different streams like college-based programmes, apprenticeships, multiple entry and exit points, technology-enabled virtual mobility, etc. Students can choose the credits they wish to accumulate in the database according to their aspirations without being restricted by the duration of a degree Programme or academic stream. This system also enables universities to recognize and appreciate the upskilling of students at their own will. The ABC database

	<p>creates a holistic assessment of the students based on the credentials accumulated in it. Recognizing the importance of ABC, after institutional registration, the college's Examination Department has taken an initiative in the form of ABC Drive for students. This drive resulted in 89% (585/656) students having signed up themselves on ABC Portal and created their ABC Account. As far as Post Graduate students are concerned, 100% students have their ABC Account.</p>
<p>3. Skill development:</p>	<p>As the New Education Policy 2020 includes initiatives and provisions that support skills development and vocational based education, we as a college ensured the presence of courses which are vocational in nature and which help in inculcation and development of skills. At present in our college, we have the following options as skill enhancement and vocational courses. This list can increase further to the possible extent.</p> <ul style="list-style-type: none"> • Company Secretarial Practice • Co-operation • Export Marketing • Marketing Research • International Marketing • Purchasing and Store keeping • Introduction to GST • E-commerce • Income Tax (Direct Tax) • Book-Keeping and Accounting • Introduction to Archaeology • Introduction to Museology <p>The college has also started Certificate Courses in Export-Import Procedure and Documentation and Yoga Techniques. In coming years, the college has plans to start more certificate courses which develop and enhance the vocational skills among the learners.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>In NEP 2020, there is an emphasis on bolstering India's cultural legacies and ancient wisdom, which is why Indian knowledge systems must be included in college curricula and classrooms. Accepting this as one of the goals of the institutional plan of Preparedness for NEP, the college has the following setup.</p> <ul style="list-style-type: none"> • We have a bilingual (English and Marathi) medium of instruction for all four-degree programmes that we have. • We have a multilingual (English, Hindi and Marathi) medium of communication in our college. • We have course such as Foundation Course – I and II at First and Second year of UG Programmes • We have a Bachelor degree with specialisation in History. • We have a specific subject – Marathi (Literature) in first year of our Bachelor in Arts Programme. • Our college's committees, cells and units have organised

	<p>various extension activities to inform and aware students and other stakeholders about the Indian Knowledge System. • We have a plan to adopt University of Mumbai's courses which will be specifically developed on the theme of Indian Knowledge System.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome Based Education (OBE) is an educational approach and a learning philosophy, focusing and organising the entire academic programs (curriculum) and instructional efforts around clearly defined 'outcomes' we want all students to demonstrate when they complete the program. It is a student-centred instruction model that focuses on measuring student performances through outcomes. Outcomes are usually expressed in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that a student will attain as a result of his/her successful engagement in a particular set of higher education experience. The college has outcome-based education as we have developed outcomes at three levels as follows. a. Programme Outcomes (POs) b. Programme Specific Outcomes (PSOs) and c. Course Outcomes (COs) These outcomes are discussed with students every year and they are displayed on the college's website. We evaluate the attainment of Program Outcomes, Program Specific Outcomes and Course Outcomes by direct as well as indirect means. In the direct system, the results of the university examinations are analysed course wise by the departments and then reported to the principal. The commerce departments assess them on the basis of field projects and industrial visits. The departments in arts faculty measure the attainment of POs, PSOs and COs on the basis of acquisition of certain skills such as filling in maps, workbooks, collection of useful historical information, etc.</p>
<p>6. Distance education/online education:</p>	<p>The college is performing the role of a Guide for the students interested to take education through distance and or online mode. We suggest our students to register for online courses on • SWAYAM (https://swayam.gov.in/) • NPTEL (http://nptel.ac.in/) • Virtual Labs (http://www.vlab.co.in/) • Talk to Teacher (http://aview.in/) • Spoken Tutorial (http://www.spoken-tutorial.org/) • Digital Library Inflibnet (http://www.inflibnet.ac.in/econ/) • ERP</p>

Mission (http://202.141.40.218/~brihaspati/edrp_portal/index.php), etc. All our teachers are the Course Writers for Institute of Distance and Open Learning (IDOL), University of Mumbai. We have a specifically defined plan to initiate online skill-oriented courses independently or in collaboration with other academic / professional institutions.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, our college has established an Electoral Literacy Club (ELC) in the year 2019. The main objective behind the formation of ELC is to educate students about the right to vote and to ensure the participation of youth & future voters who are pillars of Indian democracy.</p>
<p>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?</p>	<p>Election Literacy Club (ELC) is functional in our college. During the process of formation of ELC we have ensured male and female students' representation. The current composition of ELC includes Prin. Dr. Atul Hansraj Salunkhe : President Mr. Tulshidas Pandurang Mokal : Teacher Coordinator Mr. Anant Marotrao Thorat : Teacher Member Mr. Kushal Anil Modi : Student Coordinator (Male) Ms. Fiona Deepak Das : Student Coordinator (Female)</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>We are assisting the Election Administration of Tehsil and District in the form of online registration of new voters from the college. Our students are undergoing training which assists the District office in their administration. Our students also help senior citizens during the election period in various forms. Our staff has given devoted service in conducting actual elections smoothly on Polling Booth in Raigad District. Following are some of the important activities and programmes conducted by Election Literacy Club of the College. Formation of Election Literacy Club (ELC), Voters' Awareness Street Play, Celebration of Voters' Day, Registration of New Voters, Lecture on Importance of Voting Right, EVM Training, Voting Right Pledge, Quiz Competition on Voters' Awareness, Essay Competition on Voters' Awareness, etc.</p>

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Awareness Drive is a years' activity of the College's NSS Unit. They performed street plays in the local community to spread awareness about voting rights and importance of ethical voting in democracy. The volunteers of NSS performed their street plays at College's Conference Hall, on Roha ST Stand, at adopted Villages and during Residential NSS Camp.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>We have an institutionalized mechanism to get eligible students to enroll as voters in the electoral roll. Every year we initiate a Voters Registration Drive in collaboration with the District Collector Office and Office of Roha Tehsil. We provide the information about total strength of students, students eligible for voter registration as per the format provided by the District Collector Office. This resulted in making all eligible students to get registered on electoral roll. As a result, at present we have 100% registration of eligible students as voters. We have been appreciated for our honest work by the Tahsildar- Roha Tehsil.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
670	638	612	519	694

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: 8

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	9	9

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
40.38	38.04	33.46	39.63	49.79

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The process of curriculum delivery on the institution is well planned and well documented. Every academic department prepares its action plan for the next year and then IQAC finalizes the consolidated timetable along with the plan of other activities as a part of the academic calendar. The draft is finalized in the IQAC meeting at the completion of the academic year for discussion and to combine additional data expecting, if any. After completion the assembled course of action is followed by all heads of the departments and committees for execution. The important details of plan are given publicity in the prospectus and on the website.

The academic course of action thinks about the dates of terms declared by the parent University and the college, semester end plans of the University and the college examinations, the Continuous Internal Evaluation (CIE) programme, special activities of the college related to cultural events, sports and Avishkar research competitions, etc. The timetable offers base to the workplace to department level organization and task management. Elsewise the organizing is done on semester basis.

Academic departments in their periodic meeting plan and review the instructional work allotted to the faculty. The term end reports of completion of work are submitted to the Principal. The students are classified into slow, advanced and other categories by the departments and remedial classes or personal contact hours are organized or conducted as per requirements at the departmental level. During COVID-19 period, the above systems and procedures were followed except the remedial, bridge and add-on courses and workshops owing to the limitations and restrictions imposed by COVID-19. Also, owing to the pandemic the terms and exams schedule were changed and modified by the parent University and the schedules and means and methods had to change. In the given circumstances Zoom Platform was chosen as the common platform for regular instructional work and Google Classroom was widely used as the major LMS.

For preparing teachers for online teaching and evaluation the Mr. Shinde A. N. and Mr. Thorat A. M. have conducted training sessions. Effective curriculum delivery is also insured by tasks such as requisition and order for reading material, reference books and journals, assignment, etc. Departments of Commerce & Accountancy and Geography have their YouTube channels. For those learners, who were not able to connect online, the guidance is given on campus visit by following the guidelines issued by the University, Roha Tahasil Office and the government.

The calendar clearly showed the tentative dates of internal evaluation. Principal and members of exam committee had worked together to prepare the calendar by taking into account the instructional days and other major timeslots such as long breaks, short breaks, holidays, youth festivals, schedules of university exams and major annual co-curricular and extracurricular activities viz., NSS and Annual Sport and Cultural Gathering. The examination committee had taken into consideration the slots reserved for internal evaluation and prepared and displayed the time-tables well in advance.

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: 4

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

Other Upload Files

1	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: 3.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	60	50	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

The college offers 136 courses under the 04 programmes offered across two faculties. The curriculum of the programmes and courses are designed with the objective to cover cross cutting issues relating to professional ethics, environmental issues, gender issues and human values. 43% of the courses have component related to gender issues, 57% of Environmental awareness 58% deal with human values and 92% of the courses touch professional ethics. Compulsory courses like Foundation Course offered in all programmes are specifically designed to orient students to these issues. All students have to take these courses in semester I to IV. The Marathi as a language subject in FYBA curriculum shows strong presence of such instances.

All four cross cutting issues are referred in curriculum in either of four semesters for which compulsory courses are offered. At post-graduate level, in newly introduced choice-based Credit system, courses related to professional ethics are included. While designing activities like projects, research titles students are encouraged to choose topics relevant to cross cutting issues. Wherever there are field visits, industrial visits an effort is made to visit people, institutes and industries working in these areas. Thus, all four departments incorporate these issues in their curriculum delivery.

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: 9.25

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

Response: 62

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 21.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
260	242	250	232	310

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1200	1200	1200	1200	1200

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: 47.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
84	100	101	89	103

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

2021-22	2020-21	2019-20	2018-19	2017-18
202	202	202	202	202

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: 83.75

2.3 Teaching- Learning Process

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

Response:

The institute makes extensive use of variety of student centric methods to make the teaching learning process more fruitful and enjoyable bearing in mind the scope of the syllabi, availability of time and infrastructure. Even in this year of the pandemic following student centric methods were used extensively. The methods and the respective departments using them predominantly are as follows:

Experiential Learning:

Project Work and Assignments: Department of History, Department of Commerce and Accountancy.

Practical Assignments: Department Geography

Case Study: Business Economics, Department of Commerce and Department of History.

Participative Learning:

Workshop and Seminar: Department of Commerce and Accountancy.

Map filling: Department of Geography

Group Discussion: Department of Commerce and Accountancy, Department of History, Department of Geography and Department of Economics

Problem Solving: Department of Commerce and Accountancy and Department of Economics.

Our teachers are using ICT enabled tools such as power point presentation, google classroom, google quizzes, videos including online open resources to make the classroom teaching and learning process interesting and effective for learner.

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: 76.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	11

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: 57.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	4	5	5

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 awarded 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 Assessment is not an integral part of the curricular design of the affiliated university for majority of the UG courses though it is so for all the M.A. and M. Com. Programmes. However the college understands its significance and hence has made it a part of its evaluation mechanism. For a systematic and timely internal evaluation, an internal evaluation week is planned for every semester and the tentative dates

are declared in the academic calendar of the college before the commencement of the academic year. Every year an internal evaluation week per semester was a part of the academic planning and the calendar. It was duly notified to the students and was strictly adhered to.

Assignment in the subject of Foundation Course in First and Second year of B.A. and B.Com. were collected and evaluated by teachers in the college. The Project Work of M.A. and M.Com. were also collected and Viva was scheduled well in advanced by forming two small groups. For conducting all these smoothly an assistance of Department of Library and Information Science was taken whenever required. They helped us in solving technical difficulties and issues.

We have Grievance Redressal Cell and Examination Department to solve any grievance regarding internal and external assessment. If student has any specific query about their external assessment at university level, then college assist the student in all required letters and documents from the college which are authenticated by Principal. However, during the period from 2017-18 to 2021-22, no instance of any kind of malpractice and unethical means was recorded and registered. Our Examination and Grievance Redressal Cell implement transparent, efficient and time-bound procedure for solving grievance registered with them, if any.

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:

Programme Outcomes, Programme Specific Outcomes and Course Outcomes are the soul of outcome-oriented teaching-learning process. Every teacher and their departments were given the responsibility to frame outcomes of their programmes and courses where university has not provided the same. As a result, our academic departments have developed POs, PSOs and COs at undergraduate as well as post graduate levels.

Course Outcomes are stated and displayed on the college website. For PG Programmes COs are also provided in Curriculum Copy of University of Mumbai. They are communicated to the teachers in the departmental meetings for yearly planning and the teachers in turn communicate them to the students by means of PPTs at the commencement of each semester. During COVID-19 period outcomes were communicated through online mode.

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 evaluates the attainment of program outcomes, program specific outcomes and course outcomes by direct as well as indirect means. In the direct system, the results of the university examinations are analysed course wise by the departments and then reported to the principal. The commerce departments assess them on the basis of placements as well as on that of feedback following the internships, field projects and industrial visits. The departments in arts faculty measure the attainment of POs, PSOs and COs on the basis of acquisition of certain skills such as filling in maps, workbooks, collection of useful historical information, etc.

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: 89.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
297	262	214	135	180

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

2021-22	2020-21	2019-20	2018-19	2017-18
311	279	242	161	226

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
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: 3.72	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

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:

Socially useful innovation is an asset for the nation. College has set up an ecosystem for generating awareness and spreading enthusiastic environment for research and innovation. College have following initiatives as a part of research and innovation ecosystem.

- **Courses related to research**

As a part of curriculum, courses related to research methods and methodology were taught for students of TYBA (Economics) and TYBA (History) at undergraduate level. At post graduate level, we have Research Methodology in Commerce as fully devoted course M.Com. Part-I in second semester.

- **Research Projects**

The project based on survey and field work is compulsory for M.Com. Part-II students. In this year students also learned to use the statistical software for testing hypothesis. The research projects are mostly related to their other subjects in the curriculum.

- **Research Competitions**

Students are oriented to prepare for research competitions. Every year, we used to organize workshop on AVISHKAR Research Convention. This research competition is initiated by the office of His Excellency the Governor of Maharashtra State.

◦ **Research Cell's Activities**

Our research cell is organizing workshops and students' seminars on Research Methodology, Tools Useful for Research and also on Online Free Software to Test Plagiarism. They are spreading awareness among students about IPRs. The Research Cell made it compulsory for PG students to have presentation of their Research Project through Power Point Presentation (PPTs) during Viva by external examiner.

As far as awareness about Indian Knowledge System is concern, our extension activities cells are organizing many activities such as Guru Purnima, Teachers Day, Birth Anniversaries of Eminent Indian Scholars, Traditional Activities, etc. which enables the students and other stakeholders to get the information of Indian System of knowledge.

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: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

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: 7

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	8	13	7

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: 1.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	0	2	0

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

3.4 Extension Activities

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

Response:

We have three unit to plan and implement various extension activities for our college students and nearby community viz. National Service Scheme (NSS), Department of Lifelong Learning and Extension (DLLE) and Women Development Cell (WDC). More than 70% students of our college are directly participating in extension activities.

The extension activities of the college mainly include tree plantation; cleanliness drives on roads, street plays for awareness about issues like gender equality and AIDS; water conservation activities like desilting of rivers and building of bunds; educational programmes for schools; blood donation and various rallies for general awareness building. Departments like NSS, DLLE, Women Development Cell organize number of such activities throughout the year. This year being that of corona pandemic, the main issue was that of sensitizing the students and the community in turn to the pandemic related issues in addition to the usual issues such as cleanliness, health and hygiene. NSS volunteers prepare video and poster for the sensitization of these issues. NSS students participated in a number of camps and programmes such as Ek Bharat Shreshth Bharat in addition to other programmes such as Cleanliness Drive, Fit India Movement, Fight against Corona pledge, Indian Constitution Awareness programme and awareness programme against cyber-crimes, etc.

Our socially oriented and community influencing extension activities help the college to form favourable relationship with nearby community. Few of our alumni are engaged in non-government organizations. Our current students have developed good confidence in presenting their thoughts through elocution, street play, skits and through other modes.

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:

Our college is known for effective extension activities in Raigad District. During the year 2020-21, Our faculty member Mr. Tulshidas Pandurang Mokal have been awarded as “Best NSS Programme Officer” and our NSS Unit have been awarded as “Best NSS Unit” by the University of Mumbai.

The students from Department of Life Long Learning and Extension have secured ranks in group activities like Street Play competition of DLLE Department and in UDAN Festival.

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: 24

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	3	7	7

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

<p>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.</p> <p>Response: 01</p>	
File Description	Document
Institutional data in the prescribed format	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:

The college has a land area of 3.2 Acres. There is a hostel to accommodate 48 female students. There is adequate physical infrastructure in the form of classrooms, laboratories, library and computer labs to cater to the academic needs of around 600 students of 2 UG and 2 PG programs. Every year the timetable committee prepares a timetable for the academic year taking in account the optimum utility of resources available. There are 8 classrooms equipped with LCD projectors and other ICT facilities. There is an ICT enabled conference halls used for guest lectures, seminars, meetings and conferences. There are 10 Laptops give to teaching staffs for academic purpose.

The college has a well-equipped laboratory under department of geography. We provide free internet Wi-Fi connectivity to students and teachers. The college has a central library having wide range of text books, reference books, journals and magazines. In addition, all 4 academic departments have a separate departmental library to provide subject related reference books and books on professional examinations. All the classrooms and laboratories are spacious as per the specification of statutory bodies. The classrooms are of different dimension adequate to accommodate sanctioned strengths of different courses.

A spacious and well-equipped sports complex is a big asset of the college. The college has well-equipped gymnasiums, a common gymkhana and a gymkhana office. The details are as follows:

Facilities for sports activities:

- Table Tennis and Carom boards (8 Boards) (120 sq. m.) 3.
- Separate, well-equipped Gymnasium
- The yoga related activities are conducted in the conference hall
- Open ground sport like Kabaddi, Kho-Kho, Cricket, etc.
- Gymkhana office for Sport In-charge and for Documents and Sport related tools.

Our college motivate students for participation in cultural activities organized during the year. We usually organize Poem Recitation Programme, Elocution Competition, Kavya Sammelan, Celebration of Marathi Bhasha Din and activities in Annual Cultural Gathering.

Facilities for Cultural activities:

- Support in preparation for 'Youth Festival' organized by University of Mumbai.
- Cultural Room for preparation and discussion on cultural events

- Travelling Allowance to attend cultural events
- Choreographer services from our alumni, if required and asked by students

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: 12.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
7.84	7.83	0.51	2.17	7.0444

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:

The details of the ICT and the other tools deployed to provide maximum access to the library collection are as follows:

Name of ILMS software: SOUL (Software for University Libraries)

Nature of automation (fully or partially): Partially

Version: 2.0

Year of Automation: 2005

SOUL (Software for University Libraries) which is in operation with from the THIRD cycle itself is state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre based on requirements of college and university libraries. It is user-friendly software developed to work under client-server environment. The software is compliant to international standards for bibliographic formats, networking and circulation protocols. After a comprehensive study, discussions and deliberations with the senior professionals of the country, the software was designed to automate all housekeeping operations in library. WEB OPAC (Online Public Access Catalogue) which is software in operation is highly versatile and user-friendly for simple and advanced search. OPAC users can export their search results in to PDF, MS Excel and MARCXML format.

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:

IT infrastructure is spread over all the academic departments, library as well as administrative sections of the college. These facilities are continuously upgraded to meet the demands generated out of introduction of new curriculum, laboratories, office management software (ERP) and university systems. The upgradation is in form of hardware updating, addition of terminals, addition of bandwidth (E.g. IT department upgraded internet connection to 100 MBPS), replacement by high capacity cables (CAT 6 cable for internal LAN and OFC for longer distance), addition of service provider to keep substitute open, extension of continuous power supply facility, etc.

There are total 30 computers including laptops connected to the infrastructure. Whenever needed the configuration of machines are upgraded with the change in university curriculum. Presently these machines have high end configuration as I3 Processor, 8 GB RAM, 500 GB HDD. Networking of these terminals is done using 24 port switches, D Link router. Backup in form of UPS is available for all terminals (>7.5KVA). Old Windows based software has been replaced by New Windows based one. This replacement has created more facilities to handle students' data, exam data, accounting operations and

university requirements. It has helped the administrative as well as academic section to generate the required output which is in turn helping the digitalization at all levels.

‘SOUL’ (Version- 2.0) is the software used in library which is multiplatform, multilingual, client server-based software. It provides highly versatile and user-friendly Online Public Access Catalog (OPAC) for simple and advanced search which is available to all the departments connected on LAN with the library. The college has an active website for more than a decade. It was developed and maintained by a college staff. With greater demand for dynamism the website was handed over to a professional agency for its maintenance.

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: 67

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

Response: 10

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

4.4 Maintenance of Campus Infrastructure

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

Response: 5.94

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)

2021-22	2020-21	2019-20	2018-19	2017-18
1.35	5.08352	0.8483	3.81338	0.86936

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

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: 4.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	29	40	28	0

File Description

Document

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

[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: C. 2 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
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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	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: C. 2 of the above

File Description	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
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: 35.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
83	73	50	59	47

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

2021-22	2020-21	2019-20	2018-19	2017-18
246	196	178	106	155

File Description	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: 0.18

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.)

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	0	0

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

5.3 Student Participation and Activities

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	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: 5.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	8	8	9

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:

Though we do not have a registered Alumni Association, our Alumni Association contributes a lot to college growth and development. Our alumni visit to the college other than meetings of Alumni Association during celebration of Annual Cultural Gathering, Annual Sports Events and during birth anniversary of eminent personalities. Most of our alumni are self-employed and employed. They are always ready for every type of support as and when required. We are organizing Dr. C. D. Deshmukh State Level Elocution Competition from last 27 year only with strong financial and administrative support of our alumni. Our alumni helps the college in kinds like giving ceiling fans, water coolers, printing of invitation cards, etc.

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:

Governance and leadership style is adopted according to the Vision and Mission of our Konkan Education Society. The institution is committed to empower its young and talented but socio-economically and educationally weaker student stakeholders by providing them with knowledge, skills, values and development opportunities at affordable cost and also to enrich the environment of this rather underprivileged region through their own creative and constructive deeds. The leadership, comprising of the management, the Principal, IQAC and the HoDs of various academic departments and co-curricular activity departments invest collective efforts bringing in a conducive academic atmosphere in the college. In view of execution of the perspective plan of the institution, the governing body gives a proper sense of direction to the activities of the institution and mobilizes financial resources without any interference in the academic matters.

As the head of the institution and chairperson of all committees and cells, the Principal imparts timely instructions to the HoDs during meetings of Departments to take stock of situations and decide on quality parameters as provided by the IQAC from time to time. He also gives his valuable inputs during meetings of bodies like IQAC, Planning Forum, WDC, Examination Committee, Research Cell, Students' Council, etc. The teachers are motivated with all sorts of support to work creatively on various statutory bodies and other committees made for need-based extension activities. Also, the views and suggestions of student representatives on various bodies are taken into consideration while planning various activities.

The Institutional administration is decentralized and participatory. According to Maharashtra University Act 2016 the governance of the college is done through the deliberations of College Development Committee-CDC (previously known as Local Managing Committee) comprising of representation of management, teaching staff, administrative staff, community and students. The participative deliberations of this forum take decisions on important issues like fund distribution, purchase, basic amenities development, etc.

The college follows committee system for the decentralization of its day-to-day functioning. In addition to the bodies like CDC, IQAC and other committees work under broad divisions like Curricular Aspects, Teaching-Learning-Evaluation, Students' Activities, Student Support, Research and Extension, Infrastructure, Governance, etc. In addition, various temporary committees are formed as per the needs. The teachers are appointed as the members of these committees by taking into account their interests and abilities. The principle of delegation of authority is followed as it is delegated from the Principal to the heads of various departments or conveners/ coordinators of various units and finally from the heads to the other members of the department or unit. The responsibility of financial matters of the college is delegated to a Head Clerk of the college.

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 perspective/strategic plan focus upon matters like infrastructural development, introduction of new programmes, enhancement of quality in teaching-learning process, promotion of research, healthy practices, gender equality, etc. Accordingly, plan had been prepared by the Principal by taking into consideration the recommendations of the NAAC Peer Team and the institute's vision, mission, objectives, core values, SWOC and also the thrust areas at local and national level. The major heads included in the plan were activities related to social issues and digitalization of documentation heads like getting listed in NIRF, introducing LMS in teaching and evaluation, widening the base of extension activities, excelling in university exams as well as in research, sports and theatre activities, etc. are the other important heads of the strategic plan. We have successfully extended the base of extension activities by participation and support of industry, community and alumni.

Our administrative setup is democratic in nature. The flow of administrative information is from Up to Bottom and also from Bottom to Up. We run administration relying on faculty participation, involvement and co-operation. As far as appointment of human resource and their service rule and procedure is concern, we strictly follow the government resolutions, directions and procedural guidelines. We also give timely instructions to our staff to complete their eligibility for promotion as per the requirement mentioned in government resolutions.

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
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:

Performance Appraisal Forms (PAFs):

Every year the teaching and non-teaching staff has to submit confidential report. The teaching staff CR is to be submitted to the respective head of the department, who puts in his/her remarks and forwards it to the principal. The PAFs of non-teaching staff is to be submitted to the Registrar of the college and after his remark finally submitted to the principal. All the PAFs are finally evaluated by the principal and then these forms are forwarded to the KES's Office, Alibag. Performance Appraisal Form is a brief assessment of the yearly performance of the concerned staff.

Performance Appraisal of Teaching Staff based on PBAS:

The college follows the performance appraisal system laid down by the UGC and implemented by University of Mumbai in the form of "Performance Based Assessment System". The minimum norms of Selection Committees and Selection Procedures as well as API score requirements for the different cadres, through Career Advancement Schemes Regulations are applied for PBAS. The PBAS based on API Score of category I and II as mentioned in tables is implemented for one year. These annualized API scores are compounded prospectively as and when the teachers become eligible for CAS promotion to the next cadre with the multiplication factor of years of service required to apply for CAS promotion. For Category III (Research & Academic Contribution), API scores for this category will be applied for the entire period. The IQAC scrutinizes and confirms API scores of teachers. The teacher who wishes to be considered for promotion under CAS may submit in writing to the Principal with three months in advance of the due date, that he/she fulfils all qualifications under CAS and submit to the Principal the PBAS proforma as evolved by the University of Mumbai duly supported by all credentials as per the API guidelines set out in the circular. The Selection Committee specifications as per Circular are applicable to all Career Advancement promotions of Assistant Professor to Associate Professor and to that of Associate Professor to Professor. The selection procedures are completed on the day of the selection committee meeting, wherein the

minutes are recorded along with PBAS scoring proforma and recommendation made on the basis of merit and duly signed by all members of the selection committee.

Performance Appraisal of Non-teaching Staff:

The institution has performance appraisal system for non-teaching staff which is channelized through confidential report. Currently, seniority is the sole criterion for promotion of non-teaching staff.

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: 42.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	5	7	6

File Description	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: 20.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	4	1	1

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	8	8	8

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
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:

The institution, faculty and Konkan Education Society, Alibag takes efforts for mobilization of funds. The institution encourages faculty of the department to generate funds for the different activities. The IQAC explores funding schemes of various agencies like UGC, BCUD, etc. The Institution and faculty apply for various developmental schemes announced by these funding agencies. Various sources:

- Government of Maharashtra provides salary grant for teaching and nonteaching staff of aided

section of the institution.

- The Institute's main source of fund is tuition fees received from the enrolled students.

Institution follows the rules and regulations of Government of Maharashtra and University of Mumbai with respect to the tuition fees.

- Development fee contribution from students remains a basic and major source of funding to the institution.

OPTIMAL UTILISATION OF RESOURCES:

- **Institution Budget:** Every year annual budget is prepared well in advance as per the needs and requirements of the various departments. It is approved in the College Development Committee (CDC). It incorporates budgets of academic department, extension department, Library and sports. As per budget HOD proceed with the planned activities.
- **Purchase Committee:** The committee considers requirements from all the departments, invites quotations, prepares comparative statements, negotiates with suppliers and then purchase order is executed. The purchase procedure is scrupulously monitored by committee. The institute focuses on maximum utilization of resources.
- **Accounts and Audit:** All funds mobilized are properly accounted in the books of account. The audited utilization statement of accounts is submitted to the funding agencies for specific grants. Every year institute conducts external financial audits by appointing statutory auditor in the annual general meeting.

As usual the External Financial Audit for 2020-21 was carried out by Statutory Auditor appointed in the Annual General Meeting of parent education society. The practicing Chartered Accountant M/s. PRASS and Associates LLP was appointed as statutory auditor and the audited reports were submitted to the charity commissioner. Internal financial audit was carried out by Internal Auditor appointed by the management with objective to suggest improvement or strengthen the overall governance mechanism of the education society.

The institution has three tier structure for settling audit objections viz. Accounts Assistant or **Head Clerk, Principal** of the college and Chief Executive Officer (**CEO**) of Konkan Education Society, Alibag.

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:

The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching learning process, structures, methodologies of operations in the institution, learning outcomes at periodic intervals and strived hard for its reforms.

- This year in order to shift from offline mode to online mode of **teaching, learning and evaluation**, the institution through IQAC established the necessary infrastructure such as common online platform – ZOOM for teachers and students. Secondly organization of training of teachers for online teaching, evaluation as well as e-content generation.
- This year too, there was a good number of teacher participation in framing of syllabi at UG and PG level and the **faculty participation** in syllabus revision workshops enhanced the preparedness for effective teaching–learning in the classrooms. They also participated **as paper setters and assessors at University Level**. The syllabi, examination pattern and the PSOs and COs of all programs were made available on the college website and communicated to the students well in advance. In addition to the classification of students as slow and advanced the aspect of ease of access to online learning was also taken into consideration and teaching methods and schedules were modified accordingly.
- ICT based teaching learning including LMS like Google Classroom were widely used. As usual reviews regarding **syllabus completion** were taken by the respective heads and principal at the end of each semester and student's **feedback** was sought annually. Performance of students in internal tests in various forms was conducted at faculty as well as department level helps the formative evaluation of the students.
- As a **quality measure**, our principal discussed frequently with HoDs about their growth and development and also guide in the IQAC meeting for appropriate action. The success of these efforts for quality enhancement is seen in form of good rate of progression along with higher percentage of result than our parent university.

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
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
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	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:

Facilities –

There is a common room for girl students and a room is allotted for Women Development Cell (WDC). The rooms have water arrangements, toilet blocks, first aid boxes and display boards for notices. The Woman Development Cell organizes several programmes for counselling on various aspects in addition to the individual need-based counselling and mentoring from time to time.

Activities-

During the period 2017-18 to 2021-22, the **WDC** organized following regular activities for the students, teachers as well as community.

- Reformation of Women Development Cell
- Birth Anniversary of Savitribai Phule
- International Women's Day
- Legal Literacy Programmes
- Health Awareness Programmes
- Rangoli Competition, etc.

During the period 2017-18 to 2021-22, our **NSS Unit** has organized following activities on the special theme of promotion of gender equity and gender sensitization.

- Gender Equality Programme
- Equal opportunities to male and female students in Residential Camp
- Health Awareness Programmes
- Rally on Legal Literacy
- Street Play on Gender Equity, etc.

During the period 2017-18 to 2021-22, our **DLLE Unit** has organized following activities on the special theme of promotion of gender equity and gender sensitization.

- Street Play Competition
- Poster Competition, etc.

The common course of Foundation Course-I and II represents the issue of gender equality and equity. This course is compulsory for all degree college students of first and second year of arts, commerce as well as science streams. The subject like Marathi literature in form of collection of stories or poems the issue of gender equity is raised.

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: B. 3 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
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Response: C. Any 2 of the above

File Description	Document
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
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:

The institution has great diversity of students as well as staff members as far as caste, gender, religion, etc. is concerned. Therefore, it is obvious for the institute to reflect the diversity in variety of programmes organized by academic as well as extra and co-curricular departments. These programmes are a tool to imbibe and inculcate the values like tolerance, harmony, care for environment, inculcating constitutional values for responsible citizens, etc.

The detailed list of such activities as follows.

1. Celebration of Independence Day
2. Celebration of Constitution Day
3. Celebration Birth Anniversary of Social Reformers and freedom fighters
4. Celebration of Marathi Bhasha Din
5. Organization of Tradintional Programmges
6. Teachers' Day Celebration
7. Celebration of Stri Mukti Din and Celebration of International Women's Day
8. Organization of Elocution Competition
9. Organization of Quiz Competition
10. Blood Donation Camp
11. Cleanliness drives at local level
12. Disaster Management Awareness Program
13. Fit India Movement
14. Tree Plantation Program
15. Cyber Crime Awareness Program
16. EK BHARAT SHRESTHA BHARAT CAMP
17. National Integration-Pledge
18. Participation in National Youth Parliament
19. Celebration of National Voters Day
20. Celebration of World Environment Day
21. AIDS Week observed annually to promote awareness of AIDS and to sensitize students to the

discrimination faced by HIV-positive people

22. Lecture on inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities in residential camp of NSS students
23. Eligible students are assisted in availing welfare schemes from governmental and private agencies. Further, students with financial constraints are allowed to pay their fees in installments.

These activities and programs assist in inculcating the values such as tolerance, harmony, constitutional obligations, etc. among the students.

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

7.2 Best Practices

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

Response:

Best Practice- 1

Title of the Practices:

Collaborative Community based extension activities through National Service Scheme

Objectives/Goals:

To collaborate with government, non-government organizations and industries for community-oriented extension activities

To share the resources- physical, human and financial through collaborations

To ensure maximum participation of volunteers to widen the scope of activities.

To increase the number of beneficiaries from local community along with our own students.

The Context:

Working on community-based issues solely is a limitation to reach to masses at large. Lack of resources is

another problem when we work without collaborations. For overcoming on such hurdles and difficulties and for sharing each other resources for community beneficiaries collaborations are more justifiable than working in isolation.

The Practice:

At the initial stage of collaboration with GOs, NGOs and Industries the common purpose between collaborative institutes is found out and number of activities associated with common purpose are defined. Then contribution in form of sharing resources is decided. For instance, college shares physical and human resources whereas the other collaborative agency or institute shares their human and financial resources. This helps in filling the resource gap and scarcity. Activities are to be planned well in advanced for pre-decided implementation procedure. After completion of activities records were maintained by both the collaborating institutes.

Evidence of Success:

- **Collective contribution in COVID-19 Period**

- Organized COVID-19 Vaccination Drive in collaboration with Civil Hospital, Roha
- Distributed Sanitizer in collaboration with LP Industry Ltd., Dhatav, Dits. Raigad.
- Distributed Arsenic Album Tablet in collaboration with Sudarshan Chemical Ltd.
- NSS volunteers work with Civil Hospital Roha for smooth conduct of COVID-19 Vaccination in Roha city at Civil Hospital and at Senior Citizens' Hall, Roha.

- **Collective contribution in students' grooming as responsible citizens**

- Organized of Dr. C. D. Deshmukh State Level Elocution Competition in association with Sarvajanik Ganeshotsav Trust, Roha.
- Organized of Youth Parliament in association with Nehru Yuva Kendra (NYK)
- Organized Legal literacy Programme in collaboration with Civil Court, Roha

- **Collective contribution in Health Awareness**

- Conducted Blood Donation Camp jointly with Blood Bank of Civil Hospital, Alibag.
- Conducted HIV Aids Awareness Programmes in collaboration with Civil Hospital, Roha.
- District Level Quiz Competition on Aids awareness in collaboration with District Aids Prevention and Control Board, Alibag, Dist. Raigad.
- Cleanliness and Hygiene awareness programmes and Drive in collaboration with Roha Railway Station.

Problems Encountered:

? In few cases there is a mismatch between the purposes or objectives of collaborating institutes or agencies and the purposes of our NSS Unit.

? Sometimes there is a domination of external collaborative agencies which shares their financial resources.

Best Practice- 2

Title of the Practices:

Blended Teaching-Learning Process

Objectives/Goal:

To make learning more interactive and convenient to learners in active class as well as virtually.

To encourage teachers to use more effective information and communication technology

To help learners for exploring technology to learn and to increase learning pace.

To generate interest among learners about learning and make the teaching attractive.

To inculcate the skill of presentation by using PPTs among students.

The Context:

The universe becomes virtual. In the interest to get the cumulative benefits of active classroom teaching and learning as well as online learning we adopted blended teaching-learning approach. This has been accepted by the educational psychologist that proper integration of teaching and learning methods and tools is always better than traditional chalk and talk method. Due to audio and video effects, it helps in improving the understandings and memory of the students. It is beneficial for students in class and outside class due to few unavoidable causes.

The Practice:

There is no doubt that an audio-visual teaching aid is attractive means of delivering lecture and also generate interest among the students to learn and to go for further references. However, there is no complete alternative to active classroom teaching-learning process. As blended learning is a proper

integration of modern and tradition methods of learning it is more beneficial. Our college made available computer and internet facility for faculties and also for students. The teachers are preparing PPTs by considering the curriculum of the course of important topics and sections. They record their video lectures and made available to the students on official WhatsApp groups and google classrooms. Since our college is situated at rural areas, this practice in the classroom is helpful to them for better understanding and securing good grades in examinations.

Evidence of Success:

- Three YouTube Channels are created by faculties in Commerce, Economics and Geography
- The overall academic result of the college is goods as compare to University Result and result of other colleges in the district.
- The students assigned good and very good response in form of feedback teaching of the faculties.
- Post Graduate students made their presentation with PPTs during the Students’ Seminars in the college.

Problems Encountered:

- Unavailability of Electricity in rural areas.
- Unavailability of presentations and videos in other than English language as per curriculum

File Description	Document
Best practices as hosted on the Institutional website	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:

Quality Education for Development of Down Trodden Section of Society

Konkan Education Society’s Dr. C. D. Deshmukh Commerce and Sau. K. G. Tamhane Arts College is only aided and oldest college in Roha Tahasil. ‘Roha’ was a small town with a population of 7,000 to 8,000 having M.I.D.C. Area in 1982. Our Society’s junior college was already in operation since 1975 but there was no opportunity to students for higher education after passing 12th std. around 57 km. to 60 km. radius areas. It was not possible for economically weaker, down trodden and poor students to take Higher

Education. Principal S.R. Mehandale of Mehandale High School and Junior College realized this need of higher education and so along with Shri. Madhuanna Gangal forward a proposal of establishing a senior college before the honorable chairman of Konkan Education Society. Late Loknete Adv. Datta Patil immediately accepted & implemented the proposal.

In July 1983, the college was started on a non-grant basis in the premises of Mehandale High School with Commerce faculty having just 40 students. Konkan Education Society has taken whole hearted initiative and keen interest in developing basic infrastructural facility in the form of independent building in a good and fresh environment by investing approximately Rs. 16.00 Lakhs. Thereafter the college was shifted to the new building at Pingalsai in June 1991. In 1993 which was the 10th anniversary year of the college, we have taken one step ahead by adding Arts faculty on no grant basis. The new faculty was added as per the need and demand of students & parents. In December 1996, the Arts faculty was named "Sau. Kusumtai Govind Tamhane Arts College.

Since then, the college work on the path shown by vision and mission of our parent society i.e. to avail the facility of education to the down trodden community for the development of society and to enable students to develop their overall knowledge & personality and to become responsible citizens for personal and professional growth. Today we have two undergraduate degree programs and two pots graduate degree programmes along with few certificate courses and value-added courses. Quality education for development of down trodden section of society is distinctive area to the priority and thrust of our society and college which can be explored as follows.

Instalments facility for admission fee

The college provides instalment facility in making payment of admission fee to the students from economically weaker section in spite of their caste, creed, social status, etc.

Experienced and Hard-Working Faculty

We have experienced and hard-working teaching faculty. They are excellent in teaching-learning process, developing study materials to students and also have good involvement at University of Mumbai's Board of Studies and Other Committees.

Good Academic Result

Our college has very good academic result in all four-degree programmes as compare to University's overall result and result of colleges in Raigad District.

High level of extension activities

Our college is known for good amount of extension activities in Mumbai University. We give weightage to community-oriented industry collaborative activities. Our students are always in benefits due to interaction with Government Organizations, Non-Government Organization and industries from Dhatav MIDC at Roha. Our college NSS Unit and Our NSS Programme Officer have been felicitated by 'Best NSS Unit' and 'Best NSS Programme Officers' Awards by University of Mumbai.

Central Library and Reading Room

We have central library and reading room for students and teachers. We provide books facility to our alumni and also to the other stakeholders. We also have a separate section of books on competitive examination, which are also available to all on a refundable deposit of Rs.500.

Favourable Community Relationship

Our college administrations, teaching faculty and non-teaching faculty has very good relationship with students, parents, alumni and other community members. This is because the assistance from college and staffs to all our stakeholder.

Placement of students in Industries in MIDC

As our students are working at managerial and executive levels in Dhatav MIDC at Roha, they recruit our students after assessing their eligibility and potentiality directly. Our students always get priority as we have maintained the standard of quality teaching and evaluation.

Self-employment

We motivate students for developing skills required for self-employment. As a result, many enterprises in Roha are owned by our alumni. These alumni assist our current students in field based and or research based project work.

Awards and Rewards to Students

Its our prime duty to motivate our students for good academic work and co-curricular as well as extra-curricular activities. Keeping this in mind, the college given many awards and rewards. To mentioned here

we have Cash Awards for students securing highest marks in Accountancy at TYBCom, Best NSS Volunteer, Best Student of The Year, Best Sport Person, Best Cultural Student (Male and Female), etc.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Dr. C. D. Deshmukh Commerce & Sau. K. G. Tamhane Arts College is managed by Konkan Education Society, Alibag-Raigad which is a leading educational institution in Konkan region & in Maharashtra. Colaba students Association established their first school at Roha on 14th Nov. 1917 with the objective to avail the facility of education to rural & downtrodden society. This torch of knowledge has now reached to three districts namely Raigad, Sindhudurga & Thane. At presents the Society has 100 Primary & Secondary Schools, 10 Junior Colleges, 3 Senior Colleges, 2 B.H.M.S. colleges, 1 D.Ed. College & 5 branches with M.C.V.C. vocational courses. Adv. Late Shri. Datta Patil, Ex-President of Konkan Education Society, who has given a tremendous momentum & emphasis on the education to poor & rural section of the society.

In the year 1983, the society has established this college with commerce faculty on no-grant basis in the memory of son of Roha, Dr. Chintamanrao Deshmukh (First Indian Governor of RBI). In 1993, we have added the Arts faculty on no-grant basis on demand of students & parents. The vision & mission statements and objective of the college focus on achieving overall personality of the student.

Initially the college offers B.A. & B.Com. U.G. course affiliated to University of Mumbai & M.Com. P.G. programme under distance education scheme of Yashwantrao Chavan MHS Open University, Nasik. In the arts faculty we have provided the option as i) B.A. with Economics specialization ii) B.A. with History specialization & B.A. General with two subject combination with three Papers of Economics, History & Geography. During the year 2013-14, college has started M.A. in History and M.Com. in Advanced Accountancy. In the 3rd cycle, the college has assigned with B+ grade with CGPA 2.71.

Concluding Remarks :

We are marching on the path of our vision and mission through the direction and guideline given by our Ex.Chairman Adv. Datta Patil. We are maintaining our promise of quality education to the economically weaker section of society.

From last 40 years we promote holistic growth of students and achieve excellence in education, the College has provided all required educational facilities to all, especially to the down trodden and underprivileged. It is a matter of pride that our value-based thrusts have instilled a sense of integrity, discipline, and accountability in the outgoing students.

Our largely first-generation graduates are molded into dynamic, forward-looking citizens with apparent interest and the ability to make positive contributions leading to the progress of society. Over last 40 years, the

Institution has become one of the most sought-after, student-centric institution of higher learning in Roha Tahasil.

For the fourth cycle of re-accreditation, this Self Study Report submitted to NAAC, summarizes the invincible vigor of KES's Dr. C. D. Deshmukh Commerce and Sau. K. G. Tamhane Arts College and showcases of a firm spirit striving towards excellence in all areas of higher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>670</td> <td>638</td> <td>612</td> <td>519</td> <td>696</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>260</td> <td>242</td> <td>250</td> <td>232</td> <td>310</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1320</td> <td>1320</td> <td>1320</td> <td>1320</td> <td>1320</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1200</td> <td>1200</td> <td>1200</td> <td>1200</td> <td>1200</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	670	638	612	519	696	2021-22	2020-21	2019-20	2018-19	2017-18	260	242	250	232	310	2021-22	2020-21	2019-20	2018-19	2017-18	1320	1320	1320	1320	1320	2021-22	2020-21	2019-20	2018-19	2017-18	1200	1200	1200	1200	1200
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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1200	1200	1200	1200	1200																																					
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>308</td> <td>277</td> <td>262</td> <td>245</td> <td>352</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>84</td> <td>100</td> <td>101</td> <td>89</td> <td>103</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year</p>	2021-22	2020-21	2019-20	2018-19	2017-18	308	277	262	245	352	2021-22	2020-21	2019-20	2018-19	2017-18	84	100	101	89	103																				
2021-22	2020-21	2019-20	2018-19	2017-18																																					
308	277	262	245	352																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
84	100	101	89	103																																					

wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
515	515	515	515	515

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
202	202	202	202	202

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	5	5	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	4	5	5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
246	196	178	106	155

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
297	262	214	135	180

2.6.3.2. Number of final year students who appeared for the university examination year-

wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
254	216	196	128	199

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
311	279	242	161	226

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	2	3	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
18	5	13	12	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

14	14	8	13	7
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19	2	1	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	0	2	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
16	12	26	38	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	3	7	7

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :
 Answer After DVV Verification :01
 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9.33362	9.79814	2.12400	3.47833	7.80639

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7.84	7.83	0.51	2.17	7.0444

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : 14

Answer after DVV Verification: 10

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.09243	5.08352	0.84984	4.16495	0.89716

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

1.35	5.08352	0.8483	3.81338	0.86936
------	---------	--------	---------	---------

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
83	73	50	59	47

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
83	73	50	59	47

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
254	215	181	134	202

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
246	196	178	106	155

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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.)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	0	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	34	34	37

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	8	8	9

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18

5	5	4	1	1
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	4	1	1

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	7	7	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	8	8	8

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>670</td> <td>638</td> <td>612</td> <td>519</td> <td>696</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>670</td> <td>638</td> <td>612</td> <td>519</td> <td>694</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	670	638	612	519	696	2021-22	2020-21	2019-20	2018-19	2017-18	670	638	612	519	694
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670	638	612	519	696																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
670	638	612	519	694																	

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	8	9

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	9	9

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
40.38	38.04	31.86	39.63	49.79

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
40.38	38.04	33.46	39.63	49.79