



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SAVITRIBAI PHULE SHIKSHAN PRASARAK MANDAL'S LOKNETE GOPINATHJI MUNDE ARTS, COMMERCE AND SCIENCE COLLEGE

**BANKOT RAOD, AT POST. TAL. MANDANGAD DIST RATNAGIRI PIN 415203
415203**

<https://lmacs.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Savitribai Phule Shikshan Prasarak Mandal's Loknete Gopinathji Munde Arts, Commerce & Science College established in June 1996, is affiliated with the University of Mumbai, with consistent academic growth. Ambadave, the native place of Dr. Babasaheb Ambedkar, global token of knowledge, is just 18 km. away from Mandangad. Unfortunately, Mandangad Tahsil was deprived from higher education. Hence Padmashri Karmvir B.R. alias Dada Idate initiated this renowned institution for imparting quality education to all the masses of the society. The institution is spread over 05 acres of lush green land and the built-up area is 21,116 sq.ft. This college have a good educational legacy as it was accredited B+ grade in 2017 in the 3rd NAAC accreditation cycle and now preparing to face the 4th cycle of NAAC and shortly. Our college is the recipient of 'The Best College Award' by the University of Mumbai in rural areas for 2019-20.

The College practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals. The College is committed to making students conscious of their social responsibility through outreach programs organized by NSS, DLLE, WDC, Cultural & Sports, etc. to enhance student's social awareness and sensitivity towards the upliftment of the underprivileged sections of society.

Vision

Vision

To impart qualitative and valuable services in the field of education to the residents of Ratnagiri District, Maharashtra

Mission

Mission

- To initiate Teaching in higher education.
- To attain community and social development through provision for infrastructural facilities of the institution.
- To insure and inculcate perfect discipline in term of regulatory, sincerity and punctuality among the student so that they contribute to the society and nation as most responsible citizens.
- To aim at overall responsibility development of student's fraternity through extra- curricular activities in association with various social and cultural organizations.
- To provide a platform for students by giving them an opportunity to face the challenges of the competitive world with optimum utilization of their potential in sports and other activities.
- To provide opportunities of higher education to deprived rural, tribal students living in remote of Ratnagiri district of Konkan region.
- To provide facilities of higher education to female students especially separated, destitute and divorced female with objective to empower them. We intended to produce intellectually well trained, merely

upright socially, committed spiritually inspired youth power in the national interest.

- To provide better education for youth to develop their potential to include value thereby shaping useful and responsible citizens.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

We are one of the reputed college in Mandangad tahsil offering 3 undergraduate programs. We are fortunate to have supportive and visionary management that enables the holistic development of the students.

ACADEMIC CULTURE

1. Visionary and Committed Management – Motivated faculty and students in all their endeavors.
2. An active IQAC has been instrumental in introducing quality initiatives and supporting the growth and expansion of the Institution.
3. Feedback on the Curriculum has been collected systematically from various stakeholders such as students, teachers, alumni, and employers.
4. There is an emphasis on research through Minor research projects, conferences, student research, and the establishment of an Incubation Committee.
5. The College lays strong emphasis on all round personality development of students through curricular and co- curricular activities.
6. A rich and long tradition of supportive and innovative extension activities.

STUDENTS

1. The ambiance is conducive to higher learning, research, recreation, and value inculcation.
2. The College lays strong emphasis on all round personality development of students through curricular and co- curricular activities.
3. Feedback on the Curriculum has been collected systematically from various stakeholders such as students, teachers, alumni, and employers.
4. The College promotes value-based education through various outreach initiatives.
5. The College has a fair and transparent examination process.
6. Implementation of student-centric teaching-learning methodologies viz. project-based learning, online courses, etc.

FACULTY

1. The College has experienced and qualified teaching faculties in all programmes.
2. The faculty members adopt ICT for the teaching, learning, and evaluation process.
3. The College promotes faculty for their academic enrichment.
4. The College has dynamic and committed administrative staff..

ALUMNI

The College maintains strong ties with vibrant alumnus, who contributes to conducting various activities for the students.

Institutional Weakness

Institutional Weakness

The institutional weaknesses are identified through interaction with stakeholders. They help in constituting new policies and practices that will enable the institution to function effectively.

EXTERNAL FACTORS

1. The College being affiliated with the University of Mumbai has to adhere to the curriculum and examination system designed by University. Thus the institution does not have the freedom to make changes in the curriculum as per contemporary requirements.
2. The College has limited Academic-Industry interaction.
3. The College does not have a functional MOU with organizations for Internships.
4. Need of grants for starting new programs and upgradation of the existing programmes.
5. Lack of mother industry to support the college.
6. To start new programmes and courses to acquire global competencies as well as to align with the local needs and opportunities of self-employment.
7. To familiarize the new young generation of teachers to take the opportunities and face the future challenges of the new era.

STUDENT RELATED FACTORS

1. The teacher-student ratio is satisfactory.
2. Students actively represent the college in different activities at the University level.
3. The majority of the students are first-generation learners in the HE system.
4. Low paying capacity of students due to economic weakness.

INFRASTRUCTURE RELATED

1. The College has to work on setting up P.G. and Ph.D. research centers.
2. The College has to set up a water recycling facility.

Institutional Opportunity

Opportunities provide the platform for an institution to harness its strength. We aim to achieve our motto of 'Knowledge, Science, Self-reliance & Character'

EXTERNAL ENVIRONMENT:

1. The College being multistream offers an opportunity to introduce more interdisciplinary courses.
2. The College can have a functional MoU for E-Waste management.
3. There can be MoU between the Environmental laboratory and industry for research in the environment.

INTERNAL ENVIRONMENT:

1. Since many faculty members have completed their Ph.D., there is scope for establishing P.G. courses and Ph.D. Centre and obtaining Research Guideships.
2. For the promotion of research of good standards, software for Plagiarism Testing can be installed in the College.
3. Modernization of classrooms for enhancing the usage of ICT in the teaching-learning process can be undertaken.
4. There is scope for using the in-house capabilities for enhancing technology upgradation.
5. The use of alternative sources of energy needs to be explored.
6. The College has to create a long-term framework for Waste Management System.

Institutional Challenge

The College faces challenges in motivating students to be career oriented and to participate in activities in large numbers.

STUDENT RELATED:

1. Persuading students to make better use of library and other available resource does not often give the expected results.
2. Procuring students' participation in University level in different events is a difficult task.
3. Guiding students to be focused on their career beyond their graduation is effective only to a limited extent.
4. Getting integrated courses to match the government initiatives like Make in India, Start up, Skill Development, etc.

OTHERS:

1. Responses of students and the availability of trainers are not encouraging in introducing more certificate courses in emerging areas of Commerce, Science and Humanities.
2. High cost of LMS system .

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College is committed to social development, employability, and development of students. Academic calendar is prepared for effective implementation of the syllabus, referring to the University calendar. The teaching plans, syllabus completion reports, and notes of the teachers are regularly verified. For the smooth functioning of the teaching-learning process in the class, the institute prepares the master timetable & individual time table. Implementation of the curriculum is followed meticulously by every faculty member. The college actively renders efforts to promote Human values. The institution integrates various life skills, values, local and global challenges through its curriculum delivery. The College follows a syllabus framed by the University; it is not allowed to make any modification in the prescribed syllabus framed by parent University. The College offers more liveness to students to choose the options in the subjects and Choice Based Credit

System for students. Maximum teachers work as the paper setter for University level examination while all permanent teaching staff works as paper assessors in University level examination. The College introduced various add-on courses. The college tries to obtain active participation of students in various other activities like tree plantation, social awareness programmes, etc. The College offers three programmes that catch every issue such as Civic Sense and Responsibility, Gender, Environment, Suitability, and Human Values are addressed while teaching the prescribed syllabus. The prescribed syllabus of some of the courses dealt with the project of work of students in concern with environmental issues. Environment committee is established in the institution for the plantation of the trees and their maintenance and to keep the campus clean. There is a committee for collection, analysis, and deciding the course of action of feedback from stakeholders like students, teachers, alumni, and employers.

Teaching-learning and Evaluation

The teaching and learning process being conducted in the institutions as per the rules and regulation are laid down by UGC, Government of Maharashtra and the University of Mumbai. The College has highly qualified permanent teaching staff including, 14 Ph.D., 03 recognized Ph.D. Guides, 01 M.Phil. and 04 NET/SET qualified out of 20 full-time teachers. The students were admitted from diverse backgrounds. However, the College is located in a hilly and remote area, and all teachers, permanent and temporary, work honestly for students. Slow and advance learners are identified based on previous year's marks and performance in unit tests. The College enhances the learning experience of students by adopting Student-centric methods like experiential learning, Participative learning, and Problem-solving methodologies both inside and outside the classroom. CIE is useful to improve the quality of education. The College offers many programmes in Science, Humanities, and Commerce, each of them with unique and well-defined outcomes. A policy of mentor-mentee is applied in the college. Teachers preferred to shift from classroom to online teaching during the lockdown due to the Covid-19 pandemic. Use of Zoom, Google Classroom, Teachmint, and Google Meet are familiar to all. The faculty members are also using social media like WhatsApp to share links of online lectures and the study material. Some of our faculty members used PPTs while lecturing as per the requirement of the syllabus. The College organizes excursion, visit and study tour for experiential learning. The teachers of the College use ICT in the teaching and learning process. The College have a regular practice of measuring COs, and POs as per their performance in the classroom, in the internal examination, and university level examination. The internal assessment of the institution is transparent and student's grievances are redressed timely. Guest lecturers invited for academic enhancement of student. Innovative teaching methods are followed properly. College having Student Grievance Redressal Cell perform accordingly norms for the examination conducted by the College both at College & University level examination.

Research, Innovations and Extension

For the promotion of the research, innovation and extension, institute taking various initiatives. The College conducted webinars and workshops on various themes. In the research area, total 119 research work out of which 37 research papers are published in UGC Care listed journals, 12 in the conference proceeding, 06 sole-author books, 09 chapters in the book, and 37 in peer-reviewed/ISSN/ISBN journals are published. 10 papers were presented in the seminar, and 08 papers were presented by students in *Avishkar*/Conferences. Total 04 Minor Research Projects had completed during the assessment period. The promotion of research work is given in the College hence 03 faculties are recognized Ph.D. guides. The College has conducted the extension activities through NSS, DLLE & WDC departments organized different activities. The College organized Ratnagiri-Kolhapur Flood Relief assistance on 27th and 28th August 2019. The students, faculty of the College

donated whole heartedly in kind. Our College, NSS and DLLE department actively participated in various community-based Programmes throughout the year. Through these departments, students gain knowledge of various social issues like AIDS, Swachh Bharat Abhiyan, Pulse Polio Mission, participation in the Covid-19 Pandemic Vaccination Programme, Role of the woman in society, and Environmental issues. During the Covid-19 pandemic students aware the people about the importance of vaccination to prevent the spreading of Corona Virus. Students actively participated in Swachh Bharat Abhiyan which is the dream project of our Prime Minister Shri Narendra Modi. Through this programme, students acquire the knowledge of the importance of cleanliness and how to prevent community diseases through cleaning. NSS students of our College participated in the Tree plantation Programme. On Environmental Day plantation activity has undertaken on college premises. The institution conducts extension and outreach activities in collaboration. The College has participated in Tree Plantation Programme in the NSS-adopted village. The institutions have linkages with other institutions. The institution organized field visits, excursions, and study tours to make our students aware of different issues and consequently to make their holistic development for experiential learning.

Infrastructure and Learning Resources

The College has a total 05 Acres of land area. The built-up area is 21,116 square feet. There are well constructed 21 classrooms equipped with desks and blackboards. Other necessary required facilities are provided in the classrooms such as fans, lights, etc. There are 03 classrooms with projector and screens facility and 01 seminar hall with ICT facility. There are 04 well-equipped Science laboratories for practical purposes. All laboratories are strengthened with suitable apparatus and instruments. One Botanical Garden has been developed in the College. There is 01 library which is open for all working days for students excluding holidays. The library is enriched with textbooks, reference books, journals, periodicals, magazines and e-books. The library uses ILMS software of Biyani Technology and other office software for administrative activities. The College spends an amount on physical and support facilities as well as on library books and journals. The College have total 54 Computers, 04 laptops, 12 Printers, 05 all-in-one Printers, 01 Xerox machine, 03 Wi-Fi routers, 02 Wi-Fi modems, 01 Bio-Metric Machine, 06 Projectors, and 01 inverter. Out of total, 44 computers provided as a learning resources to students. The College updates the ICT facilities time to time as per need. The College have BSNL broadband internet connection with 100 Mbps speed. Equal importance is given to both curricular and co-curricular activities. There are various facilities available for co-curricular activities such as Sports, Gymnasium, NSS, Cultural activities, Yoga, Health and Hygiene, etc. The College has an adequate playground having an area is 01 acre which helps and encourages outdoor games such as Kho-Kho, Kabaddi, Volleyball, and Cricket as well as indoor games like carom and chess amongst others. Equipment such as Javelin, Disc, Shot-Put, etc. are available in the sports and gymkhana department. For cultural activities Dias, Mic, Speakers and other cultural instruments are available. So, the College maintains physical and academic facilities for effective teaching and learning. There is an established system and procedures for maintaining physical, academic, and support facilities.

Student Support and Progression

The College provides Scholarships and other facilities to students. It have ad-hoc Alumni Association. Our College is located in a rural area. Therefore, the financial contribution of the alumni is comparatively less. However, the alumni association contributes to the college through non-financial means. The alumni have become a role model for the students today. Many former students of the College have been working in various

government, semi-government and private sectors. Feedback from alumni helps the College to reach the advancement in teaching and learning. The College is committed to strengthening its ties with its former students. The College establishes a Student Council for active participation of students in the academic & administrative bodies and it empowers the students to gain leadership qualities and execution skills. Students are involved in several committees such as CDC, IQAC, NSS Advisory Committee, DLLE, , Sports and Cultural Committee. The College takes initiatives for the skill development of students including Soft Skills, Communication Skills, health and hygiene, and ICT Skills. The students of the institution participate in events/competitions organized by the institution and other institutions. The College conducts different activities to motivate the students for appearing in the competitive examination and career guidance and placement for the students. The responsibility of organizing social and co-curricular events in college is assigned to the Student Council. 08 students represented the college at Sports and Cultural competitions. Also, nearly 40 students placed and progressed during the assessment period.

Governance, Leadership and Management

The College is performing under the auspices of Savitribai Phule Shikshan Prasarak Mandal. The College follows the rules and regulations of UGC, the Government of Maharashtra and the University of Mumbai. The vision and mission of the College are defined to provide excellence in education to all students located in nearby College areas. The Leadership and Governance in College is based on participative management. Decision-making ensures an environment conducive to attaining the vision and the mission of the college. A case of decentralization and participative management is at our College. All these committees organize various activities and events under the guidance of the NAAC/IQAC office. The College believes in the decentralization of work so different kinds of committees are formed to implement the annual plan of the college such as the Time Table, Cultural, Examination, NSS Committees, DLLE, WDC, etc. Each committee is headed by in-charge and some other members. The College promotes faculty to complete Orientation Program, Refresher course, FDP and STC. The IQAC of the College plans and ensures quality in all the Academic, Curricular and Co-curricular activities. To make the students aware of the current and futuristic challenges and opportunities, the teaching faculty is encouraged and motivated to develop a scientific temper to propagate a research culture amongst the students. Under the welfare schemes Medical Leave, Casual Leave, Earn Leave, Maternity Leave, Duty Leave, etc. are provided and in financial support college encourages for home loans and personal loans from different banks. The college conducts an external audit of the College books of accounts for the respective financial year. The College has an effective mechanism for internal and external audits. Management stands for positive change and transformation. The College is ISO certified 9001:2015.

Institutional Values and Best Practices

Human Values, Professional Ethics and environmental issues are a part of the curriculum. Infrastructure in the College is developed to cater to the needs of all genders and divyangjan. College campus is under CCTV surveillance. The College have a policy of zero tolerance towards discrimination based on caste, gender and religion. To induce a green campus environment pedestrian-friendly footpaths have been made in the campus. To promote a plastic-free campus everybody is encouraged to shun the use of such bags etc. Above all most intra-departmental communication is done through electronic mediums. The College is bound to the security of girl students and women staff. CCTV cameras are installed at the College campus for the security of girls. Waste management has been done in every academic year. The College did the green, environment, and energy audit from an external agency. Tree plantation has been done every year. The College celebrates national festivals, birth/death anniversaries of great Indian personalities. Many activities are conducted to promote

universal values. Transparency is maintained in all activities related to finance, academics, and administration. To develop an interest in language, Marathi and Hindi Language days are celebrated and Literary Associations are established. Various activities like reading, writing, and speeches, debate are conducted. To inculcate human values and social responsibilities, the program such as gender equity, population day are arranged in the college. The best practice is 'Women Empowerment'. The ultimate objective of the practice is empowerment and enlightenment of all our College girl students as well as woman of the Mandangad tahsil through self-awareness and realization by providing them all possible space and opportunities. The College aims to provide opportunities for Higher education to so far neglected rural, poor, tribal students located in the remote corners of Ratnagiri District from the Konkan region. Another best practice is 'Backward Caste and Class Students Empowerment'. The prime objective of this practice is to empower and uplift the Backward Caste and Class students in mainstreaming. The College emphasizes on moral code of conduct for students and staff. The College prepares an annual gender sensitization plan and executes the same.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAVITRIBAI PHULE SHIKSHAN PRASARAK MANDAL'S LOKNETE GOPINATHJI MUNDE ARTS, COMMERCE AND SCIENCE COLLEGE
Address	Bankot Raod, At Post. Tal. Mandangad Dist Ratnagiri Pin 415203
City	Mandangad
State	Maharashtra
Pin	415203
Website	https://lmacs.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jadhav Rahul Nashikrao	02350-225535	9423803231	-	maccmandangad@rediffmail.com
IQAC / CIQA coordinator	Waghmare Shamrao Jalindar	02350-299017	9423803231	-	shamjwaghmare@rediffmail.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	02-03-2009	View Document
12B of UGC	02-03-2009	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	Bankot Raod, At Post. Tal. Mandangad Dist Ratnagiri Pin 415203	Rural	5	21116

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Marathi	36	H.S.C	Marathi	120	44
UG	BA,Hindi	36	H.S.C	Hindi	120	21
UG	BA,Economics	36	H.S.C	English,Marathi	120	21
UG	BA,History	36	H.S.C	English,Marathi	120	21
UG	BA,Geography	36	H.S.C	English,Marathi	120	23
UG	BA,Rural Development	36	H.S.C	English,Marathi	120	23
UG	BCom,Commerce	36	H.S.C	English,Marathi	120	91
UG	BSc,Chemistry	36	H.S.C	English	120	28
UG	BSc,Botany	36	H.S.C	English	120	19

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	1				3				18			
Recruited	1	0	0	1	3	0	0	3	14	2	0	16
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	10	1	0	11
Yet to Recruit				0
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				22
Recruited	18	2	0	20
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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.	1	0	0	2	0	0	9	2	0	14
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	1	0	0	4	0	0	5
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	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		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	192	0	0	0	192
	Female	164	0	0	0	164
	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	42	27	24	23
	Female	22	22	28	32
	Others	0	0	0	0
ST	Male	11	8	12	3
	Female	5	2	1	1
	Others	0	0	0	0
OBC	Male	71	61	61	50
	Female	58	53	48	56
	Others	0	0	0	0
General	Male	43	55	17	25
	Female	39	39	18	42
	Others	0	0	0	0
Others	Male	24	13	34	27
	Female	21	9	42	32
	Others	0	0	0	0
Total		336	289	285	291

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary/interdisciplinary: Our college has Arts, Commerce and Science streams. The management of the college has already adopted multidisciplinary approach and started student enrolments in such self-financed certificate courses by many departments. We made creative combinations of disciplines for study and would offer multiple entry and exit points. It helps in the rigid boundaries between subjects and creating new opportunities for students. With the available resources being used at their optimal use. Students are provided quality teaching, and community engagement through online (During Corona Pandemic Disaster) and direct communication.</p>
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	<p>Departments in Languages, Sciences, Social Sciences and sports are actively involved in the strengthening education system in accordance with the NEP. This value-based education helping the rural students to develop humanistic, ethical, oral and universal human values of truth, peace, non-violence, righteous conduct and love for all.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic bank of credits (ABC): Academic bank of Credit (ABC) is the part of New Education policy 2020. It is suitable to students to choose the program on the basis of their interest and earn credit for that. But Ours is the affiliated college; affiliated to Mumbai University, Mumbai. We bound to follow the rules & regulations mentioned in the University Act and implemented by UGC through university ordinances. But we are ready to adopt the ABC policy as and when it is implemented.</p>
<p>3. Skill development:</p>	<p>Skill development: The institution has been focusing on Skill based education for the employability of students. These skilled work forces are demanding in the field of basic and advance sciences. Multidisciplinary abilities across the sciences, social sciences, and humanities, will help to cater this demand. Placement drives are conducted through various Banking sectors. Internal Quality Assurance Cell, Women Development Cell are actively engaged in organizing activities to indulge life skills, such as communication, cooperation, teamwork, and vivacity in the student minds. The motivation and empowerment of teachers is required to ensure the best possible future for our students and our nation. College also organizes teacher training about development of soft skill to improve teaching skills. As they are true shapers of the future of students and, therefore, the future of our nation. We also celebrate the Teachers Day to impart high respect for teachers and the high status of the teaching profession.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): Indian Knowledge System and long-lived traditions have created illuminated pathways our life. Therefore, this is our moral responsibility to strive for quality education stimulating Teaching, learning and evaluation systems based on Indian Knowledge System. Which will help the students to become disciplined citizen. College is situated in district of</p>

	<p>Ratnagiri Kokan region of Maharashtra. Our stakeholders are mostly from rural & remote places and therefore, they need to be taught in the Indian languages, especially in their mother tongue to understand the concepts of the subject. College always motivates the student and teachers to visit the Swayam Portal, e-PG Path Shala, NPTL, for various online courses. A link is given in our college web page. To imbibe Indian art and Culture College organizes cultural activities, where preference is given to Indian Culture and Traditions based performances. Students are motivated to take active participation the Youth Festival organized by university.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Focus on Outcome based education (OBE): College has always striven for quality education by providing well-structured rigid Academic Calendar, Exam Schedules. The assessment tools used for this are Data Collection, Mentoring and Feedback aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class. Tests and semester examinations helps in the monitors their academic outcomes, through assessment of core concepts and knowledge from the national and local curricula, along with relevant higher-order skills and application of knowledge in real-life situations, rather than rote memorization. The Choice Based Credit System (CBCS) is also adopted by college. It helped in instilling innovation and flexibility. The college assessed the course and programs for attainment the output on the basis of following parameters. This method is developed by Internal Quality Assurance Cell of our college, Program Outcomes POs Determine or Identify the Program Objectives Define the Learning Outcomes of the Programs Course Outcomes. COs Identify the Course Objectives Observe the Performance of the students in the Class define the Learning Outcomes of the Course Specific Program Outcomes SPOs. The Course Outcomes (COs) Program Outcomes (POs) and Specific Program Outcomes (SPOs) are assessed for measuring the attainment. The assessment of student learning outcomes is done by using a separate mechanism. This mechanism and process of attainment of each of the Program Outcomes and Specific Program Outcomes.</p>
<p>6. Distance education/online education:</p>	<p>Distance education/online education: This institution</p>

	<p>is already prepared, especially during COVID-19 pandemic situations and teaching learning process through different online modes like Zoom, Google meet, Teachmint Google classroom, WhatsApp etc. The college has given an opportunity to serve well qualified and techno savvy staff to use ICT resources for teaching learning and evaluation. Virtual conferences, webinars were organized / attended in this pandemic period.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes</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>Yes</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>Sessions conducted for awareness by Tahsil office and Election office</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 conducted with state government authorities</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>New admitted students are encouraged for enrollment and forms get filled and submitted by maximum students.</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
356	291	285	289	336

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: 22

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
20	19	19	21	21

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
23.50	24.33	17.53	19.30	32.72

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 College offers B.A., B.Com. and B.Sc. programs based on the CBCS system. The curricula for various programs have been formulated by the guidelines of the University of Mumbai. Different committees are established at the beginning of the academic year for the smooth functioning of the college. Before the commencement of academic year, IQAC prepares the academic calendar under the guidance of the Principal. This calendar consisting tentative dates of curricular and co-curricular activities conducted in the specific year for effective teaching-learning and continuous internal evaluation. The general meeting is taken for yearly planning of curricular and co-curricular activities conducted throughout the year while the departmental meetings are conducted at the beginning of the academic year for distribution of the workload to individual teachers in the respective department. The distributions of the papers are based on their specialization and individual interest in those subjects.

In the departmental meetings, teachers are advised to prepare their departmental timetable, session plans, and present corresponding reports. After the distribution of workload and papers, time table, each teacher prepares year, semester, and month-wise teaching plans for smooth and effective curriculum delivery. All teachers submit their annual teaching plan to the IQAC and Principal either directly or through the Head of the Department. Later, the Principal and Head of the Department took a common meeting regarding the departmental requirement. In the session plan, the focus is given on the syllabus and its completion within the stipulated time, the individual paper to be entertained, and the distribution of topics with suitable dates with teaching units. After the review of session plans, the Head of the Department and the Principal issue suggestions for the effective implementation of the curriculum whenever necessary.

The teachers are always encouraged and motivated by the Principal for constructive classroom teaching. The teaching-learning and evaluation process includes presentations, assignments, group discussions, student-centric workshops, seminars, tests, tutorials, study tours, course-wise project works, field visits, excursions, and research-based educational workshops. Also, teachers are requested to introduce ICT-based teaching for effective curriculum delivery. Most of the teachers prefer to use different ICT tools for teaching-learning such as WhatsApp, Google meet, Zoom, YouTube, etc. The departments organize subject-wise guest lecturers for the skill development of students. E-resources, e-books and periodicals are referred to and made available to the teacher and students. The academic calendar consist schedule of internal examination and assignments, project work and or other provisions for internal evaluation. Each department finds out the slow and advanced learners based on marks offered in the first-semester examination. An additional coaching scheme is implemented for the slow learners of the department. All the stakeholders provide procedural, practical and academic support to the college and are regularly

motivated for fair and smooth implementation of curricular and co-curricular activities.

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: 13

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: 18.37

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
45	0	135	63	43

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 is affiliated with the University of Mumbai, Mumbai. We follow the curriculum designed by the University of Mumbai. In the curriculum cross-cutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability are already introduced. Subject-wise cross-cutting issues reflected in course-wise syllabi. The college and concern department focuses on effectively imbibe these issues, in the teaching and learning process.

Professional Ethics: -

In the College, we experienced professional ethics through-out teaching learning, research, student admissions, staff recruitment and implementation of government and university policies. A code of conduct is prepared by the institution for all stake holders. Details of the term are reflected in the curriculum of Economics (B.A), Hindi (B.A.) Marathi (B.A) Commerce (B.Com). Accountancy (B.Com.), Botany and Zoology (B.Sc.)

Gender: -

We strictly adhere to the Government law 2013 of Sexual Harassment of Women at Work place and UGC guidelines for same 2016. Every year college organizes various activities on gender sensitization such as seminars, lectures, and workshops, various competitions. We celebrate International Women's Day on 8th March. A health-checkup camp and H.B. detection camp are organized for girl students and lady staff members. A college has a ladies' common room.

Gender-related cross-cutting issues are also reflected in above said courses.

Human Values: -

Besides Human Rights, we observe human values in college administration and through-out working in the college. On the occasion of Gandhi Jayanti, International Non-violence Day was celebrated in the college on 2nd October and Constitution Day on 26th November. Department wise Add-on courses for human values are organized in the institute for students. Human values are reflected in the parent university curriculum of History, Economics, Hindi, Marathi (B.A), Commerce (B. Com.) and Botany (B. Sc.) these curriculum attempts to expose students to current education scenario in India, Special guest lecture is organized for presentation and promotion of human rights and justice.

Environment: -

The College has Botanical Garden with medicinal plants that help students to acquire knowledge about medicinal plants and their uses. We motivate the students and staff to use eco-friendly life and maintain a plastic-free campus. The college organizes tree plantation under *Mazi Vasundhara* on World Environmental Day. On 2nd October we organize a cleanliness drive with the help of NSS volunteers. Environment-related cross-cutting issues are reflected in the university curriculum of Foundation Course, Geography, Environmental Economics, Botany and Zoology. For First Year Commerce students Environment Studies is a compulsory subject offered by the University of Mumbai.

Sustainability: -

The College has its own policies prepared as per the Vision and Mission statement of the college. We have separate waste management systems for solid, liquid and e-waste on the campus. Department of Chemistry and Physics jointly organized International Conference on Sustainability.

All the cross-cutting issues are reflected in the curriculum of Economics (B.A), Hindi (B.A.), Marathi (B.A), Geography(B.A.), Commerce (B.Com), Accountancy (B.Com.), Botany and Zoology (B.Sc.).

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: 85.39	
1.3.2.1 Number of students undertaking project work/field work / internships	
Response: 304	
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: 38.67

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
163	122	129	130	152

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
360	360	360	360	360

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 49.63

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
103	77	94	89	106

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
189	189	189	189	189

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: 17.8

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 follows a versatile assessment of the learning levels of students through a common procedure aided with program-specific assessments in addition to the traditional teaching-learning methods. These procedures are dynamic and are updated and innovated to assess learning in a student-centric way. The college is constantly striving for the holistic development of its students. All the activities and plans of the college are prepared and implemented with the students as the focal point. The methodologies adopted for the enhancement of teaching –learning is as below:

Experiential Learning:

The College organizes study tours, and field visits of students for experiential learning. This helps students to get firsthand experience of historical places, architecture, geographical places and industry. Therefore, they can easily and with a healthy mind get subject knowledge of History, Geography and literary works by taking the practical experience of the subject matter in the book related to their curriculum. Therefore, students can understand the course content of subjects like Economics and Commerce with interest. We conduct a Science Exhibitions to promote interest in science and technology. Students are encouraged to contribute to the college magazine *Garudbharari* by all departments.

Participative learning:

The learning is made more participatory and socialistic by organizing activities like group discussions, field visits, seminars, project writing, publication of wallpapers, etc. Language and Literature Association, Social Science Associations, and Commerce Associations have been established to enrich the knowledge base of the students in their respective areas. The college also organizes co-curricular, and cultural events which help the students in developing their all-round personality. Birth anniversaries celebrated and pay tribute on death anniversaries to great personalities. Through these activities, struggle, vision, and life of these all-great leaders are imbibe in students. Students are inspired and get motivated from the thoughts and philosophy of these great and visionary persons. It helps to inculcate social and moral values among students.

Problem Solving Method:

The student identifies a problem which may be scientific, social, environmental, or literary, state a hypothesis, explain the procedure, and arrive at their own conclusions. The situation-based study is assigned to the students. Science and Commerce departments encourage students to solve problems by using graphical techniques and numerical analysis. Teachers gives several problems to the students and asks them to solve them, either individually or in groups. This helps them to develop decision-making skills, cooperation, and coordinating skills.

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: 90.91

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
22	22	22	22	22

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: 88

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
18	17	17	19	17

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:

The examination process is transparent and executes as per the guidelines of the University of Mumbai. The mechanism of internal assessment in the institution is transparent. At the beginning of an academic year, the college prepare Academic Calendar for effective implementation of internal assessment of the students. The provision of internal assessment is mentioned in a yearly calendar with the consultation of all the heads of departments for smooth functioning of it. The process of conducting internal assessment and examination is informed to students and parents at the beginning of the semester of the program. To ensure transparency, students have to write answers in the answer books which are provided by the college. Assessments of tests are conducted as per college directions. Throughout the academic year, the performance of the students is assessed in the form of assignments submission, project works, seminar presentations, group discussions, study tours, case studies and practical work.

The subject teachers evaluate the answer sheets and orally issue suggestions to students with counseling for improvement. The evaluated answer sheets are provided to the students for their overall observation. Transparency in internal evaluation is ensured by displaying marks on the departmental notice board. The subject teachers deals with the student's problems regarding evaluation and allotted marks. Record of internal assessment maintained in the department. For transparency in internal assessment, advance mentoring, academic calendar, grievance redressal, and displaying of internal marks are practiced. We prefer different modes such as MCQ, assignments, project work, study tours, presentations, etc. for conducting internal assessments.

An external examination notification is sent to the students 30 days in advance. A student should register himself/herself for each semester examinations. Centralized evaluation is carried out for the semester examinations. The results will be declared within 45 days of the completion of the examination. Passing Criteria (i) Minimum for a pass in each Theory/ Practical is 40%. (ii) The aggregate minimum for a pass

in each paper is 40% including Continuous Internal Assessment, while this rule is applicable for CIA and semester end examination separately. (iii) A student can apply for Photocopy of the answer script if needed, by paying the prescribed fee. (iv) A student can apply for revaluation/rechecking of any paper he/she had appeared for in that particular semester by paying the prescribed fee. The procedure for dealing with malpractice and the punishment accorded is also circulated to the student.

The testing and evaluation process consists:

1. Conducting internal and semester-end examinations
2. Proctoring of online examinations.
3. Conducting online evaluation.
4. Generating hall ticket
5. Generating marks statement
6. Generating grade report
7. Analysis of SGPA and CGPA
8. Embedding safety measures for the grade reports and degree certificates conducting semester end examinations.

As per the norms of the University of Mumbai, College having a Examination Grievance Redressal Cell for the examination perform accordingly the rules of University of Mumbai directives. Semester end and internal examinations of undergraduate programmes are handled by the examination committee.

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:

The College strives to provide quality education of global standards with a holistic perspective to the students. The Programme Outcomes (POs), and Course Outcomes (COs) are carefully crafted catering to

local, regional, and global needs and aligned with the national goals and institutional vision and mission of higher education. The institution follows an approach of the Outcome-Based Education (OBE) system which inculcates the student-centric teaching learning and methodology. The OBE framework guides the learning and teaching process within the institution and is embedded with the design and delivery of the program to achieve the outcomes framed. The POs and COs are stated and communicated to the stakeholders and with students through the institution's website. Starting of academic sessions in each semester in which the students are familiarized with the relevance, implementation and attainment of the various learning outcomes. Targeting the achievement of various competencies by the students as the primary goal, faculty members ensure the preparation of a teaching plan and crafting of instructional strategies to best suit the attainment of outcomes framed for the programmes.

The institution through IQAC organizes various faculty development programmes, training programmes and interactive sessions on Outcome- Based Education at regular intervals which has been instrumental in educating the faculty members on COs & POs concepts and enables them to imbibe it in the teaching and learning process. The POs and COs deliver a student-centric curriculum in line with the outcome-based education system that measures the attainment of Programme Education Objectives, Programme Outcomes and Course Outcomes.

The courses in the Humanities programme aim at acquiring and fostering conceptual knowledge of individual personalities, societies, and environments in a wider context of historical, geographical, social, political, economic, religious, technological, and cultural perspectives. Commerce intends to edify the students to make the right efforts by cultivating unique skills with humanistic values and professionalism to lead them to be efficacious, globally employable, and entrepreneurial graduates in a vibrant environment. Science courses acquaint the students with the global dimension of science and lead to refining the critical and reflective thinking in the students by developing scientific inquiry skills and facilitating them to analytically evaluate the credibility of scientific information through the application of various laboratory-oriented practical techniques. The programs aim to instill scientific temper in the students by reinforcing the application of research intelligence in scientific inquiries, build confidence and competency by mastering the skills to face a fiercely competitive job market and drive them to highly exclusive and intellectually rewarding career paths. The POs and COs are thus in line with the motto of the institution. There is a coordinated effort on the part of the college and students in achieving the desired outcomes : motivation lectures, skill enhancement activities and mentoring sessions are organized.

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 often focuses on the attainment of programme outcomes and course outcomes. The college systematically prepares a plan to evaluate the students from the first year to the third year. The purpose of the student's academic journey is elaborated through the Principal's address and classroom interaction.

Mechanism: Attainment of program outcomes and course outcomes at the college level are evaluated through Direct Method and Indirect Method which helps to improve the education quality of the college and graduates.

Direct Method: At the end of each semester, the university conducts the semester examination to evaluate the attainment of the POs, PSOs and COs. At the time of assessment, teachers also assess the attainment of POs and COs of the students. The result analysis helps to check the attainment of POs and COs. The result of students is displayed for their consideration. Assignments, group discussions, class seminars, project work, etc. are conducted for the evaluation of POs and COs. Study tours, field visits, and experiential learning are also part of the evaluation of the attainment of the programme and course outcomes. Various competitions such as Elocution, Essay Writing, Debate, Rangoli, etc. are organized for the evaluation of the outcomes. The annual practical examinations of the students of the concerned subject are carried out at the college level with the presence of External Examiners appointed by the University. In these examinations too the attainment of POs and COs are evaluated.

Indirect Method: Evaluation of attainment of programme outcomes and course outcomes is done through indirect methods at the college level such as feedback collected from the students, and alumni, during their meets. These are the methods and ways used to check the attainment of POs, PSOs and COs by the institution.

The following methodology we are adopted for COs attainment Evaluation:

Internal Evaluation:

1. Assignments: We conduct assignments for 20/25 marks for per course.
2. Average Attendance: Marks allotted by the teacher as per attendance of students.
3. Overall Performance: As per active participation of students in class/laboratory works, marks are given to the students.

Obtained marks converted into percentage and 50% of these are taken for COs attainment.

1. External Evaluation:

External examination evaluation of semester end examination, obtained marks are converted into 50%.

1. For CO Attainment percentage : 50% of internal evaluation + 50% of external evaluation.
2. Out of the students, only 60% and above marks percentage students consider for COs attainments.

METHODOLOGY FOR POs ATTAINMENT

1. Direct Evaluation: An average of all courses of COs attainment taken and converted into 50%.
2. Indirect Evaluation:
 - a. Students Exit survey Report: The teacher of each programme distributed the survey report (60 marks) to each student of 6th semesters.
 - b. Placement and Progression to Higher Education: Assessment of placement and progression to higher education of each student after passing programme carried out and given to 40 marks.
 - c. Obtained marks converted into percentage.

For POs attainment percentage: 50% for direct evaluation + 50% for indirect evaluation.

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: 86.25

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
94	81	87	58	69

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
106	84	87	88	86

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.77</p>	
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: 1.8

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	1.50	0	0.30

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

In the College, Incubation Committee is initiated to promote innovation and entrepreneurship among the faculty, staff, and students at Loknete Gopinathji Munde Arts, Commerce & Science College, Mandangad, Dist. Ratnagiri. The incubation committee has tried to provide the necessary guidance, technical support, infrastructure, access to investors, networking, and facilitating a host of other resources that may be required for the start - up to survive and scale. The objective of this incubation committee is, to encourage the students and faculty members with innovative ideas and develop these ideas into commercial products, and bridge the gap between Industry and Academia. To mold the students to the expectations of the government, higher educational institutes need to start innovation and incubation. By setting up the innovation and incubation committee at higher educational institutes, small industries gain access not only to leading-edge technologies but also to highly trained students, professionals and infrastructure facilities while the higher education institutes are benefited from building links with local bodies and improving their objectives regarding student employability. Involvements of the industry in

the academic programme of higher educational institutes are a major mechanism for knowledge transfer. Role in knowledge transmission has been the motivation for the development of innovation and incubation committee at higher educational institutes.

The Institution provides a conducive environment for the promotion of innovation and incubation. The incubation center is not available in our institution but the Incubation Committee is formed for looking at the matters related to this activity. All required programmes and Guidance are arranged for the students under this Committee. Students are encouraged to actively involve in the programs arranged for business-related activities. The institution has arranged various guest lectures on entrepreneurship, business opportunities, banking facilities, etc. Students are provided opportunities to directly interact with outstanding entrepreneurs excelling in their fields. The sole objective of the Incubation Committee is to facilitate students to convert their ideas into innovations. Students are provided with facilities to build useful prototypes for the promotion of agriculture and rural development. Financial assistance is provided by commercial banks through various Government Schemes, and the information of these schemes regarding business activities is made available to students through different programmes.

The college incubation Committee function with the below objectives:

- * To develop an awareness of the significance of entrepreneurship among the students and local community.
- * To encourage innovative and problem-solving ideas.
- * To provide a platform that encourages aspiring entrepreneurs to realize their goals through design thinking.
- * Encouragement towards innovation and nurturing innovative ideas among the students.
- * To improve the domain-specific knowledge and abilities required to become a self-sustaining entrepreneur.

By developing a network between universities, financial institutions, companies and other entities, create an ecosystem.

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: 17

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
5	0	3	4	5

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: 1.68

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
3	3	14	7	10

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: 1.23

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
13	1	7	4	2

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

3.4 Extension Activities

3.4.1

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

Response:

The outreach activity is an integral part of college educational programmes. It imbibes the sense of social responsibility among the students. It engages the students in social service that meets the community's needs. The institution is committed to serving the community through its extension activities by involving students and faculties of all departments and various committees such as NSS, DLLE, WDC, etc. This has resulted in creating strong relationships with the local community, local administration, schools, and neighborhood organizations. These experiences have awakened human values in students. They have been trained to respond quickly whenever there is a need. They have shown great initiative both in active situations like flood relief and passive ones like traffic safety.

Sensitize the students about social issues and build a holistic approach within them. The college organized extension activities in the neighborhood community. The students of our college actively participated in social service activities which were conducted by the college through NSS, Extension and WDC departments. NSS department every year organizes a residential seven-day camp in the nearby adopted village and conducts several activities addressing social issues such as *Swachhta Abhiyan*, Tree Plantation, Water Conservation, Environmental Awareness, Women Empowerment, National Integrity, National Equality Awareness, HIV-AIDS Awareness, Blood Donation Camp, Health Checkup Camp, Road Safety Awareness, and Group Discussion with local people for the eradication of superstition, etc.

DLLE and WDC departments of our college are continuously involved in shaping students into responsible citizens of the country. Every year DLLE department allots various practical-based projects to students including social issues such as women's empowerment. WDC organized Personal Health and Hygiene, Health check-up camp for girl students, All these mentioned activities have a positive impact on the students and it helps to develop healthy relationships among students and the community. These activities help students to enlighten their hidden personalities.

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:

Learning activities have a visible element for developing sensitivities towards community issues like gender disparities, social inequity, etc. and in inculcating values and commitment to society. Affiliation and interaction with groups or individuals who have an interest in the activities of the institution and the ability to influence the actions, decisions, policies, practices, or goals of the organization lead to mutual benefit for both parties. The processes and strategies inherent in such activities relevantly sensitize students to social issues. Sustainable practices of the institution leading to superior performance result in successful outcomes in terms of generating knowledge useful for the learner as well as the community. The extension also is the aspect of education that emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value. Our ultimate goal should be to contribute to the betterment of society in addition to doing well for ourselves. This can be accomplished through raising awareness, participating actively in government-organized drives, and many other things. Our college strives to examine all aspects of problems and provide solutions for them. The faculty of our college understands the value of social work in addressing and resolving the problems that have recently become more widespread.

During the last five years NSS and DLLE department of our college received recognition for his

remarkable efforts in raising awareness of the Swacch Bharat Mission, construction of Vanrai Bandhara, organizing special camp, etc. During the pandemic, our college made significant efforts to create awareness about Covid-19 by conducting seminars and hosting vaccination drives. The NSS expressed its appreciation for this work. Additionally, our college has also been recognized for our efforts in tree plantation. We participated in a plantation drive held in and around the college campus for which we achieved a certificate of appreciation by the NSS department.

As an institution, we hold a blood donation, our faculty members and students have received recognition for blood donations. Our college has donated kits of food grains and essential material to the flood-affected region in the village of Hebbal Kasba Nool, Tahsil-Gadhinglaj, Dist. Kolhapur & Chiplun, Dist. Ratnagiri. For all these extension activities our college has been recognized by the University of Mumbai as the Best College in rural in the year 2019-20.

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: 42

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
12	04	10	09	07

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

3.5 Collaboration

3.5.1

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

Response: 11

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution offers priority to effective teaching and learning process. To keep bound with the institutional development and to fulfill the needs of students, we constantly develop the infrastructure as per the emergent needs and necessities. The college is established in 1996. The total built-up area for offices, classrooms, departments, library, and laboratories is 21116 Sq.Ft. on 5 acres campus area. The botanical garden with medicinal plants has a 3200 Sq. Ft. area. Our College has a playground with 01 acre.

Classrooms

There are 21 well-furnished, electricity-efficient, well-ventilated, and spacious classrooms; out of them, 03 classrooms are ICT enabled with LAN/Wi-fi facilities. Special care is taken that all classrooms have proper physical facilities.

Laboratories

There are total 04 well-equipped and well-maintained Science laboratories for carrying out curriculum-oriented lab practicals for Physics, Chemistry, Botany, and Zoology. There are total 12 computers being used by the students in the laboratories.

Library:

The Institute has one library with all physical facilities. The total area of the library is 1512 Sq.Ft. There are separate reading rooms and study sections for staff and students. Study material available in the library is as follows; Textbooks: 4495, Reference Books: 3563, E-Books: 6000, Magazine / Journals: 44.

ICT Facilities and Equipment for Teaching, Learning:

The institute has 01 seminar hall with ICT facilities used for conducting the curricular and co-curricular programs. 03 classrooms equipped with LCD facility and 05 classrooms with LAN/Wi-Fi connections for effective learning using the internet. The institution has a broadband internet connection with 100 Mbps bandwidth and 03 Wi-Fi routers installed on the campus. The institute has 03 movable LCD projector which is used commonly in the institute. It helps to make the teaching-learning process more

effective.

Sports and Gymkhana facilities

There are sports and gymnasium facilities for encouraging the students as well as staff members for the sports activities. There is a separate building of 700 Sq. Ft. for gymkhana with necessary sports equipment.

Cultural facilities

Our institute along with academic activities conducts cultural activities. For the cultural development of students, one auditorium hall of 4276 Sq. Ft. area with sufficient musical instruments and its capacity is around 300 students. List of the cultural/ musical instruments available in the auditorium hall.

Sr. No.	Description	No.
1	Dholak	02
2	Harmonium	01
3	Amplifier Machine	01
4	Microphones	02
5	Projector	01
6	Sound Box	02

Other Physical facilities

In the administrative office and laboratory, there is a fire extinguisher mounted for safety purposes. For students and staff, there are separate washrooms in our college. Drinking water facilities and vehicle parking are also available in the college premises. There is a canteen in the vicinity of the college for both faculty and students.

Computing Equipment

Our institution has adequate computing equipment such as computers, printers, scanners, printers with a scanner, Xerox machines, generator and UPS for computers for smooth and fast functioning of the college from the point of view of administration and teaching learning.

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: 19.27

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
0.32	9.76	0.05	0.16	12.33

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 College Library is a gateway to a world of Information. The Staff and Students have unlimited access to a wealth of Information found in resources like books, magazines, Journals, Hand Books, and seminar/conference reports. The college has a library that holds Textbooks: 4495, Reference Books: 3563, E-Books: 6000, Magazines/Journals: 44 and 08 newspapers. Every year there is an addition of text and reference books to the existing stock. The library assists faculty and students with various other resources such as previous years question papers, E-books, E-Research Journals, M.Phil./Ph.D thesis and Newspapers. The well-maintained college library is enriched with a sufficient collection of books. Books are procured on the recommendation made by the library committee and faculties. As per the recommendation of the NAAC Peer Team for the 3rd cycle, The college library is partially automated with Biyani ACE INTEGRATED LIBRARY MANAGEMENT SYSTEM which is ILMS. This Software helps to keep a record of Book Bank, Periodicals, Journals, CDs, Videos, Tapes etc.

Admin :

It enables to create of user and library accounts. Letters, orders, and reminders to vendors can be created.

Books Acquisition:

This module is useful to automate the purchasing process of Library books.

Cataloging:

Retro-conversion of library records, update library holding, Generation of bar code labels, stock verification, etc. functions are performed by this module.

Circulation:

Members' registration, Issue/Return of library holdings is done under this module. It remains helpful to issue overdue notices and send them to users.

Serials:

Journals, Periodicals subscription is done in this module.

Micro Document:

This module is used for articles, chapters, contents, and news indexing.

Budget:

This module is used for bill processing and budget control.

Search:

For searching books students and faculty members do not require to visit the library. They can search books using the **web-OPAC**.

The college library has subscribed **N-List e-resources**. Under this, more than **6000 e-journals + 313,5309 e-books** are made available for students and faculty members. Our college library is a member of the National Digital Library of India. The link to **NDLI** and N- List is given on the college website. The library has given links to Open Educational Resources on the library web page.

The library has a total 03 computers. 01 for issue/return section, 01 computer for students and teachers to search online public access catalogues and 01 for the library administration. For printing, the library has a printer cum scanner. Separate seating arrangement and open access to books is made available to students and faculty members. The 'Book Bank' facility is made available for economically and socially weaker students. There is a common issue counter for students and staff.

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:

Hardware Infrastructure:

The Institute has 54 desktops out of them 44 are being available for students. College have an adequate number of desktops maintaining Student Computer Ratio of 1:8 at the time of lecture/presentation/practical. In addition, there are 08 deskjet printers in the administrative block. The college uses 06 LCD projectors, 01 in the Audio-Visual room and the rest of them are used in the teaching block as per the requirement of the lecture. The college has hired computer hardware technician for the maintenance and support of the ICT infrastructure.

The institution provides access to desktop systems to both faculty and students which allows them to use computer aid for academic projects, practical sessions, and learning. Learning combined with visual presentations or working on certain software is much more enjoyable and comprehensive for the students.

Software Infrastructure:

The desktops are working on different operating systems with Quick Heal antivirus. For smooth and effective administration work, the institute uses College Management System Software of Biyani technology. Integrated Library Management System (ILMS) software by used in the library. Result-10 software (10 Credit-Based Grading system) version 2223.10.27 is used for smooth functioning of examination and preparation of results.

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

Sr. No.	Year	Particulars	Utility	Purchase Bill	If Donated (Related Documents)
1	2017-18	--	--	--	--
2	2018-19	--	--	--	--
3	2019-20	10 Desktop	Students		Donated by BARTI
4	2020-21	10 Desktop	Students		Donated By ANG C
5	2020-21	3 Printer	Office		Donated by ANG C

6	2020-21	1 LCD	Students		Donated by ANGC
7	2021-22	25 Desktop	Students		Donated by Rahul Shewale
8	2021-22	10 Desktop	Students		Donated by Mahesh Ganve
9	2021-22	Hand Projector with Screen	Students		Donated by ANGC
10	2021-22	LAN Desktop for	10 Students and Staff	Deshmukh	--
11	2021-22	Wi-Fi with 100 mbps	Students, Staff and Office	Dalvi	--

3. Software

Sr. No.	Year	Particulars	Utility	Purchase Bill	e-Copy of Agreement with service provider
1	2017-18	Biyani	Office		
2	2018-19	Exam (Result 10)	Exam Dept.		
3	2019-20	Library	Library		
4	2020-21	Antivirus	Administration		

Documents:

1. Maintenance Details

2. Agreements

3. Orders

4. Bill Receipts

5. System Reports

6. Documents of Updation

7. One Month/One Quarter of the latest completed academic year (2021-2022) – Internet Bill

8. Stock register of computers – Scan copy

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: 8.09

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

Response: 44

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 12.73

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
1.55	3.51	2.99	4.26	2.63

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 25.88

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
63	43	93	90	114

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: D. 1 of the above

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

5.1.3

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

Response: 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
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: C. 2 of the above

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

5.2 Student Progression

5.2.1

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

Response: 10.54

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
16	7	7	7	4

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
94	81	87	58	69

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

5.2.2

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

Response: 1.34

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
3	0	1	0	0

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

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: 8

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
1	0	3	3	1

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 15.4

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
0	0	26	28	23

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

5.4 Alumni Engagement

5.4.1

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

Response:

The ad-hoc Alumni Association is in force since 1999 in the college. It aims to promote and foster mutually beneficial interaction between the alumni and the college. The association has been providing active support and cooperation in organizing academic and extension activities and enhancing infrastructure. Alumni are assets that can provide mutually beneficial relationships over a time. After different cycles of accreditation of college, the alumni may realize their responsibility and work in systematic order.

Some alumni, especially from NSS, DLLE, WDC, Sports and Cultural Department of the college, extend their support in the organization of camps and cultural events. The Alumni Association has been functioning for the development of the college. The alumni association is working but unregistered. The alumni may also plan to perform their activities in a way that they can render intellectual, and physical support. The meetings of alumni are conducted and issues related to college development are discussed. Social media is the best means to have fruitful communication with the alumni and former faculties scattered all over the state. They can also assist and motivate students to develop proper skills in particular activities.

Many former students of the college have been working in various government, semi-government and private sectors. Some alumni have been appointed to distinct positions in a variety of government, and private departments as a result of their outstanding achievements. Our college continuously felicitates by offering certificates, medals and trophies to the alumni who work in different fields.

Our college is located in a rural area. Therefore, the financial contribution of the alumni is comparatively less. However, the alumni association contributes to the college through non-financial means such as assigning moral contributions in college development. The college organizes alumni meetings and collects feedback from them. This feedback helps the institute to reach advancement in teaching, learning and overall development of the institute.

College and alumni discussed about the development of the college, it is functioning with the objectives given below:

To avail possible assistance to alumni to achieve their professional goals such as job search & listing of job vacancies.

To foster linkages amongst the alumni and to promote personal and friendly relations through meetings and get-togethers among members of the association.

To facilitate and encourage alumni to contribute towards improvement in the status of the college in the areas of academic infrastructure and in any other area that the alumni and the college feel appropriate.

To provide diverse opportunities and enhance the skill sets of students.

To bring out the interaction between successful alumni who are placed in various fields with present students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Institutional Vision and Leadership

The governance of the institution is reflective of and in tune with the vision and mission of the institution.

VISION

“We aspire to be a premier institution of higher education, and inspiring nodal centre—catering to the diverse needs of student’s fraternity, providing them state-of-the-art facilities and a stimulating teaching-learning environment, to groom them into a socially responsible, excellent human resource”.

MISSION:

To enable students to develop as intellectually alive, socially responsible citizens, everready for continuous personal and professional growth.

Aims:

Excellent in higher education.

To empower students with relevant knowledge.

To achieve innovation in teaching, learning, and research.

To facilitate optimum use of human and natural resources.

.To create awareness of human rights and value systems.

Objectives:

To improve the overall personality of the student.

To inculcate civic responsibilities and social awareness among students. To identify and improve the potential in culture, sports to uplift them.

To create national integration among the students. To create a professional attitude.

To inculcate discipline and moral values.

Nature of Governance:

Reflective governance is achieved by constituting the Governing Management Body and College Development Committee and creating a hierarchical administrative structure for teaching and non-teaching staff headed by the Principal and Head Clerk respectively. Strive collectively to achieve the vision and mission to impart higher education to students in rural areas in changing times. Governing body of the institutions formulates the strategic policy decision in the interest of faculty and students. For proper execution of work, CDC & IQAC is formed in which representatives of the Principal, Vice-Principal, IQAC Coordinator, teachers, non-teaching staff and students are members. The Principal and IQAC prepare the policies of decentralization and allotted the work to various committees accordingly.

Policy decisions are taken in CDC meetings; action plans are implemented monitored and reviewed by IQAC. The Coordinator of IQAC along with members designs the perspective plan and policies consisting of new programmes and augmentation of infrastructure through funding agencies, research and learning resources.

The programs and activities are conducted to achieve the goals in tune with the vision and mission through a well-defined perspective plan and policies framed by IQAC. The college ensures equal opportunities to all and tries to bridge the gap through academic, co-curricular, and extension activities with the noble cause of empowering the rural youth.

All academic and administrative departments are governed by the principle of participatory management with transparency. The distinctive decision taken, various value and skill based courses are initiated and established necessary laboratory equipment, computing and ICT facilities, excellent physical infrastructure such as a library, laboratories, classrooms and allied infrastructure.

The college encourages the faculties to develop academic leadership by deputing to lead as conveners, secretaries and organizing committee members of various activities organized in the college.

The college promotes a participatory management culture with the help of various committees for the implementation of activities, for overall development and raising the standard of quality education.

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:

Savitribai Phule Shikshan Prasarak Mandal has hierarchical arrangements comprising the President, Executive President, Secretary and Members, etc. This body is responsible for setting policies, goals, administrative setup, service rules, mode of recruitment, procedures, transfer and promotional policies, and entire managerial activities.

Administration

The executive body keeps changing every five years as per government rules. CDC and IQAC are constituted as per the government rules. The Principal of the institute communicates the resolutions and the decisions regarding new academic programs, infrastructures, and perspective plans.

Principal, Academic, and Administrative Setup

The Principal is the head of the institute. He is responsible for academic and administrative work in the institute for the smooth functioning. IQAC Coordinator monitors teaching and other educational activities while Head Clerk monitor administrative work. Heads of all departments and their colleagues are engaged in teaching according to the academic calendar. Various committees are formed at the beginning of the academic year and the activity reports are submitted to IQAC. Examinations are planned as per the schedule of affiliating University. The Principal and examination department has to take decisions related to the smooth conduct of the examination. Assessment work is completed at CAP center as per the schedule of examination.

Service Rules, Procedure and Recruitment

All recruitments in the college accordingly to the directives of University Grants Commission, Maharashtra University Act, 2016 and University of Mumbai. All service rules, Reservation Policies and Procedures are strictly followed. Service books are maintained and updated regularly by the office. Academic and administrative work goes parallel, hand in hand jointly.

A strategic plan is effectively deployed

IQAC of the college prepares an institutional strategic plan. The said plan was discussed and accepted in the meeting of Governing Council of the management and CDC.

Efficient teaching-learning procedure.

Effective leadership and participative management.

Constant internal quality assurance system.

Ensuring effective governance.

Student's overall development through participation. Employees advancement & welfare.

Proper discipline.

Women/student/faculty grievance/ financial planning & management. Constant growth in research and development.

Boosting internal revenue generation.

Alumni interaction and outreach activities.

Mounting physical infrastructure.

Management, Principal, IQAC, and Faculty Members are taking efforts for the effective deployment of the said strategic plan. IQAC and Research Committee organize guiding lectures on various topics such as research methodology.

Outcomes:

Total 37 research papers are published in UGC Care listed journals, 12 in the conference proceeding, 06 sole-author books, 09 chapters in the book, and 37 in peer-reviewed/ISSN/ISBN journals are published. 10 papers were presented in the seminar, and 08 papers were presented by students in *Avishkar* /Conferences. Total 04 Minor Research Projects had completed by the faculty during the assessment period. During the assessment period, 03 faculty members are recognized as Ph.D. guide by the University of Mumbai, 04 faculty members are awarded Ph.D. from various universities, and 03 are registered for Ph.D.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Our institution has always supports teaching staff to complete their academic activities such as Refresher Course, Orientation Course, Faculty Development Programme (FDP), Short Term Course (STC), Workshops, Training Programme and Ph.D. Programme within stipulated time.

Office deposits GPF/NPS Fund time to time and inform to concern faculties.

Institute promotes and makes available research facilities to faculty members to do research activity smoothly.

Regarding facility of Housing loan, Vehicle loan, Emergency loan and Medical loan for teaching and non-teaching staff, our institute provide all necessary documents immediately and recommend also.

The college provides free uniforms and washing allowance to non-teaching staff.

Water Cooler facility is available in college campus.

All the faculty and non-teaching staff members are felicitated by the college on their academic and personal achievements.

The institute encouraged teaching and non-teaching staff to participate in sports and cultural activities.

Traveling and dearness allowances are provided to teaching and non-teaching staff for attending training/workshops.

The College has facility of Gym, Sports, and Yoga for teaching and non-teaching staff. Promotion Related activities - Institute does not interfere in the Career Advancement Scheme (CAS) of teaching staff. From time to time they inform all faculty members and support them to complete their CAS activity.

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: 11

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
00	00	00	11	00

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

6.3.3

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

Response: 9.02

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	7	6	2	2

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
31	31	31	31	31

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 College follows well-defined policies and strategies for the mobilization of funds with a transparent

financial system. The funds are required for honorarium, infrastructural augmentation, and all academic and other purposes. The directives of the CDC plays a key role in obtaining funds & mobilization.

A: UGC:

UGC grants used for the development of the institution. We received the amount of Rs. 16 lakhs for the construction of the New Ladies Hostel on the college premises during 2015-16. But in the last five years, the college did not receive any grant for augmentation.

B: Tuition Fees:

Institute receives the tuition fees for various aided programmes as per the fee structure prescribed by GoM & University of Mumbai. Institute teachers and non-teaching staff support the needy and economically weaker students in the form of financial assistance.

C: Salary Grant:

Our college receives a salary grant from GoM. The annual budget for salary and arrears is submitted as per the instruction of the Joint Director of Higher Education, GoM. During the last five years, Rs. 18,15,62,175/- have been disbursed. The honorarium of the temporary teachers are met by the parent institution.

D: Philanthropists:

Efforts are also made to generate funds for infrastructural development from philanthropists.

E: Scholarships:

Various scholarships initiated by GoI/GoM are available for students and directly deposited into their accounts through DBT. Institute received the amount of Rs. 1012420/- (*directly transferred amount to the student's account is not the part of the amount shown in the Audited Statement in every year*) as a scholarship & freship in the last five year except the Academic Year 2019-20. As an institutional distinctiveness, Institute offers scholarships to indigent students from the Principal Association. The scholarship amount of Rs. 19000/- is received during last five years from the Principal Association (ANGC)/Philanthropists.

F: Funds from University & other agencies:

The University of Mumbai provides partial funds for conducting examinations.

G: Staff contribution for endowment prizes:

The employees have instituted endowment prizes for meritorious students/rankers which are awarded during annual functions.

H: Parent Institute: The parent institute is providing funds for administrative and infrastructural development as per the need.

I: Tuition Fees:

The amount of Tuition fees of students from weaker sections is received from GoM as freships in each academic year. Rs. 1094900/- was received as tuition fees during last five years.

J: NSS Grant:

The NSS Department of the University of Mumbai has provided grants for regular activities as well as Seven Days Residential Camp and received the amount of Rs. 2,63,370/- during last five years.

Internal and External Audits:

Internal & external financial audits are regularly conducted by the prescribed agencies as per the policy. Sandip Khochare, Dapoli is an internal auditor of our institute.

The Accounts Officer maintains ledgers with receipts and payments, vouchers, and other reports. Auditors, after verification of accounts, submit the report to the Principal. The discrepancies, if any are noticed, are rectified and updated. So far, no discrepancies reported.

The accounts for the University grants are audited by the University eventually with the help of the college.

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:

Internal Quality Assurance Cell (IQAC) of the college has significantly contributed to institutionalizing quality assurance strategies and processes by implementing quality schemes and practices as follows:

1. Promotion of Research and Development:

The IQAC was frequently used to convey the faculty members to take up research projects from various agencies i.e., UGC, DST, ICSSR, BRNS, etc. IQAC forms a research committee in our

college to enhance the research culture of students and faculty. During the assessment period, faculties completed 04 research projects from various funding agencies. The number of research papers in UGC enlisted journals and various other databases are significantly increased. Total 37 research papers are published by the faculty members in UGC Care listed journals during the last five years. The faculties have also published 06 books and 09 chapters in books and 12 papers in proceeding published. IQAC recommended every department to conduct conferences and seminars. Two departments have organized two international conferences, district-level and regional workshops and 04 faculty members achieved Ph.D. degree. Students and faculty members are motivated to participate in research related activities with financial support.

2. Increased Use of ICT for Teaching Learning

IQAC initiated to improve the ICT facilities in the college for teaching and learning purposes during the last five years. The institute purchased equipment i.e. LCD projectors, scanners, computers, laptops, printers, etc., as well as developed ICT infrastructure. Currently, the college has 03 classrooms and one seminar hall with ICT facilities. For online teaching, faculty used Zoom, and Google Meet, WhatsApp platforms. The administrative and examination section is also supported with ICT facilities and necessary softwares.

IQAC of the College monitors and review the teaching-learning process regularly through feedback, various innovative activities and reforms were introduced.

Following are the measures of evaluation of teaching-learning methods:

1. Based on the University Academic Calendar the Institute schedules the academic calendar well in advance at the beginning of the year.
2. The semester-wise session plan is prepared by all faculties for proper and smooth curriculum delivery.
3. The institution has a feedback system to evaluate the teachers by students.
4. The institute monitors the performance of the students regularly such as interactions, CIA, semester end examinations, timely redressal of student's grievances etc.
5. Steps have taken in case of unsatisfactory result issues raised by the students.
6. Online Feedback from students, alumni, parents, and faculty in curriculum development is taken and analyzed.
7. Faculty and students could keep themselves updated with the times in their research.
8. Teachers are encouraged to participate in revised syllabus workshops.
09. IQAC organizes ICT workshops to enable teachers to intersperse technology in the curriculum.
10. Green Audit and ISO Audit is also conducted from time to time.
11. IQAC believes in establishing a democratic pattern of administration.

12. The Management along with the principal ensures that equal opportunities are given to faculty.

13. AQAR's prepared by IQAC is analyzed by the Principal and Governing body of the institution before submitting it to NAAC.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
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:

Gender equity is one of the key challenge facing society today. The institute plays an important role to sensitize students towards gender issues.

Gender equity and sensitization in the curriculum-

Educational institutes are the place where the traditional rules and biased mind setup regarding gender can be changed to achieve equality. The Syllabi of Mumbai University framework includes topics related to gender issues. Teachers always counsel students in the classroom while teaching, as well as guest lectures, are organized on the topic of gender equity. Hindi and Marathi language teachers sensitize the students while teaching syllabus of Stories, Dramas, Novels and Poetries. These issues are included in History, Economics, Geography and Foundation Course syllabus. In science courses like Botany and Zoology while teaching 'Sex Determination' topic, students are aware about gender equity.

Gender Equity Activities

The Institution has adopted all the possible measures to promote and ensure gender equity and equality. The perspective plan consists of the action plan for various activities to be conducted. The College has constituted the committees like WDC, Anti-Ragging and Sexual Harassment Committee, ICC, Women Safety and Self Defense Committee, and Students Grievance Redressal Cell to monitor and address safety, security, and social issues of women on-premises.

Women Development Cell (WDC)

The Women Development Cell (WDC) works proactively towards developing a safe, secure, and conducive work environment for employees, and to ensure that all students should gain their education without fear of prejudice, gender bias, hostility, or sexual harassment. The prominent activities organized during the last five years are skill development programmes and workshops not only for girl students but also for village women. Workshop on bamboo cultivation and preparation of cloth bags are some prominent activities.

Workshop organized on health and hygiene, health check-ups, and lectures by gynecologists on various health issues. The Institute also organizes workshops on stress management, yoga, and meditation. The cultural department organizes various programs on gender equity. Programs are organized during annual functions. where girls and boys students equally participate.

Facilities provided for women-

Self-defense Committee organizes lectures in collaboration with Mandangad Police Station on women's safety. Guidance talk organized for competitive examinations preparation. The college also provided various facilities in terms of safety and security, counseling, common rooms, and washrooms. An automated sanitary napkin vending machine and disposal machine have also been installed in the washroom for promoting menstrual health and hygiene. NSS and Extension department also organizes programs on gender equality. A group of extensive efforts are taken to exclude gender-based discrimination and to develop a safe, secure, and conducive work environment for women in the premises.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The

institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.4

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

Response:

The institute conducts institutional efforts/initiatives in providing an inclusive environment for the students. The purpose of conducting such events in the institute is to inculcate a sense of peace, equality & harmony among students. Students are guided by expert speakers and scholars in the cultural programs held on the occasion of birth anniversaries celebrated and pay tribute on death anniversaries to great personalities. Their ideas are propagated and their philosophy of human values and tolerance is conveyed. Cultural and enlightenment programs are presented through NSS, DLLE, and the Cultural Department. The values that create tolerance in society are effectively formulated among the students and villagers. Mumbai University Foundation Day and Maharashtra Day are celebrated to inform students about their region and state which boosts a sense of belonging. Through such programs, students are taught patriotism and they are encouraged to understand the regional languages in our country and develop a love for it. To develop an interest in language, Hindi and Marathi days are celebrated. National and social harmony is created among all the students by accommodating them in the programs. Students are advised to be united to create social equality. Efforts are made to increase social tolerance through

interaction between students and citizens from all walks of life.

Free learning ambience to foster inclusiveness in the functioning of the institute and proactively organized various programs leading to the holistic development of students in tune with the vision and mission statement. The constitutional obligations are addressed to the students and staff through various programmes in context with their duties and responsibilities towards building our nation. The policy documents framed by IQAC form the guiding principles and the programmes are conducted accordingly.

The programs organized as per the planning in the Academic Calendar are as follows:

A) Activities conducted for providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities.

1) Celebrated *Matru Bhasha Din, Marathi Rajabhasha Divas, Marathi Bhasha Sanvardhan Pandharwada, and Hindi Divas.*

2) Celebration of National Unity Day – (Sardar Vallabhbhai Patel).

3) International Non-violence Day- 2nd Oct. on the birth of Mahatma Gandhi .

4) Special winter camp for NSS volunteers in adopted villages.

5) Organization of Rangoli Competition, Food Festival, Sports Competitions, Cultural Day, and Cultural Programme to explore the talent among the students.

6) Swachha Bharat Abhiyan Activities: Awareness Programmes, Cleanliness Drives, Tree Plantations and No Plastic Campaign.

B) Activities for Constitutional obligations: Values, rights, duties and responsibilities of citizens.

1) Celebration of Independence Day

2) Voters Awareness Activities: Rally, Voters Day Celebration, Awareness and Registration Campaign,

3) Sanvidhan Divas (Indian Constitution Day)

4) Celebration of Republic Day

5) Celebration of Science Day

6) World Environment Day

Birth Anniversary and Death Anniversary of Great Freedom Fighters

The outcome of activities:

1. It provides an equitable, rational, fair, and encouraging environment for students to grow to full of

their capacity.

2. It helps to build up friendliness and amity among students belonging to different socio-economic and cultural strata of society.

3. Through these activities, students are made aware of social work and they imbibe the values of togetherness, social amity, and teamwork.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice : I

1. Title of the Practice:

Women Empowerment

2. Objectives of the Practice:

The ultimate objective of the practice is the empowerment and enlightenment of all our college girl students as well as the woman of the Mandangad tahsil through self-awareness and realization by providing them all possible space and opportunities.

3. The context

Discrimination against women is a reality. Our college is situated in the hilly and remote area. Accordingly, a census of Mandangad Tahsil's female population is more in comparison with males. The socio-economic backwardness of this region remains a hindrance to pursuing higher education for girls. For enhancing socio-economical status, employment, gender equality, and skill development programs for women, health and hygiene, examination related counseling, and guidance for girl students are organized in the college.

4. The practice

To achieve the objectives, the college has strengthened WDC and Vishakha Cell. These cells work for the protection of women's rights and empower women by creating conditions for gaining confidence in their abilities. The college organized several programmes under this practice consist:

1. Women's Health and Hygiene

The college has organized various activities regarding women's health and hygiene such as hemoglobin tests, blood group detection camp, etc.

2. Skill Development of Women

- Bamboo cultivation training programme for women.
- To motivate girls students for participating in skill development programs.
- One day webinar organized for girls students on 'Opportunities for Women in Government Jobs'.

1. Safety and Security of Women

Cyber crime prevention and its awareness programs, street play on women's safety.

1. Cultural and Sports Activities

- Celebration of Indian Mother's Day
- Examination-related counseling and guidance for girls in higher education, entrepreneurship, and social life, anniversaries of leading women, social reformers, and participation in various activities of sport.

5. Evidence of Success

1. Trained women cultivated bamboo on their farm.
2. Our college girl students are aware of their health hygiene.
3. Our college girl students as well as Devhare high school and junior college girl students were aware of gender sensitization and gender equality.
4. Last five years girls obtained first and second ranks in examinations.
5. Girls participated in various intercollegiate and University-level cultural and sports competitions.
6. Maximum girls participated in DLLE and NSS activities.
7. Employment in various fields.

6. Problem Encountered and Resources required

1. Hilly region and poor transportation facility.
2. Permission from parents to participate in co-curricular activities, especially in minority communities.

3. It is difficult to retain the students after 2.30 pm. for any special programs, as most of the students come from the village and there is a transportation issue.
4. Due to inadequate financial resources.
5. Due to the remote location, it is often difficult to choose subject expertise (Resource Persons) in the domain subject area.
6. Organizing various programs during working hours has caused hindrances to class work.
7. The patriarchal mindset in the society

Resources required

1. Need extra infrastructural facilities.
2. Professionals for counseling.
3. Suitable transport facility.

Best Practice : II

1. Title of the Practice:

Backward Caste and Class Students Empowerment

2. Objectives of the Practice:

- * To help the backward caste and class students (BCCS) to meet their educational fees by filling out scholarship forms in time without any mistakes.
- * To reduce dropout and absenteeism of backward caste and class students.
- * To help these (BCCS) students to focus on their studies by limiting distractions such as worries about how to get all documents required for scholarships.
- * To help students for focusing on competitive exams to achieve higher goals in life through of competitive examination department.
- * To provide books throughout the year for free use.

3. The context

Our College is situated in a hilly and remote area and most of the students from our college is belongs to Backward Caste and Class. Because of the socio-economic backwardness of this region, these students are not pursuing higher education. For enhancing the social and economic status of these students, this practice runs by the institution. Financial support provided in the college can make that possible by limiting distractions such as students' worries about how they will be able to afford academic expenses. The purpose of this practice is to ensure that each student has sufficient resources to enable them to attend college. The majority of parents are unemployed. For students who are unable to continue their education due to financial problems, our college provides support in the documentation process to get various scholarships.

4. The practice

To implement this practice college plans and co-ordinates the activities of the practice normally through the following stages:

1. Swami Vivekananda Social Justice Department

Generally, a scholarship is awarded based on a set of criteria such as class and castes. This required so many documents to get the scholarship from government agencies. This department organizes guidance programs on the scholarship documentation process.

2. BC Book Bank Scheme

College implements the 'BC Book Bank' scheme for the backward class students to help them in education. Under this scheme, the college provides a set of all textbooks to every backward-class student throughout the year.

3. Career and Competitive Exam Guidance Cell

The college conducts various activities for these students to mainstream them. The Career and Competitive Examination Guidance Cell organizes guidance lectures of experts on various topics for these students. These students know about the process of application and preparedness.

4. College allows the students to submit their admission fee in installment

By considering the socio-economical status of backward-class students, college gives relaxation in admission fees in installments. The college assists to decrease the economic burden of the parents.

5. Evidence of Success

1. The drop-out rate of backward cast and class students decreases.
2. Growth in participation in various competitive examinations.
3. More students enroll in college from backward castes and classes.

6. Problem Encountered and Resources required

1. Higher migration rate toward Mumbai and other cities for employment
2. Poor educational and social background
3. Parental ignorance

Resources Required:-

- 1) Need of extra economical help.

2) Professionals for counseling.

File Description	Document
Any other relevant information	View 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:

While any educational institution will do justice to academics, education is an important tool for the economic, social, and cultural development of any region or society. With this aim, the main objective of the college is to provide higher education facilities to the students of Mandangad tahsil through social commitment. We walk the extra mile to bring out the best in every student. The institution believes in creating an environment for the holistic development of the students as well as society. The geographical and economic condition of the region is unfavorable. To prepare the students with core competencies to face the global challenges, the institute strives in making students understand and contribute to the socio-economic development and welfare of society. The institute is contributing to the development of the nation by capacity and character building of the students. The institute takes the lead in serving society and in inculcating those values in the minds of young generations and imbibing in them, the required qualities to make an honorable living in society.

Due to adverse geographical conditions, no development of agricultural business, the nature of agriculture is subsistence, no development of industry, and limited means of transport and communication all these aspects have affected the availability of employment in the region. As a result, the youth of this region is migrating toward metropolitan cities like Mumbai and Pune in search of employment. This has resulted in an increase in the dropout rate in higher education in society. Parents were also forced by their circumstances to send their children to the metropolis of Mumbai and Pune as unskilled laborers after passing 12th rather than pursuing higher education.

To prevent the dropout of these students our college undertakes initiatives such as -

* All faculty members and some of the members of our Governing Body making efforts to create awareness of higher education:

Our faculty members undertake an activity “Reach to Unreach” during December and January in which faculty visit junior colleges of Mandangad Tahsil and some of Dapoli Tahsil to introduce the academic and co-curricular activities of our college. Teachers guide class 12th students regarding various streams

for careers after 12th Pass with PPTs, Video, etc. After the declaration of State Board results our faculty collect a list of passed students and approach them to enroll in us. Mandangad Tahsil has 109 villages, teachers visit each village and counsel the students as well as parents for higher education. Noticing the background of students, teachers provide financial assistance at their level. The intention is that mere economic conditions should not be a barrier to further education. Teachers try to bring these needy students into the mainstream of education and prevent them from dropping out from further education. All these students have to use the public transport system. The college administration requests the Mandangad MSRTC Depot Manager to provide buses on the required route for the students and change bus timing as per the need of our college students. Also, we make efforts to get ST travel pass in our college.

The College, being UGC affiliated have a nominal fee structure. Faculty members are appointed through a duly constituted selection committee by the University of Mumbai which ensures high quality of teachers. Several students get scholarships from State Government, which further ensures better education for economically challenged students.

Apart from academic excellence, the college also pays sincere attention to the physical, moral, and cultural development of students.

The professional and academic development of teachers is always encouraged. In the year 2017-18 to 2021-22, faculty members have 119 research activities. In the year 2019-20, three faculty members have been sanctioned minor research projects from the University of Mumbai. During the academic year 2017-18 to 2021-22, 37 quality research papers have been published in UGC Care List Journals. Faculty members participate in short-term courses, orientation programmes, and other training programmes. In our college, a total of 14 teachers are Ph. D. holders and three teachers are working Ph. D. guides. Also, 08 teachers are SET/NET qualified.

Best quality teaching to all sections of society irrespective of religion, caste, creed, and gender is our priority area.

Environmental sustainable initiatives and lectures enable students to realize the importance of reusing and recycling. The students partake in these programs to understand that each individual must act for the community at large. This duty has to be performed to maintain the delicate balance between the economy and ecosystems. The tree plantation drive also enabled the students to contribute to the environment by increasing the green cover.

Our college honestly does efforts for the versatile development of student personalities. Appreciating the value of Leadership Skills to be developed in students, the college offers numerous opportunities to them. The student council is headed by students. They function under the supervision of faculty heads, but freedom is given to them to come up with new ideas, explore new ways of performing an event, plan, organize, coordinate, and deliver. This adds immense practical value to their characters.

* We also offer assistance to enroll our college students in Government Boys Hostel at Mandangad. The college recommends the names of needy students to enroll in the Government Boys Hostel located at Mandangad city.

In a nutshell, the main focus of the institution is to render quality affordable education committed to the upliftment of the marginalized and also to make higher education inclusive. Our constant endeavor is to

set a benchmark for excellence and make education a mission to support the multiple needs of the primary stakeholders. The institute focuses keenly on the holistic development of students and provides them with every opportunity and resource to facilitate their holistic development. Our college conducts a multitude of activities to develop the academic and overall personality of the student, making him a socially responsible citizen. During Covid-19 Pandemic we have restrictions to conduct some physical activities in our college.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Eminent personalities from different spheres had visited our college and motivated faculty, non-teaching and students. Dr. Sanjay Jagtap – Joint Director Higher Education, Panvel region had innogurated the banner canvencing various Government scholarship schemes for students. Pro-Vice Chancellor Dr. Ravindra Kulkarni – University of Mumbai motivated our college students on occasion of Annual Prize distribution Ceremony for finding new paths of employment. A survey on energy conservation has been conducted by the Physics department. Also college has positively responded Electrol Literarcy Campaign and other Government Campaigns as a part of social commitment.

Concluding Remarks :

The institution has been focusing on the versatile development of students. The institution being conducted add-on courses for enhancing the knowledge of students. Cross-cutting issues are addressed in the syllabus as well as through organizing various programmes and activities. Project work, study tours, and excursions are conducted to give space for students in experiential learning. The teaching, learning and evaluation system is updated from time to time by the institution. The institution organizes student-centric activities. The institution promotes research and extension for students and teachers. Adequate infrastructure facilities are provided by the institution. ICT-based learning resources are provided to students. The institution always promotes students to become active in every sphere. The institution focused on progression to higher education and placement. The institution celebrates the Birth and Death Anniversaries of great leaders and important days

The institution has continuously upgraded its services and infrastructure to respond to the changing educational environments. The college faculty and students have dutifully engaged with people and the community, satisfying their role in making knowledge and information available to society. The College is leading through its vision towards need-based, quality, and holistic education, transforming the students into globally competitive, employable, and responsible citizens. It is no wonder that the college which provides quality education continues to make its presence felt in the academic fraternity.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.6.3	<p>Pass percentage of Students during last five years (excluding backlog students)</p> <p>2.6.3.1. Number of final year students who passed the university examination year wise during the 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>81</td> <td>74</td> <td>78</td> <td>49</td> <td>57</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>94</td> <td>81</td> <td>87</td> <td>58</td> <td>69</td> </tr> </tbody> </table> <p>2.6.3.2. Number of final year students who appeared for the university examination year-wise during the 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>91</td> <td>76</td> <td>78</td> <td>76</td> <td>80</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>106</td> <td>84</td> <td>87</td> <td>88</td> <td>86</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	81	74	78	49	57	2021-22	2020-21	2019-20	2018-19	2017-18	94	81	87	58	69	2021-22	2020-21	2019-20	2018-19	2017-18	91	76	78	76	80	2021-22	2020-21	2019-20	2018-19	2017-18	106	84	87	88	86
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3.4.3	<p><i>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.</i></p> <p>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</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>21</td> <td>4</td> <td>12</td> <td>12</td> <td>8</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>12</td> <td>04</td> <td>10</td> <td>09</td> <td>07</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	21	4	12	12	8	2021-22	2020-21	2019-20	2018-19	2017-18	12	04	10	09	07																				
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12	04	10	09	07																																					

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

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

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

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

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
16	7	7	7	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	7	7	7	4

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
81	74	78	49	57

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
94	81	87	58	69

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	10	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	11	00

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	13	13	2	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	7	6	2	2

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
0	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	31	31	31	31

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

6.5.2

Quality assurance initiatives of the institution include:

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

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

Answer After DVV Verification: C. Any 2 of the above

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the 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>20</td> <td>20</td> <td>20</td> <td>22</td> <td>22</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>20</td> <td>19</td> <td>19</td> <td>21</td> <td>21</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	20	20	20	22	22	2021-22	2020-21	2019-20	2018-19	2017-18	20	19	19	21	21
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