॥ विद्या अमृतम अश्नुते ॥

Sahyadri Parisar Shikshan Prasarak Mandal's

SHRI MANOHAR HARI KHAPANE COLLEGE OF ARTS & COMMERCE, PACHAL

At/Post – Raypatan, Tal – Rajapur, Dist – Ratnagiri, Maharashtra – 416 704

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Mumbai University Affiliation No. Recog. /5323 of 1994

Self Study Report for Second Cycle of Accreditation

Submitted to

National Assessment and Accreditation Council Bangalore

Contents

Vision

The college has a strong conviction that, it is responsibility as well as privilege to render a high quality service to the students' community and the society at large in the field of education and its development.

Mission

"To motivate the youth of remote and backward area by developing their talents and preparing them for employment and self-employment by means of higher education and striving for development of Konkan and ultimately the nation".

The objectives of the institution:

1. To impart higher education to the students of economically weak and backward sections of society.
2. To create the sense of discipline in terms of regularity, sincerity and punctuality among the students and make them responsible and respectable citizens of India.
3. To aim at overall personality development of the students through various cocurricular and extra-curricular activities.
4. To prepare the students to face the challenges created by the emerging global situation.
5. To create the feeling of corporate life among the students.
6. To create social awareness among the students in order to equip their minds for the feeling of secularism and uplift the underprivileged culturally and socially.

NAAC REACCREDITATION - SECOND CYCLE

Internal Quality Assurance Cell

Chair Person :

Dr.Vithal Kundlik Khade
Principal

Members:

1. Dr.Ashok Dnyandeo Patil
   IQAC Coordinator
2. Shri Manohar Hari Khapane
   President, Sahyadri Parisar Shikshan Prasarak Mandal, Pachal
3. Shri Gopichand Hanumant Jadhav
   Member of Local Community
4. Shri Nandkumar Govind Devan
   Assistant Professor
5. Shri Vikas Shankar Patil
   Coordinator of National Service Scheme
6. Shri Subhash Sitaram Dhongade
   Coordinator of Cultural Department
7. Shri Pramod Shivcharan Meshram
   Coordinator of Women's Development Cell
8. Shri Naresh Bapu Pachalkar
   Head Clerk
9. Shri Jayesh Sitaram Telang
   Alumni Representative
10. Shri Rinkesh Dhirubhai Manani
    Student Representative
11. Miss Rupali Vishwanath Kadam
    Student Representative

PREFACE:

Shri Mahohar Hari Khapane College of Arts and Commerce, Pachal is situated on the outskirts of the village Pachal in the very backward, remote and hilly area of the Ratnagiri district. Sahyadri Parisar Shikshan Prasarak Mandal was established on 01/02/1994 to provide higher education to the students of the region. There were 17 high schools and7 junior colleges. Students of the poor and weaker sections of the society were remaining away from the college education. These students find it very difficult to go to district for higher education. To provide higher education to the students the Institution started Shri Manohar Hari Khapane College of Arts and Commerce, Pachal (previously known as Sahyadri College of Arts and Commerce, Pachal). The main objective of the college is to impart degree education to its students. Though the college was on grant-in-aid basis (Arts faculty) the problem of buildings and other infrastructure was not so easy. In developing the infrastructure, especially the required land of 15.5 acres, Shri Manohar Hari Khapane contributed a lion's share.

The college is offering four academic programmes and three certificate courses. At present there are 12 faculty members 8 are appointed on aided stream and 4 on non aided stream. There are eight non teaching staff (all aided) working in administrative office.

The college is striving for the 2nd Cycle of accreditation to know its strengths and weaknesses and consequently improve it further working seriously and sincerely towards imparting higher education and knowledge, within the limits of its resources and other situational constraints.

The IQAC, administrative staff and faculty members contributed much in preparing the SSR. We are sure about the performance and all round academic development since accreditation, the institution is hoping good result in the 2nd cycle of accreditation.

Dr. V. K. Khade

Principal

Executive Summary

It is a matter of great pride and pleasure to submit this Self Study Report (SSR) which has given us an opportunity to review the change after the first accreditation of College.

The College has taken a serious note of the suggestions and recommendations of the Peer Team and worked zealously to bring about the necessary improvement. In the light of the mission statements the college has tried in the post accreditation perspective plan.

1) Contribution to National Development

- In the post accreditation period the college has adopted an increasingly student-centered and need based approach in order to foster the global competencies and bring out the unexplored talents of the youth and make them capable to contribute to the national development. Keeping this in mind the college has been striving to activate not only the intellectual, but also the hands-on faculties of our students.
- Furthering the cause of social justice, the college provides various Scholarships/ Freeships to Economically/Physically/Socially Challenged students. The facility of Zero payment at the time of admission is availed to the deprived students.
- Thanks to the selfless values inculcated in them by the College, its alumni, along with well-wishers substantially contribute to the schemes for the development of underprivileged students.
- The contribution of NSS to community service and nation building has been invaluable. The participation of the Volunteers in camps and events has enhanced the process of communal harmony and cultural exchange.
- The disaster management cell of the college has participated in training workshops and awareness generation activities.
- Street plays have been a remarkable feature of the NSS unit that has spread in more villages of the Panchakroshi, the messages in health education and AIDS awareness.
- The significant contributions to the national development also include the fund generation for National Foundation for Communal Harmony.

2) Fostering Global Competencies:

- In the post accreditation period the College has realized the need to foster global competencies and started innovative programs in keeping with the requirement of market forces, viz. Certificate Course in Business Administration and English Speaking Course.
- The college invites several experts of repute from various fields to address and to interact with the students on emerging global issues.

3) Inculcating Value Systems:

Inculcation of value system has ever been the chief goal of the college. The healthy co-educational atmosphere preserved in the college is a mirror to the value system promoted by the institution over decade. The healthy practices in this regard include total gender equality, clean campus, and leading representation of women students in various activities, lack of status barriers in the staff and a sense of social commitment in the extension and outreach activities.

4) Promoting the Use of Technology:

- The college has 17 computers inclusive of desktops and access to internet facilities.
- The college has computerized library, administrative office and exam cell.
- The departments have their own collection of CDs as teaching aids. The laptop is often used in classroom teaching by some teachers. Screening of films of academic, social and global relevance is a regular feature.
- The technology is not only used in classroom teaching but also in extension activities for larger propagation of the Programs.
- The college has its website for enhancing the networking and dissemination of information to the students, parents and other stakeholders.

5) Quest for Excellence:

- An Internal Quality Assurance Cell (IQAC) was formed in 2005 and it has proved to be an effective tool to sustain and enhance the quality in every aspect.
- Some faculty members have been proactive as member of syllabus revision committee at university level.
- A Research Committee has facilitated critical research among the faculty as well as the students. Teachers' Evaluation by students as well as informal feedback help teachers in a big way to improve and fine-tune the quality of their teaching.
- The Principal holds regular meetings of the teachers and other committees in order to get feedback and to discuss, plan and implement important issues in academic, co curricular and extra- curricular activities.
- Feedback from the Alumni enables the College to introspect and evolve in timely manner.
- The certificate courses help students cultivate their diverse talents and add the skills for their personality development.
- The College has tried to provide good infrastructural facilities to the faculty and students in order to develop global competencies at the level of excellence.

- In view of the sesquicentennial celebrations of the University of Mumbai, the College has organized 'Late Shri Hari Tukaram Khapane State Level Essay Competition' and it is continued every year.

The college has thus striven hard to impart modern education to the youth of the Konkan Region in spite of various obstacles and barriers. It has successfully acted upon the invaluable suggestions made in the accreditation report while sustaining its irreplaceable traditions and marching towards the realization of its dream through ever widening horizons.

SWOC ANALYSIS:

STRENGTHS:

- Being located in hilly, remote and backward area the college has an opportunity to reach among educationally and socially backward students.
- Eco-friendly green environment on the campus.
- A sense of Self –discipline among the students, faculty and non-teaching staff.
- Committed and dedicated faculty.
- Non-teaching staff honour the visitors with the sense of hospitality.
- Sense of dedication, devotion and affection among the students.
- Good result in comparision with University.

WEAKNESSES:

- Institute located in hilly, remote and backward area

- Lack of public transport facilities for students.

- Less proficiency in English.

- Problem of physical fitness among female students especially deficiency of H. B.

- More needs of various co-curricular and extra-curricular activities.

- Lack of Educational Attitude due to economically and educationally backward region

OPPORTUNITIES:

- Establishment of Sports Comlex for the youth.

- Introduction of more vocational need based courses for employment generation.

- Academic and administrative innovations with the given frame-work laid down by the government and the University of Mumbai.

CHALLENGES:

- To run various courses on un-aided basis.

- To provide necessary financial support for institution development.

- To run P. G. departments and establish resource centre.

SECTION B: PREPARATION OF SELF-STUDY REPORT
1. Profile of the Affiliated / Constituent College

1. Name and Address of the College:

Name :	Sahyadri Parisar Shikshan Prasarak Mandal Pachal Shri Manohar Hari Khapane College of Arts and Commerce, Pachal
Address :	At/Po- Raypatan, Tal- Rajapur, Dist- Ratnagiri
City :	Pin :416704	State : Maharashtra
Website :	www.khapanecollege.com

2. For communication

Designation	Name	Tel.With STD code	Mobile	Fax	Email
Principal	Dr. V. K. Khade	02353-223436	8237097788 9404773399	02353-223436	mhkcollegepachal@gmail.com mhkiqac@gmail.com
Steering Committee Coordinator	Dr. A. D. Patil	02353-223599	9423831812	02353-223436	adpatil24@gmail.com

3. Status of the Institution:

Affiliated College	✓
Constituent College	
Any other (specify)	

4. Type of Institution:
   a. By Gender:

i	For Men	
ii	For Women	
iii	Co-education	✓

b. By Shift:

i	Regular	✓
ii	Day	
iii	Evening	

5. It is a recognized minority Institution?

Yes

No   ✓

If yes specify the minority status (Religious/linguistc/any other) and provide documentary evidence.

6. Sources of funding:

Government

Grant-in-aid   ✓

Self-financing

Any other

7. a. Date of establishment of the college: 21/07/1994

  b. University to which the college is affiliated / or which governs the college (If it is a constituent college)

    | University of Mumbai |

  c. details of UGC recognition:

   No

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

                  No

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

        Yes   ✓   No

  If yes, has the College applied for availing the autonomous status?

        Yes   No   ✓

9. Is the college recognized

   a. by UGC as a College with Potential for Excellence (CPE)?

        Yes   No   ✓

   If yes, date of recognition: …………………… (dd/mm/yyyy)

   b.   for its performance by any other governmental agency?

        Yes   No   ✓

   If yes, Name of the agency …………………… and

     Date of recognition: …………………… (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	Hilly and Backward Area
Campus area in sq. mts.	Approximately 58000 sq. mts. (14.4 acres)
Built up area in sq. mts.	1049.52 sq. mts.

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

    a. Auditorium/seminar complex with infrastructural facilities- Yes
    b. Sports facilities

Playground	✓
Swimming Pool	
Gymnasium	

    c. Hostel
        *Boys' hostel ✓
        i. Number of hostel- 1
        ii. Number of inmates 100 (Govt. Hostel)
        iii. Facilities (mention available facilities)
        * Girls' hostel
        i. Number of hostel- No
        ii. Number of inmates -
        iii. Facilities (mention available facilities)
        * working women's hostel-No
    d. Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise)-No
    e. Cafeteria —˙ Health centre-No

      First aid, Inpatient, Outpatient, Emergency care facility, Ambulance- No

      Health centre staff –No

Qualified doctor	Full timePart-time	☐	☐
Qualified Nurse	Full timePart-time	☐	☐

    f. Facilities like banking, post office, book shops - No
    g. Transport facilities to cater to the needs of students and staff - No
    h. Animal house - No
    i. Biological waste disposal - No
    j. Generator or other facility for management/regulation of electricity and voltage -Yes
    k. Solid waste management facility - No
    l. Waste water management - No
    m. Water harvesting - No

12. Details of programmes offered by the college (Give data for current academic year)

Sr. N o.	Prog ram me Leve l	Name of the Programm e/ Course	Duration	Entry Qualif ication	Medium of Instructi on	Sancti oned/ Appro ved studen	No. of stude nts admit

					t strength	ted
Under-Graduate	B. A.	All 3 years 6 semesters programme	H S C	Marathi	120	49
	B. Com.		H S C	English/ Marathi	120	59
Certificate Courses	English Speaking Course	6 Months	H.S.C.	English	25	25
	C.C.B.A.	6 Months	H.S.C.	English/ Marathi	20	20
	Marathitil Mudrit Shodhan	3 Months	H.S.C.	Marathi	10	10

13. Does the college offers self financing programmes?

Yes [　]　　　No [✓]

14. New programmes introduced in the college during the last five years if any?

Yes		No	✓	Number	

15. List the departments: (respond if applicable only and do not list facilities like Library, physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (e g. Physics, Botany, History etc.)	UG	PG	Research
Arts	Marathi Hindi History	Marathi Hindi History	--	--
Commerce	Finacial Accounting and Auditing	Finacial Accounting and Auditing	--	--

16. Number of Programmes offered under (Programme means a degree course like BA, B. Sc, MA, M. Com.)

   a.   Annual system   [　]
   b.   Semester system   [04]
   c.   Trimester system [　]

17. Number of Programmes with

a. Choice Bassed Credit System
| 04 |

18. Does the institution offer UG and / or PG programmes in Teacher Education?

Yes [   ]   No [✓]

19. Does the institution offer UG or PG programme in Physical Education?

Yes [   ]   No [✓]

20. Number of teaching and non-teaching positions in the Institution.

Positions	Teaching faculty						Non-treaching staff		Technical Staff	
	Professor		Associate Professor		Assistant Professor					
	M	F	M	F	M	F	M	F	M	F
Sanctioned by the UGC/University /State Government Recruited	01	NIL	NIL	NIL	08	NIL	07	01	NIL	NIL
Yet to recruit	NIL	NIL	NIL	NIL	03	01	NIL	NIL	NIL	NIL
Sanctioned by the Management/society or other authorized bodies recruited	NIL	NIL	NIL	NIL	04	NIL	NIL	NIL	NIL	NIL
Yet to recruit	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL

21. Qualification of the teaching staff –

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	

Permanent Teachers							
Ph.D.	01	--	--	--	01	--	02
M. Phil.	--	--	--	--	01	--	01
P. G.	--	--	--	--	06	--	06
Temporary Teachers							
Ph.D.	--	--	--	--	01	--	01
M. Phil.	--	--	--	--	01	--	01
P. G.	--	--	--	--	01	--	01
C. H. B. Teachers							
Ph.D.	--	--	--	--	--	--	
M. Phil.	--	--	--	--	--	--	
P. G.	--	--	--	--	01	--	01

22. Number of Visiting Faculty / Guest Faculty engaged with the Institution.

Nil

23. Furnish the number of the students admitted to the institution during the last four academic   years.

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	16	22	18	15	16	13	26	18
ST	01	01	01	01	01	01	00	00
OBC	97	47	71	36	61	30	70	35
General	59	70	82	86	68	62	90	60
other	05	09	01	09	10	08	03	01

24. Details on students enrollment in the institution during the current academic year.

Type of students	UG	PG	M. Phil.	Ph. D.	Total
Students from the same state where the institution is located	306	NIL	NIL	NIL	306
Students from other states of India	00	NIL	NIL	NIL	NIL
NRI students	00	NIL	NIL	NIL	NIL
Foreign students	00	NIL	NIL	NIL	NIL
Total	306	NIL	NIL	NIL	NIL

25. Dropout rate in UG and PG (average of the last two batches)

UG   29%   PG   --

26. Unit Cost of Education. (Unit Cost = total annual recurring expenditure (actual) divided by total number of students enrolled)
    a.   Including the salary component   Rs. 35878.48
    b.   Excluding the salary component   Rs. 2689.63

27. Does the institution offer any programme /s in distance education mode (DEP)?
    Yes   [   ]   No   [✓]

28. Provide Teacher Students Ratio for each of the programme / course offered 1:25

29. Is the institution applying for
    Accreditation :   Cycle 2   ✓

30. Date of accreditation
    Cycle 1 : 16/09/2004   Accreditation Outcome / Result: 66.00%

31. Number of working days during the last academic year.
    249

32. Number of teaching days during the last academic year
    182

33. Date of establishment of Internal Quality Assurance Cell (IQAC) - 05.08.2005

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC
    AQAR (i) 26/12/2005
    AQAR (ii) 11/09/2006
    AQAR (iii) 04/02/2008
    AQAR (iv) 02/03/2009
    AQAR (v) 01/03/2011
    AQAR (vi) 15/09/2012
    AQAR (vii) 15/09/2012
    AQAR (viii) 15/10/2012
    AQAR (ix) 30/10/2013
    AQAR (x) 25/03/2015

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive informati

CRITERION I: CURRICULAR ASPECTS

1.1.1 Curriculum Planning and Implementation

1.1.1. *State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.*

"Vision"

The college has a strong conviction that, it is responsibility as well as privilege to render a high quality service to the students' community and the society at large in the field of education and its development.

"Mission"

"To motivate the youth of remote and backward area by developing their talents and preparing them for employment and self-employment by means of higher education and striving for development of Konkan and ultimately the nation.

"The objectives of the institution":

1. To impart higher education to the students of economically weak and backward sections of society.
2. To create the sense of discipline in terms of regularity, sincerity and punctuality among the students and make them responsible and respectable citizens of India.
3. To aim at overall personality development of the students through various co-curricular and extra-curricular activities.
4. To prepare the students to face the challenges created by the emerging global situation.
5. To create the feeling of corporate life among the students.
6. To create social awareness among the students in order to equip their minds for the feeling of secularism and uplift the underprivileged culturally and socially.

The vision and mission statements are displayed at the prominent places in the institution. These statements are communicated to the students and parents through the **Prospectus**, the institution miscellany **'Sahyagiri'** and non-periodical **'Spandan'.** It has also been displayed through the **website.** These statements are being discussed in the meetings of Local Managing Committee (LMC), Parent Teacher Association, Alumni Association, and Students' Council etc.

At the beginning of the year Principal delivers address lectures to the students of the institution. During his address he summarizes the vision, mission and long term and short term objectives of the institution.

1.1.2 *How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).*

While implementing, developing and deploying the action plans of the curricula, the institute follows the norms and guidelines developed by the University of Mumbai. The University has adopted credit and semester based grading system since 2011-12

For the effective implementation of curriculum following action plans have been initiated-

❖ Academic Calendar.
❖ Teachers' Diary.
❖ Monthly Faculty Meeting.
❖ Department Level Meeting.

1.1.3 *What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?*

- The faculty members are encouraged by institution authority to participate in various statutory bodies of affiliating and other Universities. The faculty members, who are HoDs, are given the opportunity to be a part of members of syllabus revision committees but it is not the thumb rule.
- The detailed syllabus in the hard copy format and in online is available for teachers. Students also get similar facility. Manuals are available for teachers.
- Workshops are organized on revised syllabus by University of Mumbai. The institute encourages faculty members to participate in the same.
- Board of Studies (BOS) communicates any changes in curriculum to respective teachers through on-line system and paper communication.
- BOS of respective subjects organize special training programmes for recent inputs in the syllabus which keeps teachers update in their knowledge.
- Institute also invites experts from various subjects for special guidance to the students and teaching staff as per requirement.
- The institute also organizes workshops on revised syllabus in collaboration with respective Board of Studies.

1.1.4 *Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.*

- Faculty members of the institution of various subjects contribute in syllabus reforming and reconstructing by attending the meetings of BOS as a member or syllabi reformation committee.
- Department of Hindi of the institutions has organized University level workshop on revised syllabus in collaboration with BOS, and Department of History organized University level workshop on New Examination Pattern of credit based grading and semester system.
- Faculty members are involved in paper evaluation team and perform duties such as Chairman, paper setting, moderation and assessment. This kind of experience at University level helps in effective delivery of the curriculum at the institutional level.
- The Institution tries to develop innovative teaching methodology as per requirements and needs of the local students. For this purpose, faculty members use reference books, handbooks, slide shows, power point presentations and other teaching aids.
- Library resources are added with new software during the vacation.
- Internet access and availability of ICT provide the faculty an access to global resources.
- Faculty members are also encouraged to attend Orientation, Refresher and summer/ Winter Courses for updating of knowledge. They are supported to attend short term programmes organized by Academic Staff Institutions and other similar institutes.

1.1.5 *How does the institution network and interact with beneficiaries such as industry, research bodies and the University in effective operationalisation of the curriculum?*

- The institution runs under graduate programmes for Arts and Commerce subjects.
- Department of Commerce organized industrial visits of the students to get them acquainted with the scope and opportunities in industrial section.

1.1.6 *What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.)*

Contributions to the curriculum development in various capacities in last four years

Sr. No	Name of the faculties and department	Details of Contribution
1	Dr. V. K. Khade	As a Member of senate, Academic Council, BCUD, Management Council, Finance and Account Committee, Purchase Committee and so on contributed in administration and

		Curriculum of the University of Mumbai. Chairman Of BOS, History and Archaeology Member of Faculty of Arts and 32 (5) Committee. V. C. Nominee on Various Selection Committees
2	Dr. A. D. Patil	Member of paper evaluation committee, History
3	Mr. P. S Meshram	Member of paper setting, moderator and evaluation committee and Member of Syllabus Committee
4	Mr. S. V. Nimbalkar	Member of paper evaluation committee and Member of Syllabus Committee
5	Mr. V. S. Patil	Member of paper evaluation committee
6.	Mr. B. T. Dabhade	Member of paper evaluation committee
7	Mr. S. S. Dhongade	Member of paper evaluation committee
8	Mr. N. G. Devan	Member of paper evaluation committee
9	Mr. B. A. Kashyap	Member of paper evaluation committee
10	Dr. S. S. Waghmare	Member of paper evaluation committee
11	Mr. V. A. Vankudre	Member of paper evaluation committee

The formal and informal feedback from the students and faculty of this region has been taken into consideration while making suggestions and recommendations for the syllabi being revised such as -

- Bringing more clarity in the objectives / expected learning outcomes that can be evaluated
- Removing the out-dated topics or canonical element from the previous syllabi
- Making the syllabi direct and simpler in the interest of majority of students that come from vernacular schools background (in response to the student feedback)
- Proper unitization of the syllabi contents in keeping with the requirements of the incoming Credit Based and Grading Semester System
- Suggesting interesting topics and formats for internal evaluation.

1.1.7 *Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If yes, give details on the process (Needs, Assessment, design, development and planning) and the courses for which the curriculum has been developed.*

Yes,

The institution offers three Certificate Courses-

1. English Speaking Course
2. Certificate course in business Administration
3. Marathiche Mudrit Shodhan ani Lekhan Kaushalya

1.1.8 ***How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?***

- By conducting regular meetings of various committees established for review and analysis of implementation of the curriculum given by the board of studies of respective subject.
- It is also checked through students' feedback on curriculum that objectives are getting fulfilled or not.
- For Continuous and Comprehensive Evaluation (CCE) of students, unit tests, tutorials, assignments are conducted on regular basis.
- Fulfillment of the objectives of the curriculum is measured through students' Semester examinations.

1.2 *Academic Flexibility*

1.2.1 ***Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.***

Certificate Courses:

Name of Course	Department	Funding Agency	Goals and Objectives
English Speaking Course	English	Self funded	To develop communication skills in English
Certificate course in businessAdministration	Commerce	Self funded	To develop entrepreneurial skills in business administration.
Marathiche Mudrit Shodhan ani Lekhan Kaushalya	Marathi	Self funded	To develop news writing skills.

1.2.2 ***Does the institution offer programmes that facilitate twinning /dual degree? If yes, give details.***

No. there is no provision for such a degree in the university structure.

1.2.3 ***Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability.***

Academic flexibility provided at Under Graduate programmes (semester system)

Faculty of Arts				
F Y B A: Core Subjects– Students to choose one each from all groups (Total 240 combinations possible)				
Group I	Group II	Group III	Compulsory Subjects	
Marathi	Hindi	English	Foundation Course (F.C- I)	
Hindi	English	Marathi	Communication Skill in English	
History	History	History	Marathi compulsory	
S Y B A				
Group I	Group II	Group III	Compulsory Subjects	Applied Component
Marathi II, III	Hindi II, III	English II, III	F.C II	Advertising
Hindi II, III	English II, III	Marathi II, III		
History II, III	History II, III	History II, III		
T Y B A- to select any one subject with six papers				
Marathi				
Hindi				
History				

Faculty of Commerce
F. Y. B. Com. All subjects are compulsory
Foundation Course I
Business Communication
Business Economics I
Environmental Studies
Commerce I
Accounting and Financial Management I
Mathematics and Statistic Techniques
S. Y. B. Com. All subjects are compulsory
Foundation Course II
Business Economics II
Commerce II
Business Law
Accounting and Financial Management II
Advertising (Applied Component)
T. Y. B. Com. (Financial Accounting and Auditing) All subjects are compulsory
Commerce III
Business Economics III
Costing and Auditing III

Financial Accounting IV
Introduction to Management Accounting V
Business Insurance (Applied component)
Marketing Research (Applied component)

1.2.4   Does the institution offer self-financed programmes? If „yes", list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.
NIL

1.2.5   Does the institution provide additional skill oriented programmes, relevant to regional and global employment markets? If yes, provide details of such programme and the beneficiaries.
NIL

1.2.6   Does the University provide for the flexibility of combining the conventional face- to-face and Distance Mode of Education for students to choose the courses/combination of their choice" If „yes", how does the institution take advantage of such provision for the benefit of students?
No. The University of Mumbai does not provide this kind of flexibility.

1.3   *Curriculum Enrichment*

1.3.1   Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?
Goals and Objectives integrated
The following measures are taken by the institution to ensure that academic programmes and institutional goals are integrated:

Sr. No.	Name Of Department	Supplementary Activities to University Curriculum	Objectives and Goals
1	Marathi	Marathi Vangmay Mandal	To improve translation skills, poetry Writing, essay writing and story-telling. To make aware of the modern trends in Literature.
2	Hindi	Hindi Vangmay Mandal	Popularization of Hindi language among Institution and school students To improve writing and speaking skills
3	History	Itihaas Abhyas	To organize tours at

		Mandal	historical places
4	English	English literary Association	To improve writing and speaking abilities.
5	Commerce	Commerce Association	To inculcate leadership qualities and managerial skills.
6	Economics	Planning Forum	To create economic awareness and Financial literacy among students.

- Personality development programmes are integral part of the Institution.
- Through the Students Service Units like NSS, WDC and DLLE College contributes to nation building.
- The focus on women empowerment programme seeks to endow women with a purpose and vision, inculcating in them core universal values of pluralities and diversities through appropriate campus experiences like invited talks, rallies, campaigns and personality and skill development sessions.

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater the needs of dynamic employment market?

- Being an affiliated institution, the curriculum of the University of Mumbai is strictly followed. However, the members of the board of studies are taking initiatives in restructuring, modification and enrichment of the programmes.
- The institution also encourages students to undertake various projects to understand the practical applicability of the curriculum.
- The students are also motivated to prepare research projects, posters, models etc. and are allowed to participate in University, state and national level competitions.
- Various departments also organize field visits, excursion, industrial tours, visits to historical places, national parks and sanctuaries etc. as per the requirement of the curriculum.

Following activities are also organized to develop various skills among the students

➢ English Speaking Course - For communication skills in English
➢ Marathiche Mudrit Shodhan ani Lekhan Kaushalya - For Writing Skills in Marathi

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?
Gender:

Women Development Cell:
- Organization of seminars, sessions and workshops on gender issues, sensitization, empowerment etc.
- Short term training programme for skill development.
- Organization of yoga and mediation programme.
- Organization of session to aware women rights, laws and responsibilities.
- Participation in the community programme related to the gender issues.
- Health awareness, hemoglobin and blood group check up camp.
- Various competitions and activities undertaken throughout the year to give exposure to the girl students on the campus to the issues concerning women such as health, female abuse, feticide, etc.
- Women's Get together (known as May Lekincha Sneh Melava)
- Celebrated Special days like Krantijyoti Savitribai Phule birth anniversary.
- Guidance to the women in society.
- National Service Scheme.
- For the teenagers female students guidance sessions were arranged as a project "Vayat Yetana". In this project female volunteers of NSS department have guided to the female students of 8th to 10th standards regarding health, hygiene, psychological changes.

❖ **Information and Communication Technology (ICT):**
ICT has become key to the delivery of knowledge and information in the institution. Computers and internet connectivity facility is provided to teachers and students. Workshops are organized on use of ICT in effective teaching and learning. Library is equipped with Libreria software and eBook facility. Digital libraries, documentaries, short films, albums, videos and power point presentations are some of the efforts of the institution to disseminate knowledge.

1.3.4 *What are the various value-added courses/enrichment programmes offered to?*
Following are the value added courses/ enrichment programmes offered by the institution

Moral and Ethical Values:
- Celebration of Teacher's Day.
- Celebration of birth and death anniversaries of National Heroes.
- Celebration of special days related to national issues.
- Spiritual sessions for students: Jeevan Vidya Mission, Prajapita Bramhakumari, Nirankari Trust etc.
- Organized Samata and Sadbhavana rallies.
- Invited talks on personality development.
- Organization of camps- Yoga and Meditation.
- Educational tours.

- Various departmental and committee activities: DLLE, NSS, WDC, Vivek Vahini etc.

Employable and Life Skills:
- Workshop on personality and skill development.
- Industrial visits.
- Organization of placement counseling.
- Workshops on career opportunities in various fields.
- Various programmes by Competitive Examination Department.

Community Orientation and National Development:
- Organization of awareness activities- talks, rallies, debate, street plays, exhibitions, essay, elocution competition etc.
- Blood donation camps.
- Tree plantation.
- Fund raising for Communal Harmony and affected by natural calamities.
- Organized various community services programmes on behalf of State Government.
- Talks of the teachers at Educational institutions and community.

1.3.5 Citing a few examples, enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?
- The institution collects feedback from various stakeholders on curriculum. The Students' opinion about the curriculum is taken into consideration.
- Parents, alumni also contribute their views regarding the curriculum

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?
Evaluation of enrichment programme and periodical monitoring is done at three different levels.
- Feedback from students helps in the monitoring of these programmes at faculty level, overall scheduling and running of these courses is done.
- IQAC along with faculty see to it that these are appropriate and suitable with the mission and vision statements of institution and that they maintain the quality status of the institute.
- The progress of the programme is discussed in the meetings of the governing body of institute, local managing committee and faculty.

1.4 Feedback System
1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?
- Designing and restructuring of curriculum mainly lies on affiliating University.

1.4.2 ***Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If yes, how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?***

NIL

1.4.3 ***How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses / programmes?)***

Two new certificate courses were introduced by the institution during last four years.

❖ Certificate Course in Business Administration in the year 2011-12
❖ Marathiche Mudrit Shodhan ani Lekhan Kaushalya in the year 2011-12

ENHANCEMENT DURING LAST FIVE YEARS

❖ Introduction of Certificate Course in Business Administration.
❖ Introduction of Marathiche Mudrit Shodhan ani Lekhan Kaushalya.
❖ Faculty's contribution in restructuring of curriculum as member of BoS and syllabus committee etc. for affiliating university.

II. Teaching – Learning and Evaluation

The teaching–learning process in the college after the first NAAC accreditation manifests deliberate efforts to sustain the learner–centeredness, development of overall personality of the learners and inculcation of values. The process is aimed at the fulfillment of the mission statement of the college and monitored with work-plans and the predetermined academic calendar of events. Teacher quality is being enhanced by training and research and extension activities. Student involvement in learning is being sought by means of seminars, projects, group discussions, case studies and field visits. Use of ICT is also increasing as the departments are having laptops and LCD. Hence, the conventional lecture method is being supplemented by other modern ways and means on the campus of the college.

The college has workout guidelines for the faculty and the students for improvement in the teaching-learning process:

1. Increasing the contact period between the students and the faculty by rigorous attendance monitoring as well as by creating more and more academic opportunities
2. Developing reciprocity and co-operation among the students.
3. Using active learning techniques.
4. Employing systematic feedback mechanism
5. Emphasizing completion of tasks on time.
6. Communicating higher expectations to the students.
7. Respecting diverse talents and different methods of learning.

2.1 Student Enrolment and Profile

2.1.1 *How does the institution ensure wide publicity and transparency in the admission process? a) Prospectus b) Institutional Website c) Advertisement in Regional / National Newspapers d) Any other (specify).*

All the necessary information regarding the college and its admission procedure is made available in the prospectus and in the institutional website. Further the advertisements are published in the local newspapers as and when necessary. Advertisements are displayed through banners at public places.

Faculty members visiting various schools and other institutions in the three districts to propagate information about courses and admission process of the college.

2.1.2 *Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) (any other) to various programmes of the Institution.*

Centralized admission process:

So far, the admission process of B.A. and B. Com. is concerned; all applied students are given the admission who fulfill the eligibility conditions of University, as the applications are within the permissible limit. H.S.C./ equivalent board's merit is considered while giving admissions for B. A. and B.Com at entry level. The reservations for S.C., S.T., N.T. D. T., O.B.C. etc. are considered at the time of admission.

2.1.3 *Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the institution and provide a comparison with other institutions of the affiliating university within the city/district.*

The minimum cut of percentage for B.Com. and B.A. at the entry level is 35%. The maximum limit is open for all courses. The minimum limit of percentage at entry level and comparison with other institutions is shown in below table.

Academic Year 2014-15.

Course	Percentage In Our Institution	
	Minimum	Maximum
B.A.	*35*	*88.15*
B.Com.	*35*	*79.85*

2.1.4 *Is there a mechanism in the institution to review the admission process and student profiles annually? If yes, what is the outcome of such an effort and how has it contributed to the improvement of the process?*

To review the admission process, the institution has an admission committee which looks into the matter of admission process of students to the different programmes. It enables the fulfillment of minimum strength of each course.

All the teachers visit the home of the students for the counseling to make them aware of admission procedure.

2.1.5 *Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion SC/ST, OBC, Women, Differently abled, economically weaker sections, Minority community and any other.*

The ambiance, infrastructure facilities, student support, quality of teachers and teaching, achievement in university results makes the institution a prime choice of the students, parents and other stakeholders.

The institution follows the rules and regulations for various reservation categories stated by the University and Government. Special care and attention is given to their requirements. The institution makes all the

possible efforts to avail all types of government scholarships / freeships for SC / ST / NT / OBC / Minority/ Ex- Servicemen/ Handicapped students. Admission committee ensures efficiency and transparency in the admission process.

The institution takes cognizance of the sports personnel, economically weaker section students, students from minority community and differently abled students in regards with the equity. It reflects the diversity of above mentioned categories in the class of each course.

A healthy and hygienic atmosphere for minority students and especially the girl students is provided in campus.

2.1.6 *Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i. e. reasons for increase / decrease and actions initiated for improvement.*

Programmes	Number of Applications	Students Admitted	Demand Ratio
UG			
B.A.	*248*	*248*	*1:1*
B.Com.	*248*	*248*	*1:1*

The above table shows increase in the applications to B. A. and B. Com. programmes. It is due to the wide publicity of institution in different sectors like sports, NSS, etc.. Efforts have been made to maintain and balance the strength of both streams.

2.2   Catering to Diverse Need

2.2.1 *How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?*

All necessary help is given to differently abled students. A necessary seating arrangement is made during the examination period. The staff extends all possible help to physically challenged students. Writer or scribe facility, extra time facility is provided if necessary.

2.2.2 *Does the institution assess the students" needs in terms of knowledge and skills before the commencement of the programme? If yes, give details on the process.*

Yes

After delivering the address lecture by the Principal in the very beginning of the academic year all the teachers make awareness among the students about curriculum, syllabi, examination patterns and methods of evaluation.

A system of Class-Teacher is practiced for students where the student strength of the department is manageable. A class is allotted to each teacher for monitoring the academic progress. Students' psychology is also taken into account in relation with their socio-economic and family

background. The Class- teachers also help the students in their co-curricular and extra-curricular activities on and off the campus.

2.2.3 ***What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.)***

The marks obtained by the students in the qualifying examinations are the general markers of the learning ability of the admitted students. The First and Second Year examinations of the undergraduate course are conducted at the end of each semester. The marks obtained by the students in the first semester examinations form the basis of the identification of slow and advanced learners. The participation of students in classroom discussions, their response to the oral questions and their queries and difficulties are also the ways by which their learning abilities are judged.

Involvement of the students in the learning process within the classroom, project work mainly depends on the ambiance conducive to the learning. Teachers of the college play vital role in creating such an ambiance through informal interactions. The methodologies used by the teachers are essentially learner centered. Wherever possible, the teaching is made task-based by making use of active learning techniques. Emphasis is given on adherence to the time given for the completion of tasks.

In both faculties, the advanced learners are motivated and helped to initiate their career advancement. Provision of question banks, model answers and regular conduct of unit tests improve students' abilities of answering the examinations.

Enrichment Courses:

By understanding the requirements of students, institution has introduced following enrichment courses.

- English Speaking
- Certificate course in Business Administration

Apart from these, debate, group discussion, elocution competition etc. are conducted to enhance communication skills.

2.2.4 ***How does the institution sensitize its staff and students on issues such as gender, inclusion, environment etc.?***

Yes

There is a Women's Development Cell in the college. It conducts series of activities throughout the year related to gender sensitization and gender empowerment. The cell conducted various activities for gender sensitization as follows:

- Organization of workshops and lectures on awareness and empowerment of women.

- Lectures and sessions are organized on women's rights, laws, duties and responsibilities, health and hygiene etc.
- Motivation to participate in extension and co-curricular activities.
- Organization of meet for empowerment of women in society.
- Maay Lekincha Melava (Female students and their mothers' meet)
- Bhaubeej Nidhi sankalan
- Celebration of Makar Sankranti.

2.2.5 ***How does the institution identify and respond to special educational/learning needs of advanced learners?***

The institution responds to special educational/learning needs of advanced learners by-

- Motivating them to participate in competitions, seminar/ conference/workshops.
- Providing them extra library facilities.
- Guiding and helping them to solve more question papers
- They are encouraged by giving endowment prizes.
- More personal Counseling.

2.2.6 ***How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?***

The institution collects and analyzes the data and information on student performance, their needs and deficiencies through the following strategies

- Departmental meeting
- Staff meeting
- Personal observation
- Steps taken for improvement: Assistance as per their need
- Slow learners: Extra periods, Remedial coaching classes, extra tutorials, mentoring, and counseling.
- Economically weaker section: Assistance for government, freeships, scholarship, provision for installments in fees, book bank scheme, waiver of fees, students adoption scheme, Free Bus pass for girls students by Women's Development Cell.

2.3 Teaching-Learning Process

2.3.1 ***How does the institution plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)***

Being an affiliated institution, the institution follow the University teaching schedule, examination schedule, academic regulation, vacation and provisional schedule for co and extracurricular activities.

- **The Academic Calendar:**
  On the basis of university academic calendar and perspective plan of each department and committee academic calendar of the institution is prepared. Then it is displayed and circulated before the commencement of the first term. It is a comprehensive plan of all the academic, co curricular and extracurricular activities.

- **Teachers Diary**:
  The teachers' diary contains teaching plan, individual time-table and daily teaching co-curricular and extracurricular report. The diary maintained by the faculty ensures compliance of the academic plan and active participation in the co and extracurricular activities. The periodical review of the same is taken by Principal to ensure that the entire syllabus is covered or not.

- **Time Tables:**
  Time tables for regular lectures, tutorials are displayed on the notice boards and in the class rooms for students and issued to teachers and Principals in advance. This helps to ensure that the lectures start on the very first or next day of the academic year. Off lectures are engaged by free teachers.

- **Evaluation Plan:**
  Dates of examinations, centralized assessment programmes, moderation work, announcement of results, revaluation of paper, etc. are decided by the Examination Committee and communicated in due course.

2.3.2 *How does IQAC contribute to improve the teaching –learning process?*

IQAC has organized workshops for the students as well as faculty on credit based grading and semester system introduced by the University of Mumbai to improve the teaching –learning process.

The IQAC strives to improve the teaching-learning process by:

- Encouraging to make teaching-learning more student-centric.
- Creating awareness about various schemes and implementing it.
- Introducing new age programmes and methods of teaching on the basis of the feedback from students and other stakeholders
- Organizing lectures ICT based pedagogical skill and on effective teaching, learning and evaluation.
- Motivating faculty members to attend programs on new and emerging technologies.
- Ensuring access to computers, internet and computer-aided packages.
- Obtaining feedback on classroom teaching and communicating it to the concerned faculty.
- Conducting periodic meetings to suggest ways and means for quality sustenance and enhancement

- Informing the faculty about instructions and directives of the NAAC, the UGC, the Higher Education Department of the State and the affiliating University

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

- Full fledged library with abundant books and internet facility supports the students for independent learning.
- Informative lectures by experts from reputed institution are arranged for students to get better knowledge about various innovative fields.
- Industrial visits help students to know about recent trends and technologies in the subjects and career guidance after graduation.
- Organization of personality development programme
- Curricular and extracurricular activities are planned, organized and controlled by the students under the guidance of teacher. It is life-long learning of event management.
- Apart from the regular lectures, faculty arrange seminar, group discussion, quiz competition, field visit, study tour, social survey, wall paper publication, and poster and power point presentation.
- Subject related special lectures, workshops and seminars are arranged to enhance knowledge and skill base. Teachers are deputed to participate in seminars, conferences, symposia and workshops.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

- Through the curricular and extra-curricular activities, the life-long skills like critical thinking, creativity and scientific temper are imparted. The various activities have been conducted through the committees like N.S.S., Commerce Association, Research Avishkar, Cultural department, English Literary Association, Department of Life Long Education and Extension (DLLE) etc. are playing vital role in extending the learning method and innovations.
- Innovative ideas of students are appreciated and encouraged to them for their participation in various fields such as wall papers presentation, NSS programmes and cultural events.
- Spandan and Sahyagiri are provided as platform to students for publishing their own material which help in the development of critical and creative talents amongst the students.

- N.S.S. and DLLE projects, other co-curricular activites and cultural events throughout the academic year provide opportunities for shaping the creative and innovative minds.
- Students are encouraged for conducting seminars in classrooms.

2.3.5 ***What are the technologies and facilities available and used by the faculty for effective teaching? e.g: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.***

Recently, the advanced teaching methods are implemented in the field of teaching and learning such as –

- Use of LCD projector
- Use of Audio-visual aids
- Use of charts and boards
- Educational CDs
- Central library
- Computer laboratory
- Field visits
- Industrial visits
- Visits to historical places
- Use of Internet

2.3.6 ***How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?***

To meet with the advanced and recent developments in various subjects, the faculty attends the workshops, seminars, orientation and refresher courses. Besides the faculty uses some other ways like –

- Use of magazines
- Use of research journals
- Use of internet
- Organization of expert lectures
- Organization of seminars
- Participation in the state, national and international level seminars, conferences and workshops.
- Paper clipping of current affairs
- Case studies
- Field visits, educational excursions and industrial visits.
- Organization of sessions on effective teaching and learning process and research methodologies.

2.3.7 ***Detail (process and the number of students benefitted) on the academic, personal and psycho-social support and guidance services***

(professional counseling / mentoring / academic advise) provided to students?

- **Academic Guidance and Advice by Teachers:**
  The institution has used strategy to provide support service to students in brief they are as follows:
- Individual attention towards every student relating to the academic needs, learning process and result.
- Special care to slow, medium and advanced learners through remedial coaching, tutorials, mentoring etc.
- Review of performance of students in internal test and suggestion of corrective methods for improvement.
- Instructions to the students during classroom lectures
- Arrangement of lectures by experts and peers on specific topics of thrust areas.
- Advice and instructions from guardian teacher and HOD during co-curricular activities.
- Along with this, through women development cell various lectures are organized to inculcate human values and women empowerment.
- NSS activities, Yoga and Meditation, and activities of other committees are held for mental and physical wellbeing.

Career Guidance and Counseling:
- Competitive Examination Committee, Commerce Association and career guidance organized various activities to acquaint the students with various career options.
- Personal Counseling to address the problems related to stress, examination phobia, peer pressure etc.

2.3.8 *Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?*

- Organization of films related with syllabus, current environmental issues, and episodes of national geography.
- Organization of study tours to historical places
- Preparation of projects like glimpses in history, project based on local needs
- Seminar presentation, role playing, group discussion
- Use of power point presentation
- Use of CDs for teaching drama, folk literature, video clips and films.
- Organization of field studies for better practical understanding
- Visits to the industries
- English Literary Association

- Competitive examination
- Value education

2.3.9 *How are library resources used to augment the teaching-learning process?*

The Library Advisory Committee of the institution functions methodically and efficiently to provide all the services to enhance the teaching-learning process. The Library welcomes suggestions from all members of the institution community for the acquisition of materials which supports teaching programmes. List of new arrivals, new titles, useful articles and faculty publications are promptly communicated to the faculties and students. The catalogues from different publishers are made available to teachers so that they can order the books from these catalogues. The library also arranges book exhibitions. We have a reference section of classic books for general use. The students are encouraged to do the self- study by maximum use of library books. Teachers have developed their own library.

2.3.1 *Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If yes, elaborate on the challenges encountered and the institutional approaches to overcome these.*

The most common problem is to complete the syllabus within provided time. To overcome this problem institution has divided the various general activities of the institution and distributed it among the different classes. The extra classes are also taken to cover the syllabus within time. The implementation of academic planning ensures curriculum completion within the time frame. There are some built-in checks that prevent delays in completion of the curriculum. For example, while applying for a casual, duty or special leave the faculty has to make a substitute arrangement within the department. In case of long leave institution makes the provision of substitute.

2.3.11 *Does the institution monitor and evaluates the quality of teaching learning?*

The IQAC in collaboration with the teachers evaluates the quality of teaching-learning with a systematic mechanism.

- The Teachers' Diary given to each faculty records the actual hour-by-hour work and mirrors the methods used.
- The internal assessment system implemented helps identify slow learners at early stage and to take necessary steps for such students to improve their academic performance.
- Following the guidelines of the IQAC and the instructions of the Principal takes review on teaching learning and further instructions and advice are given to the faculty.

- The examination results, the participation of students in curriculum related competitions and events are indicators of the quality of teaching learning. It has been observed that the performance of students in above endeavors is directly proportional to the quality of teaching learning. Therefore, the institution monitors the co-curricular activities giving them due weightage and importance.
- As per proforma of NAAC guidelines, the feedback from the students on teaching learning process is collected manually. On the basis of review of feedback Principal gives suggestion for improvement in the teaching learning process if needed.
- Parents meetings, alumni meet and alumni associations meeting are the additional sources of feedback about the teaching learning process.
- The data about teaching and learning is analyzed by the IQAC periodically. The findings are shared with the HoDs in meetings. Necessary workshops are organized to upgrade the teaching skills to enhance further the quality of education.

2.4 Teacher Quality

2.4.1 *Provide the following details and elaborate on the strategies adopted by the institution in planning and management (recruitment and retention) of its human Manual for resource (qualified and competent teachers) to meet the changing requirements of the curriculum.*

PROFILE OF THE FACULTY

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Faculty							
Ph.D.	1	0	0	0	1	0	2
M.Phil.	1	0	0	0	1	0	2
Pursuing Ph.D.	0	0	0	0	4	0	4
PG with SET/NET	0	0	0	0	3	0	3
PG	0	0	0	0	3	0	3
Temporary Faculty							
Ph.D.	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	2	0	2
Pursuing Ph.D.	0	0	0	0	1	0	1
PG	0	0	0	0	1	0	1
Visiting Faculty							
PG	0	0	0	0	1	0	1

The strategies adopted for planning and management (Recruitment and etention) of qualified teachers are as follow:

- Wide publicity through news papers, request to peers, alumni and universities for the availability of the qualified teachers.
- Adherence to UGC/University prescribed qualification and specializations.
- Defined salary packages for experienced and specializations.
- Financial and leave incentives to present research articles in seminars and conferences.
- Leave incentives to attend faculty development programmes (Orientation, Refresher and Short term courses).

2.4.2 ***How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.***

The faculty members of concern subject keep contact with the faculties of neighboring institutions to discuss on new programmes / emerging areas. The experts are invited for lectures. In case of scarcity of senior faculty in emerging areas strategies are:

- Faculty members are sent for training to update their knowledge and skills in new and emerging areas of study.
- Seminars and workshops are organized to update the subject knowledge.
- The teaching is supplemented by e-learning material.

The institution has resolved this issue with appropriate actions. The high percentage of passing and placement validates the fact.

2.4.3 ***Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.***

a) <u>Nomination to Staff Development Programmes</u>

Academic Staff Development Programmes	Number of Faculty Nominated
Refresher Courses	4
Orientation Programmes	2
Summer School	0
Short Term Courses	1

a) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching- learning.

The college has organized Workshops on Credit based grading and semester system and new examination pattern, and revised syllabus.

b) Percentage of Faculty

Sr. No.	Particular	Percentage
1	Invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies	20
2	Participated in external Workshops / Seminars / Conferences recognized by national / international professional bodies	100
3	Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies.	90

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

- Financial provision and duty leaves to attend conferences, workshops and seminars.
- The UGC schemes to attend International Conferences are made available to the teachers.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

Sr. No.	Name of Faculty	Year	Level of Award	Title of Award
1	Mr. V. S. Patil	2012	State Sahitya Premi Mandal, Baramati	Best Teacher
2	Mr. B. T. Dabhade	2014	State Sahyadri Foundation, Male (Kolhapur)	Best Teacher

Recognition	No. of Faculties
University of Mumbai Senate member, Mangement Council and Academic Council member	01
BOS members	01
PG recognized teacher	02

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching- learning process

Yes,

Evaluation by Students:

Our devoted teachers are democratic too always open for introspection as evaluation by the students. The feedback of the students is invariably honest – mostly encouraging – Sometimes we do respect their expectations and adopt ourselves.

Evaluation by Peers:

Principal observes the lectures of new entrance formally or informally and give suggestion to improve the performance if needed.

2.5 Evaluation Process and Reforms:

2.5. How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

- The examination committee conveys the rules and regulation about the evaluation drafted by university. The faculties introduce the same to the students along with the academic syllabus. Principal of the institution gives the indication to the staff members in the initial meetings before starting the course.
- Orientation programmes are organized to aware the students about credit based grading and semester system at entry level by faculty or respective departments.
- The nature of the new syllabus and the exam system is thoroughly discussed by the faculty in classroom.
- In the parents' meetings the new pattern of evaluation, revision of the syllabus is discussed.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

- The major evaluation reforms of the affiliating University of Mumbai as adopted by the institution:
- The introduction of Credit based grading and semester system with the fallowing features Implemented.
- 40 % weightage to continuous internal evaluation and 60 % to the semester end examination (up to 2013 - 14). And 25% to internal and 75% to the semester end examination. (from 2014 onwards)
- Declaration of Grade and the Cumulative Grade Point (CGP) by the end of every semester and award of degree on the basis of CGPA of all the semesters.
- Provision of credit transfer.

- Choice based internal evaluation methods viz. active participation in classroom transactions, home assignment, seminar presentation, group discussion, survey, research project, PPT, viva voce, class test, etc.
- IT component in the conduct of examination
- A specially designed Question Paper Delivery System where the University sends question papers online to be downloaded by the affiliating institutions by using doubly authenticated password.
- OMR system
- Clubbing of affiliated institutions in clusters wherein the lead institution is responsible for smooth conduct of university examination within the cluster.
- The evaluation reforms initiated by the institution on its own:
- Development of question paper coding system for institution level examinations.

2.5.3 *How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own? Reforms of the institution:*

Workshops have been organized for different stakeholders to ensure the effective implementation of new evaluation system. The faculty members of the institution have contributed as member of board of studies to the evaluation reforms by the designing the courses suitable to the new semester and 25: 75 pattern. Some of the faculty members are Chair person, Moderator and paper setter of university examination.

2.5.4 *Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.*

Formative evaluation in every semester is carried out as a part of continuous internal assessment by each department as per University norms. Attendance in the class, active participation in the class, home assignments, interview, oral testing, organization and other co curricular activities like news drafting, elocution, essay writing, literary activities, etc. form the components of formative evaluation. The scores of the assignments along with the errors or mistakes made are shown to the students and they are given opportunity to improve their performance. This sort of testing is diagnostic and remedial. These evaluation methods have increased classroom attendance as well as active participation of students in learning process. They can also be considered as means to enhance creativity of the faculty, to provide insights into psychology of learners and to make the evaluation system transparent and student centered. The summative assessment is the final assessment of performance in the written exam at the end of

every semester and it helps to determine how much of the content taught is retained by the student.

2.5.5 *Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students' results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.*

The academic progress of the students is monitored on continuous basis through term work, home assignments, weakly tests, project works and preliminary and semester end examinations. Internal evaluation being formative, the scores are made available to make additional attempts for those who are failed.

- Scores of internal examinations are communicated to parents.
- Printed result cards are distributed in classroom after finalization of result at the end of each semester.
- The students who excel in academic and extracurricular activities are felicitated in annual prize distribution programme with prizes.
- The progress and performance of the students both in internal and external examinations is discussed in the Staff/ Departmental meetings.

Subject wise Result (in %)

Course	2011-12	2012-13	2013-14	2014-15
B.A.				
History	100	100	91.66	100
Marathi	93.75	85.71	100	75
Hindi	100	100	83.33	100
B. Com.	80.96	87.05	63.46	97.91

Course wise Result (in %)
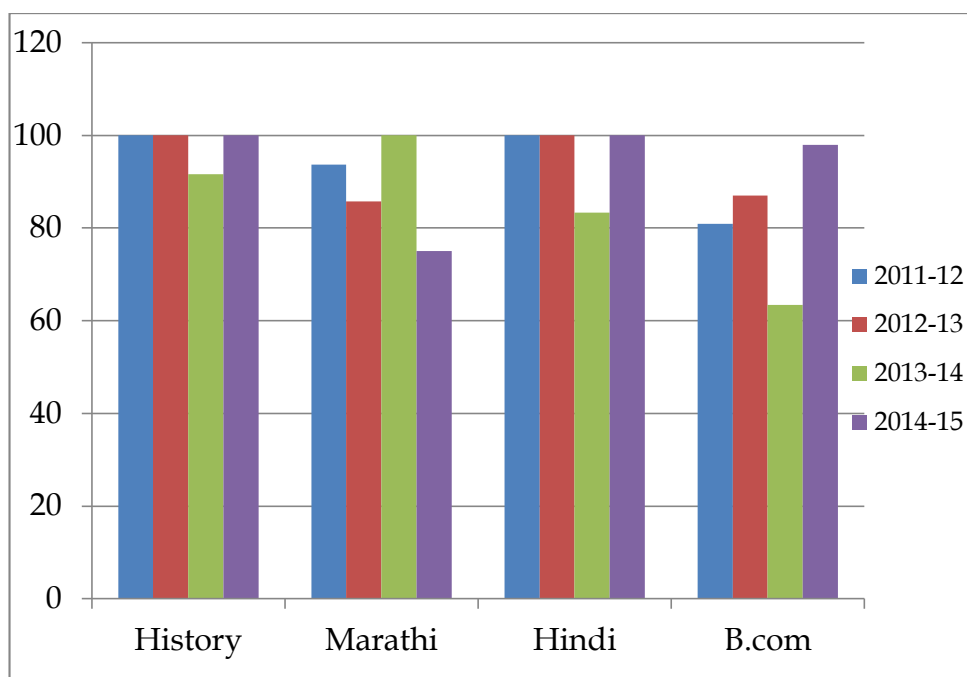
2.5.6 **Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weight age for behavioral aspects, independent earning, communication skills etc.)**

- The internal assessment of the student is done on the basis of his overall performance. Overall observation of the students is made consisting attendance, participation in extra- curricular activities, participation in different college activities, communication skills etc. Apart from these the assignment and test performance of the student is also considered.
- Significant improvement made in ensuring rigorous and transparency in the internal evaluation system
- Maintenance of confidentiality in setting of question papers
- Conducting of internal evaluation test under strict vigilance.
- Assessment of answer book as per CAP schedule.
- Verification of answer book.
- Transparency is maintained by displaying the scores of the assignments and class tests.
- Facility of photocopy of answer book and revaluation is provided.
- Student representation on examination committee.

2.5.7 *Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If yes, provide details on the process and cite a few examples.*

Yes.

Performance of the students in the internal as well as semester end examinations are the indicators of students success of learning process adopted by the subject teacher and its acceptability by the students.

The analysis of result in the department and staff meetings helps to understand overall performance of the students. Feedback from the students for teachers, its analysis and review and suggestions by the Principal also acts as a strong indicator. It helps for management for regularization, provision of incentives and for conducting faculty development programmes and student development programmes on teaching, learning and evaluation.

2.5.8 *What are the mechanisms for redressal of grievances with reference to evaluation both at the institution and University level?*

- As per the procedure of the University of Mumbai, a student can apply for a photo copy of the answer-book and revaluation facility (within 15 days) is available after the declaration of the result for University / Institution examinations.
- The Unfair Means Committee at institution level deals with the unfair cases, giving opportunities to the students concerned to have their opinions.
- The institution helps the students in redressal of grievances related to the University examinations providing institutional support for follow up actions.

2.6   Student performance and Learning Outcomes

2.6.1 *Does the institution have clearly stated learning outcomes? If yes, give details on how the students and staff are made aware of these?*

The institution's vision and mission statement include learning outcomes for all programs. The institution encourages students to develop employment and self- employment and entrepreneurial skills and motivation for independent thinking and a commitment to ethical and sustainable practices. All the curricular, co-curricular and extra-curricular activities are designed for overall personality development of students.

Boards of studies of each course have drafted the syllabus with its outcome. The institution stated it through detailed syllabus and academic planning in the beginning of each academic year to make aware the student and staff for this. The faculty of each department also contributes to create the awareness about the outcomes of particular course by displaying boards. The institution intends the following learning outcomes.

- Social awareness
- Environmental awareness
- Historical sense and cultural awareness
- Competitive spirit
- Event management skills
- Communication skills
- Entrepreneurial skills

2.6.2 *How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?*

- Appointment of qualified teachers
- Establishment of academic, curricular, extra-curricular and cocurricular committees like academic planning, research committee, NSS, planning forum, cultural, sports, library, DLLE, WDC, Competitive Examinations etc.
- Preparation of teaching plan and maintenance of daily diary by all teachers
- Use of audio-visual aids such as LCD projector, videos, animations, documentary films in teaching.
- Interactive sessions like group discussion, mentoring, encouragement for involvement in local need-based research activities.
- Special coaching to patronize rural sports talent.
- Conducting tutorials, home assignments, class tests, extra lectures, remedial coaching, and special counseling for slow learners.
- Motivation for advanced learners.
- Organization of seminars, workshops, debates, elocution, essay writing, painting, rangoli etc
- Principal, faculty and institution feedback from student by the end of each academic year

2.6.3 *What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?*

Institution has taken following initiatives in different aspects

Sr. No.	Year	Measures / initiatives taken	Consequence
1	2009-10	English Speaking Course Workshop on Street Play	Personality Development Social Awareness
2	2011-12	Certificate Course in	Job Oriented

		Business Administration	
3	2011-12	• Marathiche Mudrit Shodhan ani Lekhan Kaushalya • Mahila Melava • Workshop on Insurance	Job Oriented Women's awareness Job Oriented
4	2012-13	• Workshop on Personality Development • Workshop on Small Trade • Mahila Melava • Workshop on Insurance • Workshop on Theatr art	Personality Development Job Oriented Women's awareness Job Oriented Job Oriented
5	2013-14	• Workshop on Insurance	Job Oriented
6	2014-15	• Workshop on Women Empowerment and Gender Discrimination • Mahila Melava	Social Awareness Women's awareness
7		• Computer Literacy	Job Oriented

2.6.4 How does the institution collect and analyze data on student learning outcomes and use it for planning and overcoming barriers of learning?

Annual result records are maintained and analyzed by all the departments and use for future improvisation and planning. Feedback is also taken from the students to improve teaching-learning process. The performance of the students in curricular, co-curricular and extra-curricular activities is analyzed through performance in the activities like NSS, Cultural, Sports, WDC, Commerce Association, Hindi Vangmay Mandal, Marathi Vangmay Mandal etc. Corrective measures are taken on the basis of analysis of the results. The convener of the

concerned activities identifies the barriers and shortcomings and reports to IQAC and the Principal to make the proper planning to overcome the barriers.

2.6.5 *How does the institution monitor and ensure the achievement of learning outcomes* **Following measures have been taken up to monitor and ensure the achievements of learning outcomes**

- Academic progress of the students has been understood by conducting home assignments, objective and descriptive tests.
- Evaluation and assessment of university results produced after each semester.
- Library facilities including OPAC, Net resources, e-library have been supervised through entries in register
- Field and practical based activities have been carried out to ensure their academic performance.
- Special efforts have been taken for slow learners to improve their performance and advanced learners are motivated for university ranking.
- Department wise and subject wise analysis of performance and assessment is done at regular intervals.

2.6.6 *What are the graduates attributes specified by the institution/affiliating university? How does the institution ensure the attainment of these by the students?*

The institution's mission is motivating the youth of remote and backward area for the development of creative potentials, employment and self employment by means of higher education and striving for development of Konkan and ultimately the nation. The institution has specified the graduate attributes for the youths of remote and backward area through critical thinking ability, learning skills, local need based research attitude, environment and social consciousness. The students' contribution in different activities perceives in them the social responsibilities and strengthening them for employability.

ENHANCEMENT DURING THE LAST FIVE YEARS

- Paradigm Shift From Teacher Centered to Learner Centered Teaching And Evaluation.
- Rise in the faculty having Ph. D. and SET, NET
- Quality Improvement in the Faculty through Training, Workshops and Research
- Rise in the Number of Remedial Catering to Diverse Needs of Learners Increased Use of ICTS In Teaching.
- Introduction of several short term skill development courses and training programme
- Effective Implementation of the CBSGS pattern Of the University Exams.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research:

3.1.1 *Does the institution have recognized research center/s of the affiliating University or any other agency/organization?*

No

3.1.2 *Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.*

Yes, there is research committee at institution level that facilitates and monitors research doing at students and faculty level.

1. **Research Committee:**

- To inculcate the research culture among students and faculty is the main objective of this committee. This committee involves in finding out possible research areas and funding agencies to carry out the research activities.
- The Committee suggested some important research areas for faculty members of the institution. These topics were based on local history, agriculture, social, cultural and environment based issues.
- Recommendations of the Research Committee:
- To strengthen the research culture.
- To undertake minor and major research projects related to the local problems.
- To publish research papers.
- **Outcomes:**
- Institution organized conferences and seminars to inculcate research culture among students and faculty.
- Faculty members made efforts to organize the conferences and seminars.
- Faculty members participated and presented research papers in various state, national and international level conferences and seminars.
- Some teachers participated as resource person and chaired the sessions at state, national and international level conferences and seminars.
- **Publications.**
  - ❖ The Institution published book 'New Trends in Social Sciences' with research articles - ISBN No. 978-81-923937-6-6
  - ❖ The Institution published students' research magazine 'Sahyagiri' in the academic year 2012-2013.
  - ❖ Five books have been written by Principal Dr. V. K. Khade which are published.

❖ One book has been written by Former Principal Dr. V. A. Patil which is published.
❖ Articles of faculty members have been published in various ISBN Numbered books. 29
❖ Research articles of faculty members have been published in various research journals ISSN numbered**.** 13
❖ Our students have participated in Avishkar Research Festival of University of Mumbai.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

- Autonomy to the Principal investigator:
  Yes
- Timely availability or release of resources:
  Yes
- Adequate infrastructure and human resources:
  Yes
- Time-off, reduced teaching load, special leave etc. to teachers:
  Provided
- Support in terms of technology and information needs:
  Yes
- Facilitate timely auditing and submission of utilization certificate
  Yes
- Any other-

Faculty members are encouraged to participate and present their research papers in State, National and International Conferences for which they are provided TA/DA and duty leave (DL).

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

- Institution has established Research Committee which specially focused on research activities at student level to develop scientific temper and research culture amongst students.
- It encourages students to participate in various research competitions.

Institution has also organized following activities for students

- Inter-class Research Competition.
- Poster making and Power point presentation.
- Field Excursions and industrial visits.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.:

- Principal Dr. V. K. Khade is active research guide, referee and pursuer of M. Phil and Ph. D.

- Institution is associated with research organizations- Yashwantrao Chavan Mharashtra Open University, Nashik, Department of History, University of Mumbai and Vaze Kelkar College, History Research Center, Mulund, Mumbai.
- Ex-Principal Dr. V. A. Patil associated with YCMOU, Nashik and Tilak Maharashtra University, Pune as a research guide.

3.1.6 *Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.*

- Workshop on research methodology for students.
- Institution authority encourages faculty members to participate and attend refresher, orientation courses or workshops on research methodology.
- Organized industrial visits and excursion.

3.1.7 *Provide details of prioritized research areas and the expertise available with the institution.*

Prioritized research areas and expertise available with the institution:

Arts:

Local History, History of Hindi Literature, Hindi Language-Prachar and Prasar, National Integrity, Dalit literature in Marathi, Street Play, Travel and Tourism and Environment.

Commerce:

Human Resources, Street play, stress management.

3.1.8 *Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?*

Sr. No.	Name of invited researcher	Affiliation
1	Prof. Dr. P. G. Jogdand	Dean, Faculty of Arts and Head, Department of Sociology, University of Mumbai
2	Prof. Dr. R. G. Dandage	Former Registrar and Professor, Department of Economics, Shivaji University, Kolhapur
3	Prof. Dr. R. N. Thakur	Former Head and Professor, Department of Marathi, Shivaji University, Kolhapur
4	Prof. Dr. P. S. Patil	Former Head and Professor, Department of Hindi, Shivaji University, Kolhapur
5	Prof. Dr. R. N. Salve	Professor and Head, Department of Sociology, Shivaji University,

		Kolhapur
6	Prof. D. H. Shrikant	Former Professor, Department of Sociology and Director, DSW Shivaji University, Kolhapur
7	Prof. Dr. Dilip S. Patil	Director, Department of Lifelong Learning and Extension, University of Mumbai
8	Dr. Uttam Kendre	Director, Department of Physical Education and Sports, University of Mumbai
9	Dr. B. S. Bidave	Coordinator NSS Department, University of Mumbai
10	Prof. Dr. Babasaheb Kadam	Joint Director, Higher Education, Panvel Division, Government of Maharashtra
11	Prof. Dr. D. U. Khadse	Chairman, Board of Study in History and Archeology, University of Mumbai
12	Dr. Vasant Shekade	Member of Management Council, Senate, faculty of Arts and Chairman, Board of Study in Marathi, University of Mumbai
13	Prin. Dr. Sudhir Bhosale	Member of Senate, University of Mumbai
14	Prof. Dr. Dipak Bidwai	Member of Senate, University of Mumbai
15	Prin. Dr. Subhash Deo	Member of Senate, University of Mumbai
16	Prin. Dr. H. S. Gorge	Member, Board of Study in History and Archeology, and Faculty of Arts,University of Mumbai
17	Dr. G. B. Sarang	Member, Board of Study in History and Archeology, University of Mumbai
18	Dr. K. S. Kakade	Principal, Anadibai Raorane College, Vaibhavwadi
19	Dr. Shivkumar Sonalkar	Member Board of Study in Marathi, Shivaji University, Kolhapur
20	Dr. Sanjay Patil	Member Board of Study in Marathi, Shivaji University, Kolhapur
21	Dr. Anil Sawant	Member Board of Study in Business Economics, University of Mumbai
22	Prof. S. D. Kavane	Former Head and Professor, Department of Psychology, K. V.

		Pendharkar College, Dombivli
23	Prin. Dr. M. S. Raje	Chairman, Board of Study in Chemistry, University of Mumbai
24	Prin. Dr. Dinkar Khabade	Principal, Night College, Kolhapur
25	Dr. Sudhakar Lahupachang	Principal, Dadasaheb Limaye College, Kalamboli
26	Prin. M. T. Bhagat	Principal, Shalinitai Patil Women's College, Pezari
27	Prof. Dr. Satish Pande	Chairman, Board of Study in Hindi, University of Mumbai
28	Prof. Dr. Vishnu Sarode	Professor and Head Department of Hindi and Member of Board of Study, University of Mumbai
29	Prof. Dr. Anil Singh	Member, Board of Study in Hindi, and Faculty of Arts, University of Mumbai
30	Prof. Dr. Kurlapkar	Principal, Abasaheb Marathe College, Rajapur
31	Prin. Dr. Dhanaji Gurav	Member, Board of Study in Marathi, University of Mumbai
32	Dr. Vijaykumar Mishra	Member, Board of Study in History and Archeology, University of Mumbai
33	Dr. Ms Vidhya Shinde	Member, Board of Study in Hindi, University of Mumbai
34	Prin. Capt. Shripad Girsagar	Principal, S. K. Patil College, Malvan
35	Dr. B. D. Kolekar	Director, College of Management, Pedhambe
36	Dr. S. N. Shetty	Member of Senate, University of Mumbai
37	Dr. Siddheshwar Gadade	Member of Management Council, Senate, Academic Council, Chairman, Board of Study in Accountancy and Dean of Commerce, University of Mumbai
38	Dr. Pramod Pabrekar	Coordinator NSS Department, University of Mumbai
39	Dr. Kranti Jejurkar	Chairman, Women's Development Cell, University of Mumbai
40	Dr. Santosh Motwani	Member, Board of Study in Hindi, University of Mumbai

3.1.9 *What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?*

- Provision is there but no faculty, apply for such facility.
- Proposals for Faculty Improvement Programmes are under consideration.
- Some of the faculty members have completed short term courses.

3.1.10 *Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)*

A. Conducting lectures and talks in schools, junior institutions and Gram Panchayat for environmental awareness programs.

- Oral and poster sessions are available to present their findings.
- The faculty members of the institution and students participate and present their research findings on various platforms.
- The researchers are motivated by institution to publish their work in reputed journals.
- The outcome of the research undertaken is reached to the common public on the issues of environmental protection, global warming, waste recycling, blood donation, tree plantation, women empowerment etc.
- The students are also encouraged to participate in public awareness programmes under NSS, DLLE and WDC.
- The faculty members write articles in journals and news papers about current issues.

3.2 Resource Mobilization for Research:

3.2.1 *What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization for last four years. Budget for faculty (in Rs.)*

No

3.2.2 *Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?*

No

3.2.3 *What are the financial provisions made available to support student research projects by students?*

- Institution provides free library and internet facility support for performing student research.
- Faculty members of the institution provide required guidance to the students, for completion of project. They also guide them in preparing presentations and attending the seminars or conferences.

- Financial assistance is provided to students for travelling and study material.

Budget for Students

Allocation approximately Rs. 5000/-   Actual expenditure Rs. 1235/-

3.2.4 ***How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research. E.g***

The faculty members motivated students for Avishkar Research Competition organized by University of Mumbai

Presentation of inter-disciplinary students' research projects in the Intercollegiate Avishkar Research Conventions like Socio-Economic Aspects Paltokwadi, Rehabilitation of Pangari village etc.

3.2.5 ***How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?***

Camera and Laptop is available for research activities.

3.2.6 ***Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If yes, give details.***

NO

3.2.7 ***Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.***

NO

3.3 **Infrastructure for Research:**

3.3.1 ***What are the research facilities available to the students and research scholars within the campus?***

Research facilities made available for students and research scholars within the campus are as follows.

- Library with LIBRARIA facility
- Inverter back –up.
- Computer and related ICT facility.

3.3.2 ***What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?***

NIL

3.3.3 ***Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If yes, what are the instruments/ facilities created during the last four years?***

NIL

3.3.4 ***What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?***
NIL

3.3.5 ***Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?***
- Library internet facilities
- NET facility for the faculty and researchers.

3.3.6 ***What are the collaborative research facilities developed / created by the research institutes in the institution? For ex. Laboratories, library, instruments, computers, new technology etc.***
NIL

3.4 Research Publications and Awards:
3.4.1 ***Highlight the major research achievements of the staff and students in terms of***
- Patents obtained and filed (process and product) :   No
- Original research contributing to product improvement :No
- Research studies or surveys benefiting the community or improving the services:
  Yes, Women's awareness.

3.4.2 ***Does the Institute publish or partner in publication of research journal(s)? If yes, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?***
Yes

The Institution published research article book **'New Trends in Social Sciences'.**

3.4.3 ***Give details of publications by the faculty and students:***
* Publication per Faculty:

Sr. No.	Name of Faculty	Number of Publications (in last four years)	No. of Papers published in / State/ national/international Journals/magazine
1	Dr. V. K. Khade	6	29
2	Dr. A. D. Patil	4	3
3	Prof. P. S. Meshram	1	14
4	Prof. S. V. Nimbalkar	-	2
5	Prof. V. S. Patil	-	7
6	Prof. B. T. Dabhade	-	2
7	Dr. S. S. Waghmare	-	10
8	Mr. M. R. Kondagurle	-	1

9	Dr. V. A. Patil	3	4

* Communicated for publication: Nil

* Books Edited with ISBN/ISSN:

Sr. No.	Name of Faculty	Author/Editor /Coeditor	Title
1	Dr. V. K. Khade		Dr. B. R. Ambedkar:A Historical Perspective in the 21st Century. History of Ancient India. Shivaji va Shivkal.
	Coeditor	Mr. Yuvraj Nalawade	Jagachya Itihaasatil Mahatvache Tappe. History of Asia.
		Dr. A. D. Patil and P. S. Meshram	New Trends in Social Sciences BANER (Research Journal)
2	Dr. A. D. Patil	Co author/editor	New Trends in Social Sciences. Itihaas Lekhanatil Nave Pravah. Adhunuk Maharashtrache Shilpakar. Bapu.
3	P. S. Meshrasm	Coeditor	New Trends in Social Sciences

* Chapters in Book

Sr. No.	Name of Faculty	No. of the Chapters
1	Dr. V. K. Khade	49 chapters in various books
2	Dr. A. D. Patil	3 Chapters
3	P. S. Meshram	1 Chapter
4	Dr. V. A. Patil	15 Chapters

3.4.4 *Provide details (if any) of*

* Research awards received by the faculty:

No

Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally

Data regarding PG Teachers/Ph.D. /M. Phil. Recognition

Sr. No.	Name of Faculty	Recognition by professional bodies & agencies nationally and internationally
1	Dr. V. K. Khade	Research guide for M. Phil, Ph. D.

		PG Recognition
2	P. S. Meshram	PG Recognition
3	Dr. V. A. Patil	Research guide for M. Phil, Ph. D. PG Recognition

3.5   Consultancy:

3.5.1   Give details of the systems and strategies for establishing institute-industry interface?

Our institution is located in remote, hilly and backward area at the bottom of Western Ghats of Maharashtra. There are no industries in nearby areas.

3.5.2   What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

Nil

3.5.3   How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The institution encourage the staff to utilize their expertise and available facilities for consultancy services providing necessary freedom, resources and duty leave to carry out consultancy services.

3.5.4   List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

Nil

3.5.5   What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

Nil

3.6   *Institutional Social Responsibility (ISR) and Extension Activities:*

3.6.1   How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The institution is involved in diverse community oriented programmes and extension activities aiming at overall development of students with community.

The co-curricular and extracurricular activities of the institution aim at:

• Developing attachment of students towards the local community.
• Understanding the problems of community and use their knowledge in finding solutions.
• Developing leadership qualities and democratic attitude
• Capacity building and skills to meet emergencies and natural disasters

Awareness Programme
• Students' participation in the awareness programmes like rallies on AIDS, right of voting, women's rights, gender discrimination, environment protection, Disaster Management etc.
• Organization of hemoglobin and blood group check up camp
• Organization of health check-up camp
• Organization and participation in the blood donation camp
• Awareness about traffic rules through students' participation
• Awareness and implementation of Swaccha Bharat Abhiyan.
• Awareness campaign on female infanticide.
• Vayat Yetana- Awareness for teen age girls.
• Gender discrimination and sencitization

Environment Awareness/ Consciousness
• Tree plantation
• Save Paper Abhiyan
• Plastic awareness campaign
• Implementation of vermi-composting
• Save energy campaign.
• Water conservation campaign
• Awareness about global warming, environmental protection, Bio-diversity of Western Ghat, etc.

Activities for Community
• The projects like developing bunds in rivers for water restoration and harvesting.
• Tree plantation through NSS.
• Government Department Programmes on issues like Public Health and Hygiene, HIV-AIDs awareness, Disaster Management, Environment and Gender Equality.
• Students and faculty are involved in innumerable activities planned and executed in very creative manner regularly.
• The faculty members are involved in community development with various schemes of Government.
• Through NSS and DLLE, the students are provided community exposure and service orientation in number of ways. It includes various state, national and international level programmes for e.g. National Integration Camp, Leadership Training programme, Street Plays and Competitions covering all major social issues.
• Rural reconstruction camp at adopted villages
• Red Ribbon Club
• Guidance sessions as a project 'Vayat Yetana'.
• Voluntary Social Service
• Celebration of Sadbhavana Pandharwada
• Assistance in the Registration of New Voters Mission
• Vruksha Dindi
• Women Meet

- Assistance to senior citizens

3.6.2 What is the Institutional mechanism to track students" involvement in various social movements / activities which promote citizenship roles?

The faculty members maintain record of students' involvement in activities of the kind and give them due publicity in news papers. The voluntary contributions of the students and the alumni are appreciated. The institute keeps regular contact with the community and alumni it enables the institute for involvement of students in social improvement.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The perception is solicited by means of management, parent, staff, alumni meets, Principal's address to students and annual magazine 'Sahyagiri' and half yearly 'Spandan'.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Provide the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

NSS, DLLE, WDC and Commerce Association are the major outreach activities of the institution. The monetary requirements of the these committees and forum is generally met from the assistance of the management, sponsored by the outside agencies, collaboration with agencies etc. the details of the budgetary provisions of the some of the activities is given in the following table

Academic year	Outreached activities	Budgetary Provision in Rs. (per year)	Number of Beneficiaries	Impact of the Program
2011-12	NSS WDC	17080 64050	140 120	• Overall personality development of the students,
2012-13	NSS DLLE WDC	17080 3000 38280	140 15 123	• To create awareness about health, hygience
2013-14	NSS DLLE WDC	10000 4400 36266	100 22 112	• social issues and environmental protection,

2014-15	NSS	24030	125	• Awareness of career oriented courses and women status
	DLLE	22800	114	
	WDC	55666	140	
				• To aware the physical and psychological changes and to inculcate the attitude for cope in the society
				• Awareness about female infanticide, HIV- AIDS,
				• environmental protection, save wild animals
				• To empower the students and female from the community

3.6.5 *How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?*

- NSS Unit organizes various activities for students and community. The main aim is to create awareness among students about social problems and help to develop their personality through community services. Every year, we conduct orientation programme for NSS Volunteers to inform them about NSS activities.

- The institution treats co curricular and extension activities at par. It extends equal support of all sorts in their planning and execution. The faculty in charge of the activities is provided with infrastructure, duty leaves, honorarium and other facilities. Cooperation and assistance of government mechanism at various levels is sought as required.

- Students are inspired for extension activities by explaining the importance of these activities in their personal development and introducing them to the models in social service. Huge publicity is given to the activities to encourage better performance.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the institution to ensure social justice and empower students from underprivileged and vulnerable sections of society?

- One of the goals of institute is creating educational opportunities for all. Hence the institution provides access to its educational programmes to students from diverse backgrounds.
- The institution provides facility of scholarship and endorsement as per Govt. Of Maharashtra rules and regulations for the students from economically backward area, low income family or socially deprived background.
- No discrimination with respect to gender, social status, caste, religion, or race is made at the time of granting admission to the student or recruiting the faculty.
- Awareness and extension work is carried out through community work and annual camp of NSS unit.
- The WDC organizes special health surveys especially hemoglobin check and health check up camps of the girl students followed by remedial action.
- Major surveys of DLLE include 'Career Oriented Project' and survey on „'Status of Women".

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

- NSS unit organizes many programmes for community for creating awareness about AIDS.
- Our Alumni association helps institution in conducting various programmes.
- NSS Unit also conducts Disaster Management Programme. It helps community people during emergency.
- Blood donation camp is conducted.
- Institution always cooperates to the Government agencies e.g. Panchayat Samiti, health department, police department and Tehasildar Office to conduct public awareness programmes.
- Lectures have been arranged for safety of girl students and community people in association with Police department.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

- Tree plantation
- NSS: Tree plantation through public participation, road safety, AIDS awareness- Red ribbon club, women empowerment, save girl child,

water conservation and cleanliness campaign are the outreach activities which contribute to community development.
- Hagandarimukta village special camp.
- Awareness programme about biodiversity of Western Ghats and its Conservation:
- Donation of handmade notebooks to students in the schools.
- Wild Animal Rescue
- Road construction and repairing.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

The institution has formed very constructive relationship with other institutes in this region.

3.6.10 Give details of awards received by the institution for extension activities and / contributions to the social/community development during the last four years.

Yes, for communal harmony, district scout guide and environment conservation.

3.7 Collaborations:

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

NIL

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

The institution has signed formal MoUs with the following premier institutes / universities
- Collaboration with **Arts, Commerce and Science College, Lanja** to extend the cooperation in the co-curricular and extra-curricular activities.
- 60 NSS volunteers of various colleges have participated in Disaster Management Workshop organized by the Institution.
- Students of Shiv Shahu College, Sarud, Dist. Kolhapur have visited under student exchange programme to understand the rural culture, life style of rural folk of Konkan.
- MoU with Yash Computer, Pachal for ICT.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-

gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc. Industry Institute Interaction Contribution

NIL

3.7.4 Highlight the names of eminent scientists/participants, who contributed to the events, provide details of national and international conferences organized by the institution during the last four years.

- The Institution organized two state level conferences and eminent scholars were participated.
    1. Dr. Ravindra Thakur, Prof. and Head Department of Marathi, Shivaji University, Kolhapur.
    2. Prof. Dr. P. G. Jogdand, Dean Faculty of Arts, University of Mumbai
    3. Prof. Dr. Ramesh Dadage, Prof. and Head, Department of Economics, Shivaji University, Kolhapur.
    4. Dr. P. S. Patil, Prof. and Head, Department of Hindi, Shivaji University, Kolhapur.
    5. Dr. Sanjay Patil, Member of Board of Study in Marathi, Shivaji University, Kolhapur.
    6. Dr. Vsant Shekade, Member of Senate and Management Council, Member of Board of Study in Marathi, University of Mumbai.
    7. Dr. Savita Vatkar, Bhogavati College, Kolhapur.
- The Institution organized four workshops and eminent scholars were participated.
    1. Prin. Dr. H. S. Gorge, Member of Board of Study in History and Archaeology, University of Mumbai
    2. Dr. Vijaykumar Mishra, Member of Board of Study in History and Archaeology, University of Mumbai
    3. Dr. D. U. Khadase, Chairman Board of Study in History and Archaeology, University of Mumbai
    4. Dr. Kranti Jejurkar, Chairman, Women's Development Cell, University of Mumbai
    5. Ms. Kanchantai Parulekar, Director of Swayamsidhha, Kolhapur

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated –
 Curriculum Development /Enrichment

CT Awareness and Digital India programme with Yash Computer, Pachal

3.7.6 ***Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations. Any other relevant information regarding Research, Consultancy and Extension which the institution would like to include.***

Yes, Computer literacy awareness programme.

ENHANCEMENT DURING THE LAST FIVE YEARS

➢ In last five years, the number of papers presented in seminars and conferences are **46.**

➢ In last five years **42** papers have been published in national and international reputed journals.

➢ In last five years, 1 faculty member has acquired Ph.D. 5 faculty members are pursuing Ph.D.

➢ Participation in the community oriented activities also increased considerably.

➢ Prizes at individual and institutional level in the activities like sports and cultural.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1   Physical Facilities

4.1.1   *What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?*

The institution gives highest priority to effective teaching and learning process. To keep the pace with the institutional development and to fulfill the needs of students, we develop the infrastructure as per the emerging needs and requirements. The infrastructure enhancement is carried out from our institution's resources and financial assistance from Sahyadri Parisar Shikshan Prasarak Mandal, Pachal. The institution implements the policy for enhancement of infrastructure for facilitating effective teaching and learning in the institution.

The institution is a growing organization and there is growing demand for the infrastructure. Whenever new requirements arises like classrooms, reading rooms, smart classes etc., the Principal discusses these matters with the management for consideration and approval. The policy of the management is to provide the required infrastructure so that the teaching-learning process goes smoothly.

Infrastructure development

• **Purchase of a Land** –

  In the year 2009-10, 7.03 acres land has been purchased by Sahyadri Parisar Shikshan Prasarak Mandal, Pachal having a cost of Rs. 5,46,570/- and provided to District Sports Authority (Government of Maharashtra) on lease basis for construction of Sports Complex.

• The Institution also donated the land of 1.10 acres having cost of Rs. 1,10,000/- to Social Welfare Department (Government of Maharashtra) for the construction of Boys hostel (with 100 students capacity) in the college campus.

• **Construction of a Building** –

• The construction of the building was undertaken in the year 2014-15 to accommodate auditorium and classrooms. A total amount of Rs. 800000/- has been spent on 3000 sq. ft. of built-up area. The following table shows year- wise amount expended on construction of a building.

Sr. No	Facility	2011-12 Rs.	2012-13 Rs.	2013-14 Rs.	2014-15 Rs.
1	Toilet construction	--	1,37,120	--	--
2	Ladies Common Room	--	1,42,839	--	--
3	Auditorium and Classrooms	--	--	--	8,00,000
	Total		2,79,959		8,00,000
	Grand Total	Rs. 10,79,959			

- The following equipments have been purchased for the gymkhana department during the last four years

Sr. No.	Equipments
1.	Caroms set 01
2.	Measuring tape 01
3	Sports kits boys 22
4	Sports kits girls 20
5	Chess –01
6	Cricket bat 04, Tennis balls 1 dozen
7	Shuttle cock 01 box
8	Pump – 01
9	Timer – 04
10	Whistle - 12
11	Knee Cap :-10

Equipments of Gymkhana Department:

Sr. No.	Equipments
1.	Cricket : - 02 Bat, 08 Stick, 01 dozen Tennis balls
2.	Badminton: - 08 Pair Rackets, Shuttle Cock 4, Net Pole 2.
3	Javelin Throw 02
4	Discus Throw 02
5	Shot Put – 02
6	Caroms :- 01 Board with Quoins and striker
7	Chess –02
8	Volley Ball- 02 , Net 01
9	Foot Ball 04, Net 01
10	Pump – 01
11	Medical Kit 01
12	Timer – 04
13	Whistle - 12
14	Measuring Tape - 01

4.1.2 *Detail the facilities available for:*

 a) Curricular and co-curricular activities –

Classrooms, technology enabled learning spaces, seminar hall, specialized facilities and equipment for teaching, learning and research etc.

b) Extra–curricular activities –

Sports, outdoor and indoor games, auditorium, NSS, cultural activities, public speaking, communication skills development, yoga, health and hygiene etc.

(a) Curricular Activities

- The Institution has a campus area of 15.5 acres.

- The institution building has total carpet area of 1049.52 sq. mtrs.

- Total number of rooms are 08, separate rooms for office, Principal, faculty, student activities like NSS, DLLE, IQAC , ladies common room, boys' common room, examination, faculty room, reading room, gymkhana room, etc.
- No. of class-rooms: 09
- We have one LCD projector, 1 TV set and 2 DVD players.
- Library has an area of 160 sq. ft., which includes librarian's cabin, issue counter, reading area, reading hall. Scanner, printer, OPAC, and internet facility, computers made available to faculty and staff with backup facility.
- There are 16 computers
- We have 1 laptop.
- There is sufficient sanitary provision for faculty.
- The office has 3 desktop computers with 1 laptop, telephone, fax, 3 printers, 2 scanners and 1 Xerox machine etc.
- The campus is under CCTV surveillance.

(b) Co-curricular Activities:
- Seminar/conference hall having seating capacity of 400 students along with audio equipments.
- Students have free access to computers and internet facility in the library and computer room.

(c) Extra –curricular Activities and Sports
- There are separate rooms for student activities like NSS/DLLE, and examination committee.
- The institution has gymkhana room with playground.
- We provide students kits for sports events.

4.1.3 ***How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/ campus and indicate the existing physical infrastructure and the future planned expansions if any).***

To plan for the infrastructure, the timetable is taken into consideration. The timetable incorporates the academic workload and the classrooms available. If the workload of the teachers cannot fit with the available infrastructure, the schedule of the lecture is changed within limits. If the need arises, a proposal for construction/extension of the building is prepared and put before the management.

The optimum utilization of infrastructure is as follows:

Institution working hours are from 8:00 am to 5:30 pm. During this time the class rooms, reading hall, library and gymkhana facilities are used to the optimum level. The Institution timetable is designed so that students of Arts and Commerce streams have their lectures in the morning sessions. Office working hours are upto 5:30 P. M.

- The computer room was also utilized for examination.
- Our library is open from 8:00 am to 5:30 pm.
- Outsiders and alumni pursuing higher studies or competitive examination are offered library books and reading facilities in the library.
- The NSS and sports activities are also held on Sundays and during the vacation period.
- The institution infrastructure is utilized as an examination centre by the nearest educational institutions.
- An open playground is used for outdoor sports activities.
- The seminar Hall is used for several other purposes such as for conducting, Committee Meetings, Principal's speech to students, conducting various examinations.
- The master plan of the institution campus indicating the existing physical infrastructure and the projected future expansions is enclosed.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

- Infrastructure facilities provided for students with physical disabilities.
- During examination period, seating arrangement of such students is done and extra time of half an hour is allowed as per the rule of the University.

4.1.5 Give details on the residential facility and various provisions available within them:

- The Institution donated the land of 1.10 acres to Social Welfare Department (Government of Maharashtra) for the construction of Boys hostel (with 100 students' capacity) in the college campus. It is available to our students also. The hostel facility for girl students is not available in the college campus but it is available at Kanya Chhatralay, Pachal.

4.1.6 What are the provisions made available to the students and staff in terms of health care on the campus and off the campus?

- Every year college organizes health check-up camps.
- First Aid Box is available near the Gymkhana room.
- Prof. Gulde of Psychology Department, Anandibai Raorane College, Vaibhavwadi offers psychological counseling to students.
- Purified drinking water is provided to students.

4.1.7 Give details of the Common Facilities available on the campus – spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

Details of the Common Facilities available on the campus:
- There is a common faculty room.
- There is a separate room for IQAC.
- Ladies common room.
- We provide purified water to our staff and students.
- We have multipurpose Auditorium.
- Sanitary block for girls -1.
- Common room for boys
- Reading hall for boys and girl students.
- Canteen

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes

There is Library Advisory Committee comprising of Principal, senior teachers and the Librarian. The Library Advisory Committee Composition:

1	Dr. V. K. Khade	Principal	Chairman
2	Mr. B. T. Dabhade	Library Incharge	Convener
3	Mr. M. R. Kondagurle	Librarian	Secretary
4	Three teacher representatives		Member
5	One student representative		Member

The major responsibilities of this committee are as follows:

1. To suggest ways and means to improve the working of the library.
2. To prepare the library budget for the purchase of books and for the purchase of equipment, furniture, maintenance etc.
3. To encourage the student to make creative use of the library
4. To ensure optimum use of library resources by maximum number of readers.
5. To organize book-exhibition.
6. To provide book borrowing facilities to the ex-students.
7. To suggest measures to offer best possible service to stakeholders, such as modernization, use of technology, up gradation etc.

The following suggestions made by the committee have been implemented.

- Provision of computers with internet facility.
- Purchase of software and provision for OPAC.
- Giving open access to faculty.
- New arrivals display: The newly added collection is displayed for a period of 7 days for wider publicity.
- To the staff, unlimited numbers of books are issued on their account.
- Best Reader Award

Initiatives taken by the committee are:

• Best Reader Competition organized every year.
• Book Exhibition is organized.

4.2.2   *Provide details of the following:*
Total area of the library (in Sq. Mts.): 53.29 Sq. Mts.
The total seating capacity of the library: 30 students.
Working hours: The Library remains open from 8:00 a.m.to 17.30 p.m. on all working days.
On working days: Study Room and Issue section remains open from 8:00 a.m.to 17.30 p.m.
On holidays – Nil
Before examination days: Study Room and Issue section remains open from 8:00 a.m.to 17.30 p.m.
During examination days: Study Room and Issue section remains open from 7.30 a.m.to 17.30 p.m.
During vacation: The maintenance work like the stock verification of all collection, cleaning of books and shelves, pesticide treatment and book bonding are undertaken during vacation period.
Layout of the library

Sr. No.	Section
1	Reading Room for Students and Faculty
2	Circulation Section
3	Cabin for Librarian
4	Online access to the students and faculty
5	Online OPAC access
6	Display stand for new collection
7	Display stand for journals and periodicals
8	News paper Stand

4.2.3   *How does the library ensure purchase and use of current titles, printand e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.*
As per the guidelines of the Library Committee, the librarian does the work to achieve the aims and goals of the institution. Library purchases books, periodicals and other magazines as per the recommendations by the faculty. By getting suggestions from the committee, the librarian gives an order with prior permission of the Principal. The library has collaboration with district Government Library Ratnagiri & D. M. Narkar library Pachal.
• The publishers' catalogues and book reviews received in the library are periodically circulated to departments. Books recommended by the teachers of the department are considered for purchase (within the budget limit). Books are purchased through local vendor or order is placed with publishers/book suppliers at Mumbai and other places.

- Representatives from publishers and book sellers regularly visits the institution and inform the librarian and staff about new titles, editions and offers to keep books on approval. This helps in purchasing books selectively.
- Suggestions from the students for purchase of new titles are also considered.
- The teaching staff is permitted to purchase the books from book exhibitions.
- The list of new additions is circulated to various departments. This enables the users to know the current titles added in the library and also enhances their use.
- Journal collection is regularly updated.
- Newspapers: Daily News Papers (Lokmat, Tarun Bharat, Ratnagiri Times, Prahar, Sakal, Loksatta, Maharshtra Times, Times of India,) and weekly are made available.
- Books on General Knowledge, Various Competitive Examinations, and Year- Books are also purchased every year for updating the stakeholders.

Details of amounts spent on new books and journals during last five years is given in the following chart:

Library Holdings	2011-2012		2012-2013		2013-2014		2014-2015	
	No.	Cost	No.	Cost	No.	Cost	No.	Cost
Reference Books	276	71905	139	30788	197	39637	143	37940
Text Books	62	8280	168	5586	157	19263	65	7926
Journals/ Periodicals	24	8505	25	8305	21	7965	23	8925

4.2.4 *Provide details on the ICT and other tools deployed to provide maximum access to the library collection?*
OPAC:
Library follows open access method for all the readers. LIBRERIA WEB OPAC with two terminals is installed for collection.
Electronic Resource Management package for e-journals:
                              Nil
Federated searching tools to search articles in multiple databases:
                              Nil
Library Website:
                              Nil

In-house/remote access to e-publications:
<div align="center">Nil</div>

Library automation:
Library uses LIBRERIA software designed and developed by the MKCL. It is user-friendly software developed to work under client-server environment.
Total number of computers for public access: 01
Total numbers of printers for public access: 01
Internet band width/ speed: 100 mbps
Institutional Repository: NIL
Content management system for e-learning: NIL
Participation in Resource sharing networks/consortia (INFLIBNET): NO

4.2.5 **Provide details on the following items:**
Average number of walk-ins: 35
Average number of books issued/returned: 25 books issued/ returned per day.
Ratio of library books to students enrolled: 21:1
Number of books added during last three years: 871
Average number of login to OPAC: 35
Average number of login to e-resources: Nil
Average number of e-resources downloaded/printed: Nil
Number of information literacy trainings organized: **No**
Details of 'weeding out' of books and other materials: Nil
News papers: These are sold as waste paper annually.

4.2.6 Give details of the specialized services provided by the library Manuscript Reference, Reprography ILL (Inter Library Loan Service), Information deployment and notification

- Internet Access:
- Broadband internet access is provided freely. Two computers are allocated for this purpose in the library premises.
- Dictionaries on different languages.
- Geographical Sources like Atlases, Maps, Gazeteers, etc.
- Biographical sources: e.g. Year Books, Manorama, Sahastrak.
- Encyclopedias in English, Marathi, Hindi: Britannica Encyclopedia, International Encyclopedia of Library and Information Sciences, Marathi Vishwakosh, Sasnskriti Kosh and constitutional debates in Marathi etc.
- Special books for Competitive and NET/SET examinations.

Reprography:
The library provides reprography service to the readers with the help of the office.

ILL (Inter- Library Loan Service):

The library is connected with other two libraries like District Library, Ratnagiri and D. M. Narkar library, Pachal. The library borrows books from these libraries.

Information download, deployment and notification:

The library being the central source of information downloads and provides the departments and the individual faculty a number of e-documents like government resolutions, circulars, notifications, schedules, reports and academic material. Regular notifications and new arrivals are displayed on the library notice board.

Printing:

Printing facility is available but the service is provided only on necessity. The users are encouraged to save material in e-form and save the paper as a part of environment consciousness.

Reading list/ Bibliography Compilation:

LIBRERIA library automation software generates bibliography of library holdings for ready reference.

In-house/remote access to e-resources: Nil

User Orientation and Awareness:

Library user orientation and awareness training programmes to retrieve library resources are conducted once in a year. For students it is organized at the entry level under the theme "Granthalay Mahiti Din".

Assistance in Searching Databases:

The library staff always helps the users in searching on self

4.2.7 *Enumerate on the support provided by the Library staff to the students and teachers of the institution.*

- Library Staff help the students and faculty for searching information.
- Periodicals are displayed on racks.
- Library arranges book exhibitions.
- For purchase of new titles, suggestions from students and staffs are considered.
- The teaching staff is permitted to purchase the books from book exhibitions or from the market.
- The library staff provides books, newspapers, clippings for the use of students participating in various debating and elocution competitions, competitive exams, paper presentations etc.
- The library staff is very co-operative in giving reprographic services.
- The Library Staff provides: Reference Service, Referral services and Newspaper Clipping Service to the students.

4.2.8 *What are the special facilities offered by the library to the visually/physically challenged persons? Give details.*

Separate seating arrangement is provided and extra care is taken.

4.2.9 *Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)*

Yes.

The feedback is collected through feedback form filled by users, and through suggestion box. The feedback is analyzed and divided into certain categories such as suggestions /demands of books, improving library services, providing facilities, equipment etc.

- The feedback obtained on quality of service is openly discussed with library advisory committee and staff for the best possible solutions and implementation.

- Demands for facilities are discussed with the Principal for further consideration.

- Thus through feedback analysis, we take quality steps ahead.

4.3   IT Infrastructure

4.3.1. *Give details on the computing facility available (hardware and software) at the institution. i) Number of computers with Configuration (provide actual number with exact configuration of each available system)*

Sr. No	Processor	Board	RAM	HDD	ODD	Monitor	O.S	Other Peripherals	L/N
1.	Intel Pentium D 2.8Gh	ATI RAEON	1GB	220 GB	DVD R/W	15.6" Wi	Windows XP	Keyboard, mouse, 1 printers	Inbuilt
2.	Intel Core i3 CPU	Intel H61	4GB	500 GB	DVD R/W	17.5" Wdescreen	Windows 7	Keyboard, mouse, Printer, Scanner, Fax	Inbuilt

Library

Sr. No	Processor	Board	RAM	HDD	ODD	Monitor	O.S	Other Peripherals	L/N

1.	Intel Core i3 CPU	Intel H61	4GB DDR3	500GB	DVD R/W	15.6" wide Screen	Windows 7	Keyboard, mouse, 1 printers,	Inbuilt
2.	Intel Pentium CPU	H61	2GB	500GB	DVD R/W	15.6" wide Screen	Windows 7	Keyboard, mouse,	Inbuilt

Examination

Sr. No	Processor	Board	RAM	HDD	ODD	Monitor	O.S	Other Peripherals	L/N
1.	Intel PC CPU	Intel H61	2GB DDR3	500GB	DVD R/W	17" Wide Screen	Window8	Keyboard, mim,mouse, Printer 1, Xerox 1	On Band
2.	Intel Core i3 CPU	Intel	4GB DDR3	500GB	DVD R/W	17.6" Wide Led	Windows 7	Inbuilt touchpad and key	Inbuilt

N-Computing with 11 Computers

Sr. No	Processor	Board	RAM	HDD	ODD	Monitor	O.S	Other Peripherals	L/N
1. to 11	Intel Core i3 (N-Computing) X-550 X550	Intel H61	4GB	1TB	DVD R/W	15.6" Wide Screen	Window7	Keyboard, mouse,	Inbuilt
						15.6" Wide Screen	Window7	Keyboard, mouse,	Inbuilt
						15.6"	Windo	Keyboa	Inbu

						Wide Screen	w7	rd, mouse,	ilt
						15.6" Wide Screen	Window7	Keyboard, mouse,	Inbuilt
						15.6" Wide Screen	Window7	Keyboard, mouse,	Inbuilt
						15.6" Wide Screen	Window7	Keyboard, mouse,	Inbuilt
						15.6" Wide Screen	Window7	Keyboard, mouse,	Inbuilt
						15.6" Wide Screen	Window7	Keyboard, mouse,	Inbuilt
						15.6" Wide Screen	Window7	Keyboard, mouse,	Inbuilt
						15.6" Wide Screen	Window7	Keyboard, mouse,	Inbuilt
						15.6" Wide Screen	Window7	Keyboard, mouse,	Inbuilt

ii) Computer-student ratio: 1:25

iii) Stand alone facility, LAN facility, Number of nodes/ computers with internet facility :

As shown in detail in table the consolidated figures are as under:

Number of Computers		
Stand-alone	With LAN Facility	With Internet Facility
0	02	16

iv) Licensed software:

- **Licensed Software**

Sr. No.	Name of Licensed Software	Quantity
1	Windows 7 Prfessional	01
2	Antivirus- Quick Heal Pro	08

✓ *Freewares*

Sr.No.	Name of licensed software
1	TC
2	Adobe Reader 8.0
3	Java Web Server
4	Crystal Report 9.0
5	Flash Player
6	Adobe Reader 9.0
7	Java 1.6

✓ *Any other*

Sr. No.	Description	Quantity
1	Examination S/W Result 9	01
2	Admission S/W Principal 9.0	01
3	LIBRERIA	01

4.3.2 *Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?*

Computers with internet facility have been made available to the faculty and students in the campus. LAN cabling work has been completed so as to provide internet connection to computers located in all corners. We have subscribed to BSNL's broadband service and also use 1 USB modems wherever required. Laptop and LCD projectors/ large size LCD monitors that are regularly used by the faculty for presentation during their lectures. There is 1 laptop available for use by teachers and the students. In addition to it 11 computers terminals are specially provided in the computer lab with N Computing for the use of students and have internet facility.

4.3.3 *What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?*

- Campus area is covered under CCTV vigilance.
- The library upgraded its library automation software by introducing more advanced software LIBRERIA in the year.
- Sufficient provision is made for upgradation and maintenance of IT infrastructure. The institution upgrades its computer system as and when required as per the advice of the technical experts.

4.3.4 *Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the*

computers and their accessories in the institution (Year wise for last four years)

- Timely Maintenance Contract has been made for the maintenance of Computers. We call technician for maintenance of computers as and when required.
- Biometric machine contract has been made.
- Office and examination software maintainance contract has been made

4.3.5 *How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?*

Internet facility is available in the library and computer room. Teachers use this facility regularly to upgrade their knowledge. They download the necessary material, prepare PowerPoint presentations and use it in the classroom. Sometimes they make use of e-materials.

4.3.6 *Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.*

We are always committed for dealing best knowledge by placing student at centre of all activities. The strategies, plans & activities we followed as given below:

- We provide Internet facilities for teaching learning process.

4.3.7 *Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?*

NIL

4.4 *Maintenance of Campus Facilities*

4.4.1 *How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?*

a. Building b. Furniture c. Equipment. d. Computers e. Vehicles f. Any other

The institution has infrastructure maintenance committee. It looks after the infrastructural requirements as well as maintenance of the infrastructure. The institution uses its funds in the best possible manner. Budget allocation is also done for various activities like sports, library, student activities, etc. In order to have the best utilization of funds, the institution undergoes yearly audit. Budget

sanction is given by Local Managing Committee (LMC). Budgetary provision is made in such a way that the available funds can be utilized to maximum extent for the benefit of stakeholders. The budget sanctioned by LMC for various departments & maintenance is utilized according to the requirements of departments and various activities of the institution. The actual expenditure made during the last four years-

Sr. No.	Facilities	Expenses			
		2011-12 Rs.	2012-13 Rs.	2013-14 Rs.	2014-15 Rs.
1.	Building Rent	24000	24000	27000	27000
2.	Purchase of Furniture	41700	16600	48537	18476
3.	Purchase of Equipments	89702	158058	36482	65220

4.4.2 *What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the institution?*
- One person is appointed for maintenance of computers and additional help is sought from expert repair persons on a call-basis.
- The maintenance of equipments such as electronic appliances, Inverter Computers, CCTV, Fire Extinguisher, Biometric, Water Tank Cleaning, Water Filter, Gas connection etc. is made as per the requirements.
- Books are maintained by library staff, sometimes with the help of external agencies for binding etc.
- For plumbing, electrical repairs, sanitation, furniture and fixtures external skilled staff like plumber, carpenter and electrician, are called as per needs.

4.4.3 *How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?*
                    Nil

4.4.4 *What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?*
To protect sensitive equipments from power fluctuations, we use UPS which regulates voltage supply automatically. We also have inverter.

ENHANCEMENT DURING LAST FOUR YEARS

- *Purchase of land cost of Rs.**5,46,570/-**

- *Construction of building of Rs. **10,79,959/-**

- *Purchase of equipments and furniture having a cost of Rs. **4,74,775/-**

- *Expenditure on Sports Rs.**1,32,916/-**

- *Installation of softwares in the Library. Rs. **25,000/-**

- *Development of garden. Rs.**1,451/-**

- *Purchase of Books of Rs.**2,21,345/-**

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1   Student Mentoring and Support

5.1.1   *Does the institution publish its updated prospectus/handbook annually? If yes, what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?*

Yes

The prospectus of the institution is published every year at the beginning of the academic year. The prospectus includes major aspects such as:

- The vision and mission of the institution.
- Objectives of the institution.
- Salient features of educational process.
- Fees structure.
- List of faculty and staff.
- UG programmes and certificate courses at a glance.

Rules and regulations.

- Library as learning resources.
- Co-curricular and extra-curricular activities.
- Scholarship and free ships.
- Infrastructural and ICT facilities.
- The institution's commitment is ensured by working as per plan of action. All the stakeholders are striving for achievements as per the desired goals.

5.1.2   *Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?*

Yes

The institution is helping to the students to receive State Government scholarships, SC, ST, OBC, NT, SBC, EBC, PTC, SSTC, free education Scholarship, Ex-military service scholarship etc. The table shows the amount disbursed from State and Central government scholarships.

Academic Year	State Government		Central Government	
	No. of Students	Rs.	No. of Students	Rs
2011-2012	119	7,40,570	00	00
2012-2013	105	6,92,900	00	00
2013-2014	89	5,89,660	00	00
2014-2015	67*	5,07,590	00	00
Total		25,30,720		

* Out of 140 students 67 students received scholarship and scholarship of 73 students is pending with the State Government.

5.1.3 ***What percentage of students receive financial assistance from state government, central government and other national agencies?***
Percentage of students receiving financial assistance from various agencies

Academic Year	State Government %	Central Government %
2011-2012	37.53	--
2012-2013	36.20	--
2013-2014	26.96	--
2014-2015	44.58	--

5.1.4 ***What are the specific support services/facilities available for Students from SC/ST/OBC and economically weaker section, students with physical disabilities?***
1) SC/ST/OBC/Economically weaker section:
- Reservation at entry level.
- Remedial coaching.
- State government scholarships and free -ship.
- Book bank facility to SC/ST/OBC.
- Economically weaker section: free -ship

2) Students with physical disabilities:
- Reservation at entry level.
- Assistance provided as per requirements.

3) Foreign Students: NIL

4) Students to participate in various competitions/National and International:
The institution bears all the expenses such as travel, food, accommodation, equipment, special training etc. for the students representing the institution in research, co-curricular and extra-curricular activities like Sports, NSS and Cultural. The faculty members extend their support as mentors and team managers in all such activities. The institution also extends its academic support and flexibility in the attendance and evaluation schedule to these students.

5) Medical assistance to students: health centre, health insurance etc.
Group insurance coverage is provided to all students of the institution. Girl students have facilitated with services like HB count checking. Doctor on call facility is available in the campus. Usual first-aid is available at gymkhana office. Facility of transportation to hospitals at the time of emergency is provided.

6) Guidance and coaching for competitive Examinations:-
- Every year workshops on competitive examinations have been organized in the institution
- Reference books are made available to the students enrolled for competitive examinations.

- Guest lectures are also organized by competitive examination committee.
- Examinations are also conducted.
- Quiz competition, wall paper publication etc. activities are also held on behalf of competitive examination committee.

7) Skill Development

- English speaking course.
- Workshop on small trade
- Workshop on Small Scale business.

8) Efforts taken for slow learners:

Remedial coaching, graded study notes prepared by the teachers, question banks, model answers; open book practice tests etc. provide usual support to the slow learners.

9) Exposures of students to other institution of higher learning/ corporate/business house etc.

Workshops are organized on competitive examinations to motivate the students for higher learning.

10) Publication of periodical:

"Sahyagiri", yearly magazine, is published in the institution. Institution miscellany "Spandan" and "Samvad Vartapatra" are also published periodically.

5.1.5 *Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.*

- Industrial visits, educational excursion.
- Organization of sessions like "Udyojak Bhet".
- Guidance session of Gopuri Ashram, Kankavli for women entrepreneurship development.
- Career oriented projects through DLLE.
- Various programmes by NSS, WDC and cultural department to facilitate entrepreneurial skills.
- Organization of various sessions to inculcate professional skills, soft skills and entrepreneurial skills.
- Some of the ex-students of the institution are running their own business as a result of the experience and exposure they had while studying in the institution.

5.1.6 *Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.*

- Additional academic support, flexibility in examinations.
- Special dietary requirements, sports uniform and materials.
- Any other.

The students from concerned faculties are participating actively in organisation of various events of Commerce Association, Literary Association, and Marathi Vangmay Mandal etc. in various co-curricular and extra-curricular activities.

The institution tries its best to promote participation of students in extra-curricular and co-curricular activities such as NSS, sports, elocution, debate, theatre and other cultural activities. The students are provided additional academic support, additional examinations and financial support wherever necessary. The needy deserving students are allowed to pay their fees in installments.

5.1.7 *Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.*

The institute runs its competitive examination committee to help the students prepare for examinations like MPSC and UPSC. The committee organizes workshops and session for guidance to the students. The committee also conducts test to aware the nature of competitive examinations on the basis of performance in the tests, the topper student is awarded the prize. Competitive examination committee has made special arrangements with regards to space, books and resource persons. There are 79 books and 05 periodicals available especially for competitive examinations section.

5.1.8 *What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)*

Majority of the students comes from socio-economically and educationally backward families, their counseling starts right from the moment of admission. There is a special admission committee to provide full guidance to each and every student helping him/her in choosing from the different programmes or subject combinations available by taking into consideration the marks and interest of the respective applicant. At the time admission, guidance is provided for scholarships, free-ship etc. In addition to this, counseling services are made available for the students as follows:

Academic/ Educational Counseling

- Evaluation pattern.
- Library
- Understanding rights and responsibilities according to the institution policy.
- Effective learning strategies for time management.
- Placement and training.
- Recent trends in concerned subjects and counseling on research.
- Personal counseling to the academically weak students.

- Tips to generate interest in the various subjects.

Career Guidance
- Career opportunities in various fields.
- Interpersonal relationship.
- Communication skills.
- Soft skills and building self esteem.
- Competitive and professional examination.

Psycho- socio Counseling
- Environmental awareness.
- Guidance and counseling for girl students through WDC.

Personal Counseling
- Need based social and parent counseling
- Inculcating ethical and moral values

5.1.9 *Does the institution have a structured mechanism for career provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).*

<div align="center">Nil</div>

5.1.10 *Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.*

The institution has a student grievance redressal cell. The Principal, the convener of grievance redressal cell, Faculty members, the coordinator of WDC are available to address the grievances of the students. The students can bring their problems to them directly or through suggestion box or through their class representatives who are members of student council or through members of grievance redressal committee. All types of problems faced by them are addressed immediately. Following is the structure of Grievance Redressal Cell.

<div align="center">

Students' Grievance Redressal Cell

</div>

1.	Principal	President
2.	Senior Faculty Member	Convener
3.	Heads of the Department	Member
4	Coordinator of WDC	Member
5	Students Representative	Members

There are no grievances of the students.

5.1.11 *What are the institutional provisions for resolving issues pertaining to sexual harassment?*

The institution has Women Development Cell (WDC) as per the guidelines of the University Women Development Cell (UWDC). Besides, the institution has been following the gender equality policy laid down by the university women development cell. Though

prevention of sexual harassment is one of the wings of WDC, there are no issues pertaining to sexual harassment in the institution. WDC is trying to level best of the development of girl students and women in the society. The women development cell organizes activities for gender sensitization and to inculcate sense of equality.

Womens' Grievances Redressal Cell

1	Principal	President
2	Coordinator of WDC	Convener/Secretary
3	Head of the Department	Member
4	Senior Faculty Member	Member
5	Coordinator of NSS	Member
6	Two Women Social Activists	Members
7	Mother Representative	Member
8	Three Girl Students	Members

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Ragging is prohibited as per the guidelines of the state government. The institution has an anti-ragging committee under the guidance of the Principal, consisting three faculty members and student representatives. No case of ragging has been reported yet to the committee. Following is the structure of Anti-ragging Committee.

Anti-ragging Committee

1.	Principal	President
2.	Senior Faculty Member	Coordinator
3.	NSS Coordinator	Member
4.	Coordinator of WDC	Member
5.	Students Representative	Members

5.1.13 Enumerate the welfare schemes made available to the students by the institution. The welfare schemes made available to students by the institution are as follows:

- Reservation and scholarship/ free-ship policies of the Government are followed.
- Payment of fee on installment basis.
- Prizes for meritorious students for achievements in various events.
- Internet facility to the students beyond the institution time.
- Group insurance for all students.
- Coaching for competitive examinations and professional examinations.
- Book bank scheme for reserved category students.
- Support for students participation in various workshops and seminars.
- Grace marks to NSS, Sports, and Cultural students, Lifelong learning (as per the university rules).

- Skill development programmes.
- Doctor on call facility.
- Canteen and parking facilities.
- Reading room facility to students.
- Publication of "Sahyagiri" and "Spandan".
- Achievements of the student in the literature, cultural & sports.
- Assistance to economically backward students.
- Personal financial help to students by the teachers.

5.1.14 Does the institution have a registered Alumni Association? If yes, what are its activities and major contributions for institutional, academic and infrastructure development?
Alumni association is working in the institution but till not registered.
Activities of Alumni Association:

- Alumni meet.
- Tree plantation.
- Some alumni, especially from NSS and cultural unit of the institution, extend their support in the organization of camps and youth festivals.

5.2 Student Progression

5.2.1 Provide the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student Progression	%
UG to PG	12.5
Employed	15.7

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Institutions of the affiliating university within the city/district.

PROGRAMMEWISE PASS PERCENTAGE OF OUR INSTITUTION

Sr. No.	Course	2011-12	2012-13	2013-14	2014-15
1	B.A.	97.91	95.23	91.66	100
2	B.Com.	80.96	87.05	63.46	97.91

PROGRAMMEWISE PASS PERCENTAGE OF OUR INSTITUTION
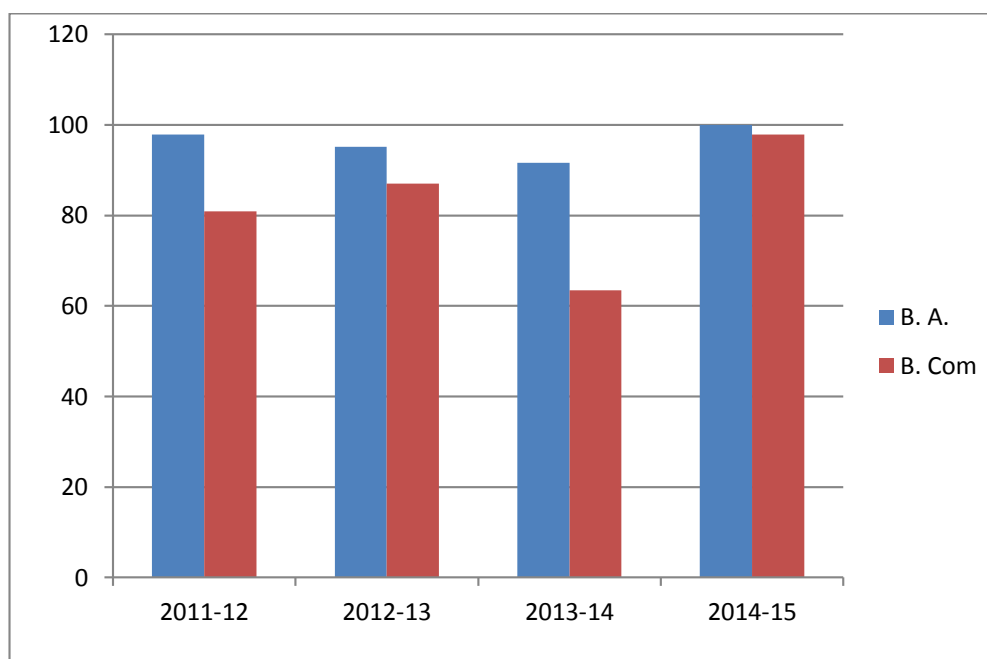
PROGRAMMEWISE PASS PERCENTAGE OF OUR INSTITUTION COMPARISON OF RESULTS OF THE INSTITUTION WITH THAT OF OTHER MAJOR INSTITUTIONS IN THE DISTRICT

Year	Course	Our Institute	Arts, Comm. College, Lanja	Gogate Jogalekar Institution, Ratnagiri	Arts & Commerce Institution, Sakharpa
2011-12	B. A.	97.91	85.71	88.09	67.74
	B. Com.	80.96	97.77	85.18	89.65
2012-13	B. A.	95.23	91.52	91.08	75.00
	B. Com.	87.05	95.69	90.77	62.06
2013-14	B. A.	91.66	80.76	88.24	96.96
	B. Com.	63.46	88.09	89.97	78.37
2014-15	B. A.	100	- -	- -	75.00
	B. Com.	97.91	- -	- -	86.00

B. A.   **Course wise Result (in %)**
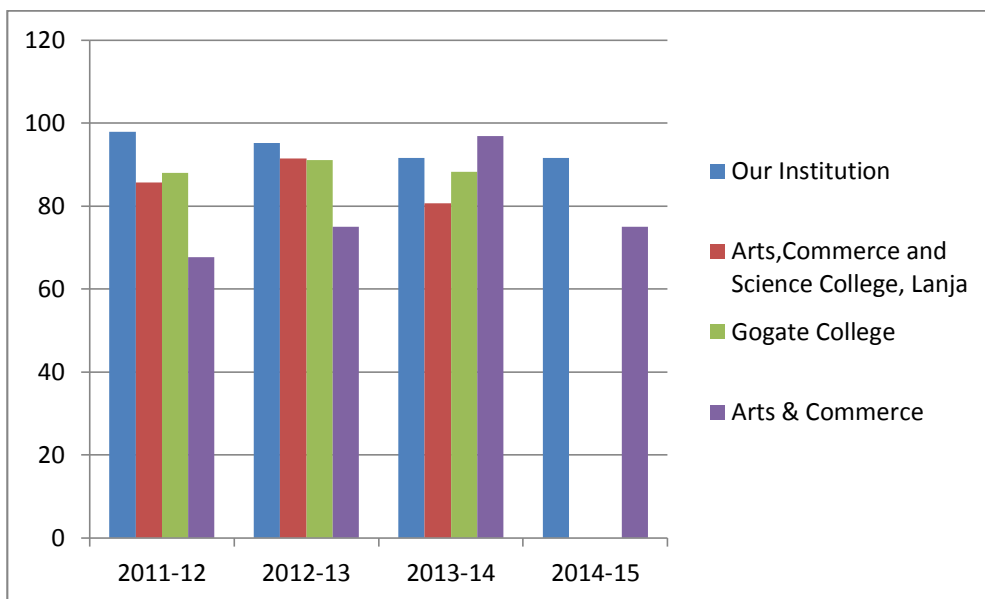
B. Com.   **Course wise Result (in %)**
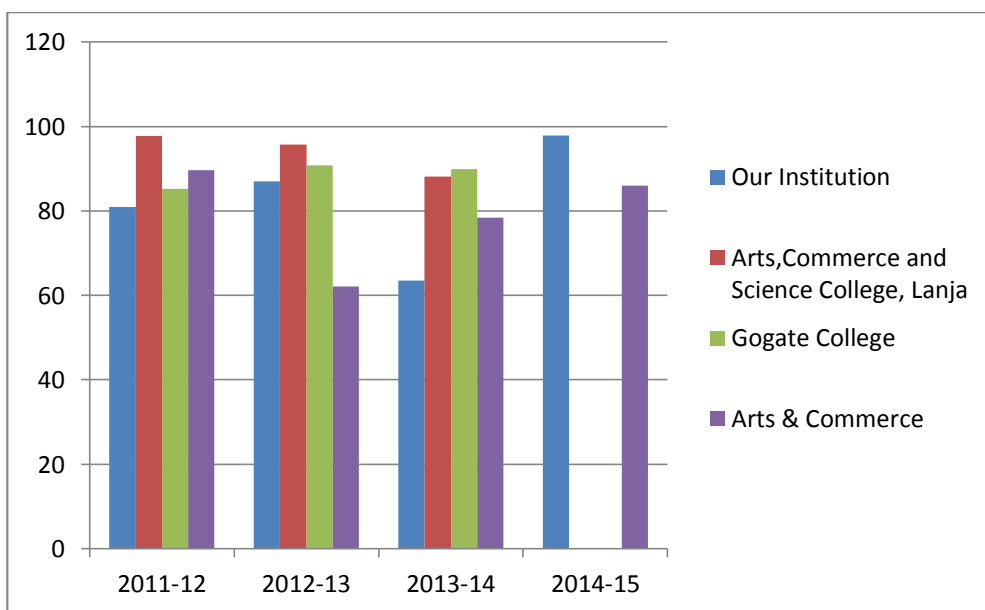
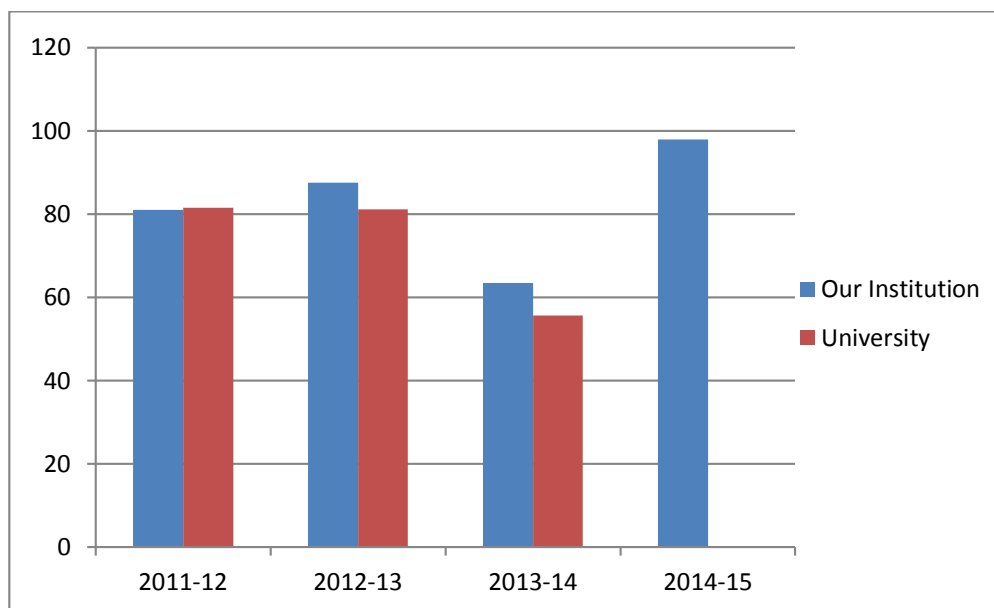## PROGRAMMEWISE PASS PERCENTAGE OF OUR INSTITUTION COMPARISON OF RESULTS WITH UNIVERSITY

Year	Course	Our institution	University Result
2011-12	B.A.	97.22	---
	B.Com.	80.96	81.53
2012-13	B.A.	95.23	76.05
	B.Com.	87.05	81.13
2013-14	B.A.	91.66	69.64
	B.Com.	63.46	55.68
2014-15	B.A.	100	---
	B.Com.	97.91	--

B. A.
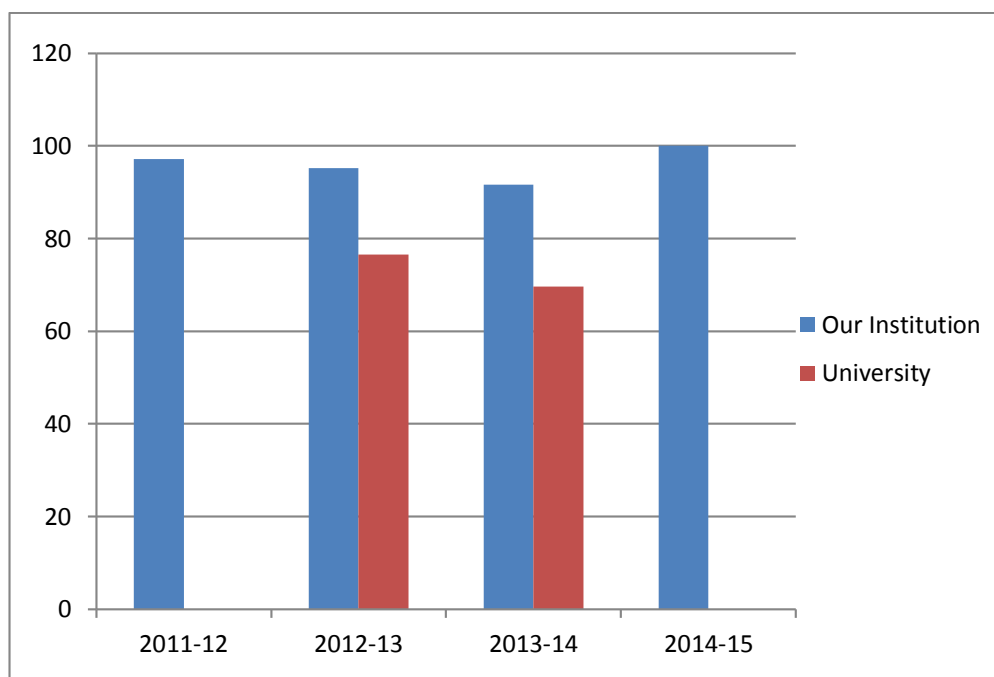
B. Com.

5.2.3 ***How does the institution facilitate student progression to higher level of education and/or towards employment?***

➢ **Introduction of new courses**

Nil

Career oriented Courses

- Certificate Course in Business Administration

Skill development courses/ training programmes.

- English speaking course.
- Marathiche Mudrit Shodhan ani Lekhan Kaushalya
- Career guidance by various association
- Competitive Examination Guidance
- Various Activities

Various activities like organization of industrial visits, personality development seminars, workshop on skill development etc. have been arranged to inculcate skills and qualities required by the job market.

5.2.4 ***Enumerate the special support provided to students who are at risk of failure and drop out?***

To encourage who are at risk of failure and drop out and to continue the following support is given to them;

- Remedial coaching.
- Personal counseling.
- Financial support if required.
- Students and parents counseling and meeting.
- Career counseling.

- Guardian mentoring.

5.3   Student Participation and Activities

5.3.1   List the range of sports, games, cultural and other extra - curricular activities available to students. Provide details of participation and programme calendar.

Name of the activity	Types	Participation of students	Title of the Event
Sports	Indoor Outdoor Athletics	240	Various competitions Annual Sports Participation in the several sport activities and competitions organised by sport associations.
Cultural	Theatre Literary Fine arts Dance Elocution	108	University Youth festival Annual Social Gathering Talent search
NSS	Institution Zonal University	114	Swachata Abhiyan - Institution Shramadan – Institution, zonal
Lifelong Learning and Extension	Study of Women Status Career Project (CP)	87	Career Guidance Study of woman Status Street Plays Wall papers
Career Guidance	Competitive Examination guidance	367	Test Workshops and Seminars
Marathi Vangmay Mandal	Internal Institution Activity	282	Poetry Recitation Hand Writing Competition Wallpapers Lectures
Hindi Vangmay Mandal	Internal Institution Activity	98	Book Review Wallpaper Elocution and Essay

			Book Exhibition
English Literary Association	Internal Institution Activity	21	Wallpapers Poetry Recitation
Commerce Association	Internal Institution Activity	301	Study Tours Guest Lectures
Women Development Cell	Internal Institution Activity	495	Awareness programmes Women's Meet Vayat Yetana

5.3.2 *Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.*

❖ **SPORTS ACTIVITIES:**

- Our student **Amol Anant Panchal** participated in following Body Building Competitions (Physique) and won awards:
  - ➢ Stood second in University level Competition in the year 2010-11
  - ➢ Stood second in University level Competition in the year 2011-12
  - ➢ Stood second in University level Competition in the year 2012-13
  - ➢ Stood second in Mahapour Shri Competition organized by Vasai Virar Municipal Corporation in the year 2010-11
  - ➢ Stood Third in Swabhiman Shri 2010 Competition organized by Swabhiman Sewa Sangh Bhiwandi in the year 2010-11
  - ➢ Stood Second in Upmahapaur Shri Competition organized by Ulhasnagar Municipal Corporation in the year 2010-11
  - ➢ Stood Fifth in Shiv Shri Competition organized by Shiv Sena and Bhartiy Vidyarthi Sena Mumbai in the year 2010-11
  - ➢ Stood Second in V STAR SHRI Competition organized by V Star Foundation Thane in the year 2011-12
  - ➢ Stood Third in Malvani Jatrotsav Competition organized by Shiv Sena Meera Bhayander city in the year 2011-12
  - ➢ Stood Fifth in Mahapaur Shri Competition organized by Kalyan Dombivli Municipal Corporation in the year 2011-12

        ➢ Stood Second in Western Thane Shri Competition organized by Western Thane Body Builders Association in the year 2011-12

        ➢ Stood Second in Rotary Thane Shri Competition organized by Rotary Club of Ambarnath, Thane in the year 2011-12

- Our student **Chetan Chandrakant Agate** participated in following Sports Competitions and won awards

➢ Stood Third in University Level Cross Country Competition.

➢ Stood Third in University Level Half Marathon.

➢ Stood First in District Level Road Race Competition organized by Krida va Yuvak Seva Sanchalanalaya, Pune, Maharashtra State.

➢ Stood Fifth in Navi Mumbai Half Marathon – A Guinness World Record Attempt organized by Barefoot Running of Indian Foundation in the year 2010

➢ Stood First in August Kranti Din Daud 2010 organized by Maharashtra Pradesh Congress Committee in the year 2010

➢ Stood Seventh in Borivali Marathon 2010 organized by Kranti Krida Mahasangh Borivli (Mumbai) in the year 2010

➢ Stood Second in Khed Marathon organized by Shiv Sena and Bhartiya Vidhyarthi Sena in the year 2010

➢ Stood First in Shahu Marathon organized by Shri Binkhambi Ganesh Mandal, Kolhapur in the year 2011

➢ Stood Second in Dapoli Marathon organized by Lions Club of Dapoli in the year 2011

➢ Participated in Mumbai Half Marathon (21.97 Kms) in the year 2011

➢ Stood Second in Andheri Marathon 2011 organized by Siddhi Sai Sanstha associated with Mumbai Upnagar Athletics association in the year 2011

- Boys' and girls' Kabaddi Teams of the Institution participated in Zonal Level Competition organized by University of Mumbai at following colleges:

➢ DBJ College, Chiplun, Dist- Ratnagiri in the year 2011-12 (Girls team)

➢ Br. Balasaheb Khardekar College, Vengurla, Dist-Sindhudurg in the year 2011-12 (Boys team)

➢ M. M. Mayekar Arts and Commerce College, Chafe, Ratnagiriin the year 2012-13 (Boys team)

- Kho-kho team of boys participated in Zonal level competition at Gogate Jogalekar College, Ratnagiri in the year 2012-13

- The Institution organized Zonal Level Girls' Langadi Competition in the year 2014-15

- Girls' Langadi Team participated in Zonal Level Langadi Competition and won Third Prize in the year 201-15

- The team of 16 students participated in Athletics events at University Sports Pavellion in 2011-12.

Cultural Activities

Sr No	Nature of competition	Name of the awardees	Nature of award
2011-2012			
1	Zonal Level Youth Festival Group Song	10 students	Participation
2	Zonal Level Youth Festival Elocution	01	Participation
3	State Level Poetry Writing	Vivek Jadhav Chndrasen Jadhav Jyoti Yadav Sharad Kamble Geeta Gangan	Published poems
2012-2013			
4	Zonal Level Youth Festival-Folk Dance	18 students	Third Prize
5	University Level Youth Festival -Folk Dance	18 students	Participation
6	State level Poetry Writing	Jyoti yadav	Published Poem
7	Konkan Marathi Sahitya Parishad's Poetry Recitation	Tripti Kurup, 06 students	Incentive Prize Participation
8	State Level Elocution Competition at Oni	Om Bhalerao Hemangi Narkar	Participation Participation
2013-14			
9	Zonal Level Youth Festival-Folk Dance	21 students	Third Prize
10	Zonal Level Youth Festival Elocution	Akash Parab	Third Prize
11	University Level Youth Festival- Folk Dance	21 students	Participation
12	University Level Youth Festival- Elocution	Akash Parab	Participation
13	State Level Essay Competition	Om Bhalerao	First Prize
14	State Level Essay	Chandrasen	Consolation

	Competition organized by Vishwa Samata Kala Manch	Jadhav	Prize
	2014-15		
15	State Level Elocution Competition	Om Bhalerao	Participation
16	Essay Competition Matdaar Janjagruti	Om Bhalerao	First Prize

❖ **National Service Scheme**
Selection in the SRD/ NRD Camp

Nil

5.3.3 *How does the institution seek and use data and feed back from its graduates and employers, to impove the performance and quality of the institutional provisions?*

The Institution has worked out an effective mechanism to collect feedback from its students, alumni, parents and employers to make qualitative improvement in teaching and overall improvement in the growth of the institution.

Feedback details from alumni and employers Informal feedback	Verbal feedbacks are collected by the departments students personally share their problems with faculty and staff.
Formal feedback	Feedback on teaching learning process, administration, programme, curriculum, infrastructure facilities , library facilities etc.
Parents feedback	Parents give their feedback/ suggestions in the parent teachers meeting.
Alumni	Formal and informal feedback during the meetings of the alumni association and various programmes.
Event feedback	Feedbacks are taken after every event/ activity (workshop, seminars, alumni meet)
Suggestion box	Suggestion box is kept at central place of the premises.

5.3.4 *How does the institution involve and encourage students to publish materials like catalogues, wall magazines, institution magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.*

The Institution miscellany "Sahyagiri" and the non periodical "Spandan" is published occasionally to give platform to students and

to provide an opportunity to published their matters through these publications. Students' representation is done in the various committees of the institution through D.L.L.E. various associations and committees organize poster exhibition, poster presentation competition, photographs presentation and display of wallpapers etc.

5.3.5 *Does the institution have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.*
Institution is having student council. Student council is formed as per Maharashtra University Act 1994. Members of student council include representation on different committees and class rank holders, the students council actively participates in all institution events including gathering.
The funding for all the activities is made from the institution budget.

5.3.6 *Give details of various academic and administrative bodies that have student representatives on them.*

Academic Committees	Administrative Committees
English Literacy Association	Internal Quality Assurance Cell (IQAC)
Marathi Vangmay Mandal	Admission
Commerce Association	Purchase
Hindi Vangmay Mandal	Examination
Planning Forum	Women Development Cell (WDC)
Itihas Abhyas Mandal	Students Grievance Redressal Cell
Competitive Exam	Anti- ragging and Tobacco
Tours and Trips	Cultural
Elocution and Essay	NSS
	Gymkhana
	DLLE
	Library
	B. C. Bookbank and Scholarship
	Maitri Sangh
	Research
	Attendance
	College Magazine
	Discipline and Unfair means
	Time Table
	Students' Council

5.3.7 *How does the institution network and collaborate with the alumni and former faculty of the Institution?*
The institution network and collaborate with alumni as follows -
- Alumni associations meetings.
- Alumni meet.

- Executive council meetings.
- Parents meetings.
- Social ceremonies
- Seminars and workshops.
- Extension activities.
- Industrial visits.
- Invited talks and lectures.
- Former faculty.

ENHANCEMENT DURING LAST FIVE YEARS

➢ CCTV
➢ Water Purifiers
➢ Cleanliness, Beauty and Hygiene of the Campus
➢ Special achievement in various sports events.
➢ Grievance Redressal of the Students. Formation of Students Grievance Redressal Committee and Anti Ragging Cell
➢ Blood group and hemoglobin check up camps
➢ Organization of Blood Donation Camp

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 ***State the vision and mission of the Institution and enumerate on how the Mission Statement defines the institutions distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institutions traditions and value orientations, vision for the future, etc.?***

The Vision Statement:

The college has a strong conviction that, it is responsibility as well as privilege to render a high quality service to the students' community and the society at large in the field of education and its development.

The Mission Statement:

"To motivate the youth of remote and backward area by developing their talents and preparing them for employment and self-employment by means of higher education and striving for development of Konkan and ultimately the nation".

The institution is situated in hilly, remote and backward area of Konkan in Maharashtra. Most of the students seeking higher education of this institution are from rural area. They are from economical weaker section of the society. The institution has thus made higher education accessible to the deprived lot of society. The institution ensures that the vision and mission of the institution is in tune with the higher education policies of the nation by introducing modern, professional and career-oriented courses and skill development courses. Thus the vision and mission statements are set in keeping with intellectual potentials and needs of this region.

The institution has planned and executed all its Academic and Administrative Reforms in tune with the vision and mission statements of the institution. For an overall development of the students, we aim at encouraging students for creativity, self- employment, social services, aesthetic sense and values along with needs of environment, sports and cultural proficiency and ideal citizenship so as to enable them to preserve the healthy democracy in the country.

The institution transmits its vision into its activities by:

• Imparting quality education.

• Introducing Career Oriented courses.

• Planning co-curricular and extra-curricular activities with the tune of vision and mission of the institution which aim to improve overall personality of the students.

• Arranging the programmes to inculcate values and sense of social responsibilities by means of NSS, DLLE and WDC with community involvement.

• Organizing seminars, workshops and lectures to enhance quality of faculty, staff and students.

- Augmenting academic ambience and infrastructural facilities to refine teaching learning and research culture.
- Empowerment of women is considered as a priority area and efforts are made to put it in reality in all academic and extra- curricular activities.
- Maintaining a healthy, free and fair environment in campus for the development of the students belonging to the weaker sections of the society.
- Maintaining a healthy interaction with all the stakeholders of higher education.
- Bringing out community health awareness through rallies, camps, lectures, street plays and survey.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

Role of Top Management in Designing and Implementation of Quality Policy and Plans:

The management has Governing Body and Local Management Committee. The top management holds monthly executive council's meetings. The Local Management Committee meetings are held minimum twice in the academic year for deciding policies and plans such as departmental requirements, budgets, infrastructural provisions, staff adequacy and commencement of new courses as per the need of society. The meritorious students and the competition winners in the field of the academics, sports and extra academic are felicitated by the management, Principal and faculties so as to boost the energy of the students. There is an active role of top management in framing and designing the quality policy and plans. Basically for all important and major issues, management decides and finalizes quality policy and plans. During the meetings of management with faculty, motivation is given to the faculty for pursuing research and publication. The management discusses new issues such as courses development, infrastructure development, review of teaching and learning process and other co-curricular and extra-curricular activities.

Role of Principal:

The Principal always states that quality education, discipline and mutual co-operation should be the thrust areas of the institution.

Principal promotes quality improvement in the educational services of the institution in the following ways:

- Principal plans academic calendar through curricular, co-curricular and extra-curricular activities with the help of various committees in the beginning of the academic year. Review of the working of committees and departments.

- There are regular monthly and term end faculty meetings in which actual practice of planned course of action are reviewed. He

encourages the faculty members focus upon access to electronic and digital information. He also encourages research environment in the institution.

- Provides relevant, timely training for faculty and staff to enable them to provide quality education.
- Ensures the commitment and accountability of all teaching and non-teaching staff. Ensures effectiveness of management through collaborative, co-operative and consultative methods.
- Is involved in the needs of the society and takes the initiative to affect a remedy.
- Motivates faculty for research. Advises to prepare academic schedule and ensuring that the work should be as per schedule. He issues guidelines for various curricular, co-curricular and extracurricular works.
- Basically the Principal uses the technique of Management By Objective [MBO] where by faculty and staff member set their own goals under his guidance.

Role of Faculty:
- The Faculty of our institution uses ICT in classrooms.
- IQAC develops a quality culture at institutional level; in which faculty has a major role to play.
- Faculty attends various training programmes, seminars, workshops and conferences from time to time to keep pace with developments in modern concepts of education and technology.
- Institute organizes different workshops, conferences and seminar for faculty through which it continuously measures quality and steps are taken to enhance it.
- Various reports of departments committees, visits and individual teachers are published in the annual magazine of the institution.
- Getting feedback from students and reporting to top management through Principal.

6.1.3 *What is the involvement of the leadership in ensuring?*
- The policy statements and action plans for fulfillment of the stated mission
- Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
- Interaction with stakeholders
- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
- Reinforcing the culture of excellence
- The leadership of our institution is playing vital role in formulation and implementation of policy and action plans for the fulfillment of the stated mission. Stake holders get information about mission and goals of the institution and from the Principal and the IQAC,

in formal and informal ways and seek their suggestions and support before the formulation of the action plan. On the basis of the outcome of the consultations with the members of the Local Managing Committee and Governing Body on one hand and the student representatives, parents, alumni, and the teaching and non-teaching staff on the other. The leadership finalizes its action plans for all the operations to be carried out in the stipulated period. Taking cognizance of the developments in the world in general and in the field of higher education in particular, the leadership constantly strives for excellence in all its activities and operations. A conscious effort is made by the leadership to emphasize the organizational culture and the need for quality sustenance of the institution during every staff meeting. The rising graph of passing percentage, the achievements in co and extra-curricular activities and the consequent recognition by the university corroborate the efforts of the leadership for excellence.

6.1.4 *What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?*

Faculty members and Committee prepare interim reports. Principal provide suggestions on the reports given by committee and departmental heads. Besides there are monthly review meetings which facilitates implementation and improvement of various policies and plans. The Principal ensures effective coordination between all the functionaries of the institution. Plans are designed on the basis of formulated polices, and regular follow- up is maintained, thereby encouraging greater support and coordination. Faculty coordinates and plan departmental activities and report to the Principal for further action. The non-teaching staff also works as per the instructions of the Principal and the Office Head. In IQAC meetings, academic and extracurricular activities done by faculty members are discussed and later the plans for the activities for the forth-coming academic year are chalked out. The IQAC helps the Principal and Head Clerk to coordinate and monitor the various activities.

Reports including departmental reports, performance reports, self appraisal reports, institution annual reports, students' opinion, suggestion box, minutes of the various meetings etc., become the data base for analyzing and evaluating the overall performance of the institution. This also forms the basis for the future plan of action. Principal presents Annual Evaluative Report to the top management and stakeholders. The Principal organizes a meeting of all faculties in the beginning of academic term to chalkout plan of action for the term. Feedback is collected regularly on the performance of every faculty, administration and the institution as a whole from all stakeholders. The

tea break is the time where the members discuss and share various matters related to the departmental or other academic activities.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The top management organizes interactive training sessions for faculty with the help of Principal and senior faculty members of our institution to discuss the issues related to development, administration, and appointment and infrastructural needs. Management motivates administrative staff members to increase computer skills. In the Management committee meeting, head of the institute and some faculty members nominated by the management committee are also present to provide information and suggestions if any. Responsibilities are defined and communicated to the faculty through the head of the institution in monthly meetings. If the situation demands, the Management of the institution holds meeting with the faculty to communicate directly and bestows the responsibilities. The co-ordination between different institutional units with responsibilities in administration is ensured by Principal who receives reports from each unit and uses this information to decide course of action. The teaching as well as the non- teaching follows the instructions and obey the order in the interest of the institution.

6.1.6 How does the institution groom leadership at various levels?

Committees are distributed in such a manner that each one should have the opportunity to make use of his talent while doing his committee work. Besides, our institution, grants necessary autonomy at faculty level which helps to develop their leadership.

Faculty Level:

At faculty level we conduct orientation for the new faculty. Convener of the committee or Head of the departments conduct such training as and when required. As a result of which some of our faculty are the Members of Board of Studies and member of syllabus committee at University. Three faculty members are representing their faculty in Local Managing Committee. The management and Principal inspire faculty members to participate in various activities related to the development of the institution. The faculty members are involved by way of constitution of various committees such as Advisory Committee, Discipline Committee, Examination Committee, Sports Committee, etc.

Students Level:

We develop leadership among students through various activities such as event management, street plays, committee leadership, seminars, workshop, students' council etc. As a result of which many of our students are working in various social leadership such as Sarpanch,

Member of Panchayat Samiti, Teacher, Politicians and small scale Industrialist.

There is provision as Group Leader in NSS, Students Manager in DLLE, Captain of various teams in Sports, Cultural etc. which provide ample opportunities in grooming leadership. To groom leadership among the students, in every academic year meritorious students are selected as Class Representatives in Students Council along with other representatives from Cultural, Sports and NSS and two Ladies Representatives nominated by the Principal as per University norms.

6.1.7 ***How does the institution delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?***

The Principal delegates various responsibilities to the senior members of the faculty. He follows participative and democratic ways. All members of faculty are bound to give an account of their performance in faculty meetings. Democratic leadership and autonomy are the special features of our administration. Principal always invites the suggestions of the faculty and administrative staff. The institutional faculty is a small group; the collaboration between departments and sections takes place informally. The Principal of the institution meet with the faculty members in formal and informal way every day. Heads of Departments and committees prepares annual plan for the concerned committee. Principal provides enough freedom to implement the plan. Management and dignitaries of the institution have given liberties to the Principal of the institution for making decision about academic development, participation of faculty in various activities, organization of programs, purchase of books, etc. The heads of the departments have autonomy for organization of academic, cultural programs, distribution of workload.

Head of the Departments organizes departmental meetings and permits colleagues to participate in different academic and co-curricular activities with due consent of the Principal. At the departmental and institution levels, largely the decision making role is of the faculty. A decentralized functioning mechanism, empowers the departments and individual faculty with a great level of flexibility in academic administration, and helps the faculty in making decisions.

6.1.8 ***Does the institution promote a culture of participative management? If yes, indicate the levels of participative management.***

YES, our Principal always encourages the faculty to participate in various managerial tasks.

The Principal in communication with the Management involves or appoints faculties on different committees. In Local Management Committee, teaching and non teaching faculties are involved. Students have representation in all curricular, co-curricular and extra-curricular

committees. Management of the institution is in the leading role in governance and management promote participative management through following ways-

• Observing day to day working of the institution administration, governance and academic activities
• Inspiring the faculty and staff members in faculty meetings and by personal interactions to employ their best in their teaching assignments
• Communicating to the faculty the decision taken by the management and ensures that all the points are implemented properly.
• Grooming of leadership quality among students, institute frames students' council and class representative system.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

IQAC of institution sets out plan of Quality Improvement Procedures for the statement of this policy. Quality Improvement plan is prepared on the basis of outcomes of the action plan and the annual institution self assessment report.

For Curricular Activities:
a. Continuous encouragement for quality of teaching and learning program which makes learning a lifelong and enjoyable exercise.
b. To provide opportunity for progression, institute organizes different programs.
c. The quality policies begin with informal consultation with a prominent academicians, faculty members, staff and students.
d. The quality policies are being given in concrete form through various committees of institution and heads of department by arranging different academic programs.

For Support Services:
a. Institute has an admission committee which works for learners at entry level as a counseling committee to undertake various departments/groups and faculty members help them throughout their institution career.
b. It evaluates the standards of services responsive to the needs of employers.

For Faculty and Staff:
a. Different committees are appointed by the Principal to monitor and review various activities and academic program.
b. There is a continuous monitoring, training and development of all faculties.
c. There is a continuous monitoring, training and development of all faculties.

    d. The management holds formal and informal dialogue with staff from time to time to monitor its formally stated quality policy.

6.2.2 *Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.*

Yes, the institution has long term perspective plans for development. There are various committees which prepare their individual plan. With the help of this planning, IQAC prepares perspective plan for next year.

- New academic programmes based on local needs
- Infrastructure development: construction of the building, purchase of land, increase the number of departments, purchase of equipments etc
- Improvement of Campus Environment: development garden, beautification of campus
- Inculcating Research culture
- Teaching Learning and Evaluation with Innovative Techniques.
- Research, Consultancy and Extension activities for Social betterment.
- All Round Development of students: mentoring, counseling, skill development programmes, etc.
- Nation Building, Ideal citizenship with potential.
- Strengthening the services to the teachers and students

6.2.3 *Describe the internal organizational structure and decision making processes.*

ORGANIZATIONAL STRUCTURE
Sahyadri Parisar Shikshan Prasarak Mandal's
Shri. Manohar Hari Khapane College of Arts & Commerce, Pachal

Organizational Structure

Governing Body

Principal ⟶ • **LMC**
                • **IQAC**

Departments	**Various Committee**	**Office Staff**
History	Examination Committee	Head Clerk
Marathi	Research Committee	Senior Clerk
Hindi	Purchase Committee	Junior Clerk
Commerce	Women Development Cell	Library Attendant
	National Service Scheme	Head Peon
	D. L. L. E.	Peons
	Gymkhana	
	Admission Committee	
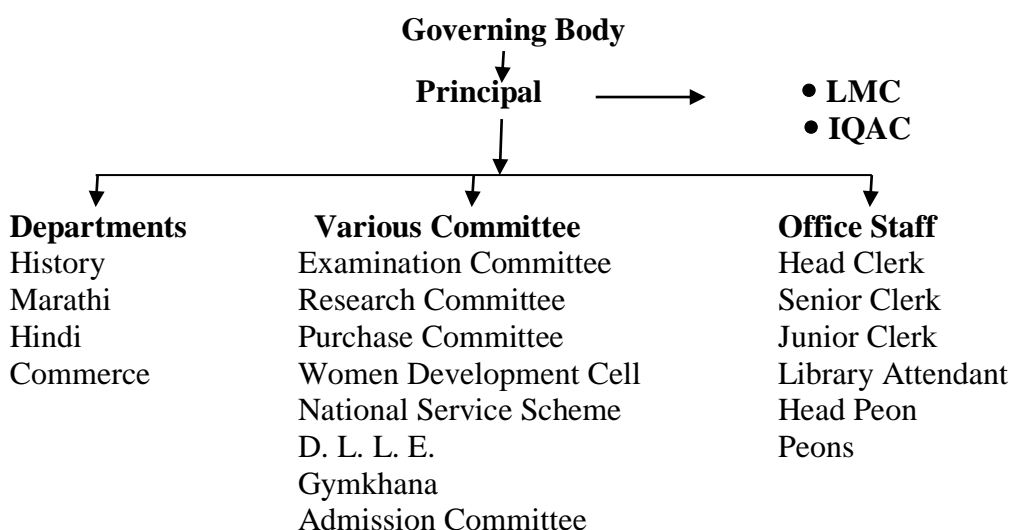
Discipline & Unfair means
Library Advisory Committee
Students' Council
Time Table Committee
Academic Calendar
Anti-Ragging and Tobacco Committee
College Magazine
B. C. Book Bank and Maitri Sangh
Competitive and Career Guidance
Parents and Alumni
Elocution, Essay and Debate
Tours and Trips
Planning Forum
Publicity

Governing body is the apex body in the Sahyadri Parisar Shikshan Prasarak Mandal. The institution is managed by the Sahyadri Parisar Shikshan Prasarak Mandal, Pachal. The administration of the institution is the responsibility of the Principal who is directly accountable to the Management. The Local Managing Committee controls finance and approves the schemes of developments. The major decisions taken in the last five years include introduction of new programmes, purchase of land, infrastructural developments as per requirements, introduction of an academic audit. It also suggests various measures for improvement of quality in teaching and administration etc. The Principal has to lay down the policies and programmes of the Governing Body. The L.M.C. has been framed as per Maharashtra University Act, 1994, consisting of Chairman and his two nominees of the Governing body, three members as experts from the various fields, three representatives of the faculty and one representative of the staff. Principal acts as a secretary of this committee. It looks after introduction of new courses, budget of the institution, appointment of the employees, reservation policy and overall educational activities of the institution. The meetings of L.M.C. are held at least twice in a year.

6.2.4 *Give a broad description of the quality improvement strategies of the institution for each of the following:*
Teaching & Learning:
The Management, Principal and IQAC constantly collects and analyze data regarding the performance of quality of teaching and learning and takes several measures for its improvement as and when required.
• Teachers' training and retraining
• Encouraging teachers to participate in self-enriching courses
• Insisting on variety of teaching methods (interactive/ student centered)

• Ensuring a variety of learning experiences (task based /ICT based)
• Encouraging teachers' self appraisal and evaluation by students (formal / informal)
• Increasing library facilities and services
• Regular up-gradation of classrooms.
• Generation /consolidation of need based/student friendly Teaching - Learning material

The institution has well experienced faculty members that have made significant contribution to curriculum restructuring, syllabus revisions, paper setting, assessment and moderation at the university level. Revised syllabus structure and evaluation methods are communicated to the students. The institution promotes value based quality education in two faculties (Arts and Commerce). These strategies are framed by the institution by keeping in view the quality changes required for the development of the institution. The procedure adopted for admissions to various courses provided by the institution as per the rules and regulations set by the affiliating University and the State Government.

Apart from the lecture method of teaching, group discussion, seminars, study tours, field visit, dramatic presentation etc are adopted for proper understanding of the subjects. The institution has well experienced faculty members. The faculty members of various departments participate actively in academic programmes. The services and experience of library staff is used in updating library for the optimum use by the students and faculty. The evaluation methods are communicated to the students by the teachers in the class rooms and also displayed on the notice boards of the institution. The teachers are given full permission to enrich their knowledge through Seminars, etc. The institution follows the self- appraisal method to evaluate the performance of faculty, which is used for correcting shortfalls. The institution encourages the teachers to participate in self-enriching courses organized by different institutions. Day to Day updating of the faculty is achieved by interactions with various resources through internet.

Research & Development
Teachers are encouraged for higher qualification like M. Phil, Ph.D. through Research Committee.
• Library resources are made available
•Teachers and students are encouraged to attend seminars, conferences and financial support is given to them.

Community Engagement
The curricular and extra-curricular activities are directed towards the development of the students. The institute organizes various programmes like blood donation camps, health check camps, workshops on health and hygiene, consumers protection awareness, women empowerment, environmental protection etc. to inculcate civic responsibilities among the students.

Human Resource Management

- Recruitment of qualitative and competent teachers
- Skilled faculty members are deputed in different committees according to their potential.
- Based on work load, qualified faculty is recruited as per the guidelines provided by the university, UGC and government.
- Considering the need of time, the management of institution makes available the skilled faculty on ad hoc basis.
- Training and retraining of the teaching and non teaching staff.
- Motivation and support for faculty improvement through refresher / orientation summer and other special courses and research work.
- Mass-welfare programs like blood donation, tree plantation, awareness rally, social surveys etc. by students' participation.
- Students are sent for various competitions by selecting them through the institution level competitions like debating, interview, group discussion, quiz contest and oratory.

Industry Interaction

Though the institution is located in hilly, remote and industrially backward region; the institution is trying to maintain the interaction with the industries through industry visits.

6.2.5 *How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?*

The Principal ensures that adequate information is available to the top management through the deliberations of Local Managing Committee, personal contact for urgent matters. The institution gets feedback on institutional performance regularly. The management and head of the institution are always in interactive mode with each other. The top management of the institute gets the feedback from teachers, students and alumni with regards to the teaching quality, curriculum, extracurricular activities and infrastructural demands. In Management meetings, the information gathered from different sources are discussed with the participating members. After thorough discussion and deliberations the existing facilities and activities of the institution are reviewed and decisions are taken for their implementation after going through the available resources and modalities.

6.2.6 *How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?*

The management firmly believes that the faculty is the main stakeholder and as such the management insists on holding regular meetings of the faculty and staff. At least two meetings in a year are

held with the management. All issues relating to institutional processes are discussed in the spirit of a 'Quality Circle' and most of the decisions are taken by consensus. The management is always encouraging and supporting the involvement of the staff in the improvement of the effectiveness and efficiency of the institutional process. The Management actively participates in the term end gathering and meetings to know the activities of the institutions. The strategy for increasing involvement of the employees includes:

- Participative management
- Appreciating / accepting innovative and feasible ideas / plans
- Guiding / helping in resource mobilization
- Felicitating the successful / deserving staff in institution functions

6.2.7 ***Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.***

Resolution	Implementation
Construction of Ladies Room	Taking into consideration women's problems new Ladies Room with facilities has been constructed
Construction of new building	Construction of new building with auditorium and four classrooms has been constructed as per requirements.
Promotion of non teaching staff	Promotion has been given as per University and State Government norms.
Review of an internal auditors report	Review has been taken

6.2.8 ***Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If yes, what are the efforts made by the institution in obtaining autonomy?***
Yes, the affiliating university has the said provision. However, our institution is not willing to have any autonomy.

6.2.9 ***How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?***
Grievance Redressal Cell has been formed to redress the grievances of the employees. The Committee holds meetings at least twice a year. There were no grievances raised before the cell. For students also there is Students Grievance Redressal Cell, anti Ragging Committee, Women Development Cell and Suggestion Box.

Without any burden or fear, students can write complaints / requests and drop them in the suggestion boxes which are kept in the institution. There is an easy access to Principal for the students. During the parent–teacher meet, the parents put their grievances, if any, before the meeting and the Principal answers them and tries to redress issues as much as possible with the support of the staff and the students. The WDC takes care of grievances, if any, from the girl students against male students or faculty.

6.2.10 ***During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?***

There are no such instances of court cases filed by and against the institute since the last four years.

6.2.11 ***Does the Institution have a mechanism for analyzing student feedback on institutional performance? If yes, what was the outcome and response of the institution to such an effort?***

The students provide feedback on the class room teaching, library facilities, administrative aspects and infrastructure facilities by filling up the printed feedback forms available for them throughout the year. The collected feedback is processed and communicated to the concerned staff member / faculty by the Principal for needful action. Each year students are given an opportunity to provide confidential feedback on various aspects of the institution functioning such as the institution, the course, the faculty, departments, canteen, non-teaching staff, teaching-learning- assessment, managerial aspects, special resources such as, Library, ICT amenities etc. The inputs are obtained from them and further used to improve the overall performance of the institution. The Principal deeply analyses reasons of student dissatisfaction and orally advises and memorizes the concerned faculties.

Students' representatives on various committees of the institution come out with innovative ideas and suggest various improvements in these activities. The Student Council takes active part in improving the non-academic programmes, facilities and performance of the institution.

6.3 *Faculty Empowerment Strategies*

6.3.1 ***What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?***

Teachers Are Encouraged

To participate in orientation and refresher courses by sanctioning them the required duty leave. The following table shows participation of the teaching and non teaching staff in the refresher courses, orientation courses and short term courses.

Sr. No.	Name of the Teacher	Course	Duration	Academic Staff College
1	Dr. A. D. Patil	1 R. C.	03/09/2012 to 25/09/2012	Aurangabad
2	P. S. Meshram	1 R. C. 1 S. T. C	04/01/2012 to 25/01/2012 20/05/2015 to 25/05/2015	Aurangabad Nanded
3	S. V. Nimbalkar	1 R. C.	22/02/2013 to 14/03/2013	Goa
4	N. G. Devan	1 O.C. 1 R. C.	02/02/2011 to 29/03/2011 03/12/2014 to 22/12/2014	Aurangabad Aurangabad

- Administrative support to undertake research projects.
- Library procures research journals and e-material as resource.
- To register for M. Phil. And Ph. D.
- To represent various bodies/ committees at university level. As a result our Principal as HOD has been working actively as a member Board of Studies and member of faculty of Arts. The teachers worked as Chairman, Joint Chief Conductor at examination centres, paper setters, moderators and various other committees. Faculty is encouraged to attend the conferences/seminars and to present its research work. In last five years, 84 conferences and seminars have been attended by the faculty members and 46 papers have been presented in the conference and seminars.
- The institution has organized workshops on new credit based grading and semester system, revised syllabus of History and Hindi.

6.3.2 ***What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?***

The institution undertakes various workshops and programmes to motivate and empower the faculty.

Workshop on effective teaching, learning and evaluation

- Use of ICT in teaching and learning
- Use of ICT for improvement of presentation skill
- Session on "Yoga and Meditation"
- How to write a "Good Research Paper"
- Workshop on use of library software
- Participation in refresher, orientation and short term courses on soft skills, effective teaching and learning, research methodology etc

- Exam reforms
- Motivation for Participation in Social activities
- Assigning the challenging work
- Autonomy to shoulder the responsibilities

6.3.3 ***Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.***

The institution has adopted several methods of performance appraisal. It consist self appraisal, feedback from the students, feedback from the teachers' diary, feedback from the observation of management, feedback from the parents, feedback from the alumni etc. Institution has provided diaries for teaching and non-teaching staff to record their working. At the regular intervals the Principal assesses it and provides some suggestion on it. IQAC regularly reviews the performance of academic and other activities. Conveners of co-curricular and extra-curricular activities submit comprehensive report of their activities for the annual institution miscellany "Sahyagiri".

6.3.4 ***What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?***

Principal reviews all the performance appraisal reports and presents important points before the management. Felicitation of faculty and staff is made in Annual Prize Distribution Ceremony for better performance and encouraged in meetings by the Principal and management. In addition to this to maintain quality within staff and faculty necessary disciplinary actions and corrective measures are taken by the management.

6.3.5 ***What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?***

Welfare of the staff is taken care of on different fronts. Honesty and sincerity in work of the staff members is motivated by the management by felicitating the deserving staff members regularly. The staff members are encouraged to use the sports facilities available on the campus. Financial aid is given through the collection of contribution by the staff to the fellow members as and when need arises.

The institution exercises various best practices such as:
- Deduction from the salary for LIC premium.
- Salary certificates are given to the faculty.
- P.F. Loan facility
- Financial assistance is provided to faculty for attending the seminars and workshops etc.

- Felicitation of birth days, wedding anniversaries etc.
- Appreciation for best performance.

6.3.6 *What are the measures taken by the Institution for attracting and retaining eminent faculty?*

- Attractive salary package for temporary, ad- hoc faculty
- Academic and research autonomy
- Financial assistance for participation in the seminars, workshops and conferences
- Motivation to acquire further qualifications.
- Fresh faculty members are assigned with the responsibilities of co-curricular or extra-curricular activity of their interest.

6.4 *Financial Management and Resource Mobilization*

6.4.1 *What is the institutional mechanism to monitor effective and efficient use of available financial resources?*

The institution has its own budget allocation procedure. Any advance from the institution is sanctioned by the Principal. The accounts are settled on immediate base normally within fortnight. Separate criteria are used for separate departments for confirming the rationale behind spending. A collective use and sharing approach is used for capital investment. Major decisions are taken by LMC of the institution after proper discussion during the meetings. The Principal is responsible for monitoring and controlling the financial resources for optimal use. The internal audit is done by the Chartered Accountant at the end of every financial year.

6.4.2 *What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.*

The accounts are audited regularly. An internal audit is conducted annually. The auditor is appointed by Governing Body of the Institution. The last audit done is for the year ended 31-03-2015. No audit note is raised by internal auditor. Account Officer of the Government (Higher Education, Konkan region, Panvel) conducts regularly audit of the institution and submit his report to the State Government.

6.4.3 *What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.*

The major sources of institution funding are as follows: Financial Resources

A. State Government

Year	Fees Rs.	Salary Rs.	Total Rs.
2011-12	5,47,850	57,54,567	63,02,417
2012-13	10,29,435	77,78,070	88,07,505
2013-14	10,73,460	1,13,78,990	1,24,52,450
2014-15	11,57,950	97,42,849	1,09,00,799

B. Grant Received from UGC - NIL

C. Income & Expenditure Statement

Year	Income Rs.	Expenses Rs.	Deficit / Surplus Rs.
2011-12	69,87,028	7195674	-2,08,646
2012-13	94,66,346	9530616	-64,270
2013-14	1,39,84,285	1,34,55,756	5,28,529
2014-15	1,18,04,823	1,26,05,110	-8,00,227

Deficit amount has been bon by the Management.

D. Grants Received to undertake Research Projects:
NIL

6.4.4 *Give details on the efforts made by the institution in securing additional funding* By providing consultancy services
- Sponsorship from the government and non-government agencies

6.5 *Internal Quality Assurance System (IQAS)*
6.5.1 *Internal Quality Assurance Cell (IQAC)*
a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If yes, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes, Internal Quality Assurance Cell has been established in the institution in the year 2005 as per the provision of NAAC guidelines.

The Institutional policy with regards to quality assurance is as follows:
- Preparation of perspective plan for holistic development of the stakeholders.
- To introduce profession/ job oriented courses/ programmes to impart the need based knowledge and develop the skills among the students.
- To give emphasis on continuous assessment and evaluation of the students.
- To inculcate research culture among the faculty and students.
- To strengthen students' support services and enhance their achievements.
- To introduce innovative and best practices for quality enhancement and more towards excellence.
- To organize sessions to inculcate values among the students.

- The institution has accepted these quality perspectives and arranged sessions, workshops and implemented programmes for achievements of benchmarks.
- At the first stage, the responsibility of coordination of the various academic and extra-curricular activities is assigned to senior teachers at the top of the hierarchy on the basis of expertise, experience and their interest.

  The perspective plan is prepared of the various activities to be carried out to achieve the objectives of various committees at the beginning of the academic year. The academic calendar prepared by IQAC to coordinate all the activities of the departments and committees. The monitoring on the conduct of the activities is done through the HoDs and coordinators of extra-curricular activities.
- While implementing the programmes, care is taken to introduce innovative to improve the quality. This practice has led to institutionalizing the quality assurance process which is reflected in the results of the academic programmes as well as in the achievements in the various co and extra-curricular activities

b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

All the suggestions regarding the innovations, administration and about research were accepted by the management and authorities of the institution.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

IQAC has external members like Shri G. H. Jadhav who is a leading educationalist and socialist. He is ex-treasurer of the Sahyadri Parisar Shikshan Prasarak Mandal. He is also an advisor of alumni association. He is worth contributing in the development of the institution by guidance and inspiration for performing all the activities and in the mobilization of human resources such as experts in various fields.

d. How do students and alumni contribute to the effective functioning of the IQAC? Students are contributing in the effective functioning of the IQAC as member of students' council and various committees. Feedback of the students regarding quality implementation of various activities, teaching-learning, administration and infrastructure is sought in formal manner by collecting the questionnaires from all the students. It is analyzed and used for quality enhancement. The suggestions given in the meetings of Alumni Association and formal and informal feedback are useful for organization of workshops, seminars, guest lectures, annual gatherings, institution foundation day, feedback system, placement etc. The alumni also play a significant role in enhancing the quality

of programmes organized by Sports, NSS, WDC, cultural departments

e. *How does the IQAC communicate and engage staff from different constituents of the institution?*

IQAC prepares perspective plan, academic calendar, teachers' diary, plan to share infrastructure. All these preparations are communicated to the faculty and staff through common staff meetings, departmental and committee meetings etc. The responsibilities of the various departments and committees are assigned and shouldered on the basis of his / her expertise, experience and interest. To shoulder the responsibilities effectively, authorities are delegated to the faculty and staff. The review of performance of departments and committees is taken in the monthly staff meetings and in the meetings of IQAC.

6.5.2 *Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If yes, give details on its operationalisation?*

Integrated framework of Quality Assurance of academic and administrative activities is as follows:

➢ **mplementation of university guidelines**

➢ **Implementation of UGC and state government guidelines and directions**

➢ **Perspective Planning and Implementation**

- IQAC prepares perspective plan for the next academic year through formal or informal interactions and on the basis on perspective plan of each department and committee.
- Thorough discussion is made in the IQAC meeting for its approval.
- Committee in charge of implementation of an activity, Principal and IQAC member together decide the implementation strategy in a meeting.
- Actual implementation and feedback from the participants and beneficiaries.
- Follow up meeting of the committee to evaluate the feedback of implementation.

In addition to this NAAC assessment and accreditation report, Academic and Administrative Audit Reports, University committee reports are considered as a base for compliances and implementation of suggestions.

6.5.3 *Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If yes, give details enumerating its impact.*

For effective implementation of the quality assurance procedures the training is given to the staff. Of the many such instances, few are illustrated below:

➢ **Training for fresh faculty appointed in the institutions**

• A workshop for effective teaching and evaluation is arranged in the beginning of the year. This workshop deliberates on teaching skills especially lecture method class control, evaluation techniques etc.

For Faculty

• Innovative Teaching Methods
• How to write Good Research Papers
• Workshop on Effective Teaching, Learning and Evaluation
• Use of ICT in effective teaching
• IQAC has also organized sessions on use of ICT in teaching learning.
• For overall improvement of the faculty following sessions were organized in the institution
• Teachers Evaluation as per UGC Regulation 2010
• Stress Management

• Faculty and staff members are deputed to NAAC, UGC and other sponsoring agencies sponsored seminars, workshops and conferences at various institutions and universities.

• Faculty and staff members are sent to various orientation programme, refresher and short term courses.

6.5.4 *Does the institution undertake Academic Audit or other external review of the academic provisions? If yes, how are the outcomes used to improve the institutional activities?*

Yes

Institution has undertaken Academic Audit. The peer team members of the academic audit were:

• Principal Dr. Sudhir Bhosale, Arts, Commerce and Science College, Lanja
• Principal Dr C. S. Kakade, Anandibai Raorane College, Vaibhavwadi
• Principal Dr. Dilip Bharmal, S. P. K. College, Sawantwadi

Academic Audit was conducted for-

• To review the functioning of academic, co-curricular and extra-curricular activities of the departments and committees.
• For administrative and academic quality improvements.
• Interaction with management and member of the peer team for exchange of ideas about institution education as a whole

The important recommendations of academic audit peer team are:

• Communication and other soft skills to be developed to increase employability of the students with planned manner.
• IT and ICT programme for faculty are to be organised.

Following corrective measures have been made by the instituion by considering the recommendations of the peer team.

- Organisation of workshop for faculty on "Use of ICT in Effectve Teaching and Learning".
- Organisation of session on "Teaching, Learning and Evaluation" for new faculty.

6.5.5 *How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?*
The internal quality assurance mechanisms are aligned with

- The suggestions during the NAAC Peer Team visit are taken as the base for improvement strategies.
- It prepares AQAR as per the guidelines of the NAAC.
- The directions given by Mumbai University from time to time
- The directions given by Government of Maharashtra from time to time

6.5.6 *What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?*
The structure and methodologies of the institutional mechanisms to continuously review the teaching learning process are as follows:
• **Implementation of university academic calendar**
• **Teachers' Diary.**
The Teachers' Diary is given to the teacher at the beginning of the academic year. Every teacher prepares the teaching plan, topics covered date-wise and daily teaching report. Its review is taken by Principal periodically. It helps in effective regulation of the teaching process and to corrective measures in time, if there are discrepancies.
• **Staff Meetings**
In the monthly staff meetings, teachers report to the Principal about the syllabus completion during the month. This ensures the complete delivery of the assigned syllabi by the teacher.
 • **Observations of lecture delivery.**
In case of new teachers, the observations are made by senior teachers. After the lecture observation and informal feedback from the students, senior faculty and Principal discuss the observations with the concerned teacher and gives valuable hints for improvement. Almost in all cases, the performance of the faculty has found improved.
• **Feedback of students about faculty.**
Feedback forms are prepared for teachers' evaluation relating to the teaching and learning process as per NAAC guidelines. Every student evaluates the feedback form of teachers. Which are analyzed and the Principal gives suggestions for improvement of the performance to the concerned faculty members.

6.5.7 *How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?*

Quality assurance policies, mechanisms and outcomes are communicated to the

- **Students** through institution prospectus, Principal's address at the beginning of the academic year and through the institution calendar. In various functions meritorious students in academic as well as co-curricular and extra-curricular activities are felicitated by institution for their achievements by giving special prizes. These achievements are the outcome of the quality assurance policies.
- **Teachers** through the Principal's address at the term commencement, term end meetings, monthly staff meetings, departmental meetings as well as special meetings.
- **Management** through the deliberations of Local Management Committee meetings, management and staff meeting and informal discussions.
- **Parents** through the parents meeting held by the institution and departments
- **Community** through press publicity and through various functions organized for community like Mahila Melava, Institution Foundation Day. Community also receives outcome through social service activities organized by NSS and various academic departments. Any other relevant information regarding Governance Leadership and Management which the institution would like to include.

The impact of the governance and leadership after the accreditation of first cycle may be summed up as follows

Particulars	Cycle I	Cycle II
Establishment of IQAC	No	Yes
No. of Ph. D. holders	No	03
No. of M. Phil. holders	No	04
No. of BOS members from the Faculty	No	01
Academic Audit	No	Yes
Smart classroom	No	Yes

CRITERION - VII INNOVATIONS AND BEST PRACTICES

7.1 - *Environment Consciousness:*

7.1.1 *Does the institute conduct a Green Audit of its campus and facilities?*

Shri Manohar Hari Khapane College of Arts and Commerce, Pachal is situated in the hilly, remote and backward area of Konkan region. The institution campus stands unique with a beautiful garden, number of coconut trees, and many other trees. We take deliberate efforts to make the institution campus eco-friendly by doing tree plantation on various occasions by N.S.S. volunteers, Alumni Association. The N.S.S. department, DLLE and the faculty members are specially trying to create awareness regarding environment consciousness among the students. Dustbins are kept in proper place to keep campus clean as well as we make the campus free from plastic.

The institution takes proper care to make the campus carbon free by providing the parking facility in the campus. Healthy conventional lighting is replaced by power saver CFL / LED bulbs to reduce for power consumption. Our institution always organizes various activities about preservation of nature for creating awareness among the students and public in order to motivate to get participate in these pious work. The activities are such as rallies, Vriksha Dindi and speeches by guest lecturers. Lion Manmohan Mehata appreciated environmental greenery of the campus and spontaneously remarked, "Environment conserveted campus".

7.1.2 *What are the initiatives taken by the institution to make the campus eco-friendly?*

Energy Conservation:-

The institution has created awareness among students, faculty members and staff to switch off tube lights and fans while parting from the classrooms, faculty room and office. There are notice boards displayed in premises and in classrooms for creating awareness about power consumption. Along with it the high power tubes are replaced by CFL/ LED bulbs where necessary. The Institution organized lectures on 'Save Energy'.

Use of Renewable Energy - NIL

Water Harvesting - NIL

Efforts for Carbon Neutrality –

The planning of our institution about carbon neutrality is made seriously in order to materialize it. The reduction in carbon is achieved by tree plantation in the campus.

Plantation –

In order to make the campus eco-friendly variety of plants such as show plants, flower plants are planted which enhances the beauty of the institution. Garden is also developed.

7.2. Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

Our institution has the following innovations that create positive impact on the functioning of the institution.

- Organisation of Late Hari Tukaram Khapane state level essay Competition.
- Organization of A. D. Shroff Memorial Elocution Competition.
- Special mentors are appointed for Cultural as well as Sport Department.
- N.S.S. department has planted seeds and plants in Pachal Panchkroshi in association with Government and NGOs.
- Effective use of ICT for teaching purpose in classroom.
- We give **Best N.S.S. Volunteer Award** on behalf of the N.S.S. Department, **Sports Person of the Year** by Sport Department, **Best Student of the Year** by Institution and **Best Reader** by Library itself for motivating and inspiring students to participate in all co- curricular and extra-curricular activities of the institution.
- Installed LIBRERIA software in Library for smooth functioning of the Library.
- Innovation in Infrastructural planning –Auditorium, Computer room, Invertors and CCTV Cameras are auxiliaries to Infrastructure.
- Internet access facility is given to the students and faculty members in the Library.
- Celebration of **Institution Foundation Day** with a purpose to felicitate all the stakeholders of the institute such as Board of Directors of Sahyadri Parisar Shikshan Prasarak Mandal, Alumni, Present Students and faculty members also.
- Yearly publication of institution miscellany 'Sahyagiri' and non - periodical 'Spandan'.
- **Book Exhibition** organized every year on behalf of Library Department.
- **Exhibition of wallpapers** on behalf of Literary Association, DLLE and NSS on various occasions.
- Evaluation of Principal, Faculty and Office by the students to enhance the performance of the institution.
- To create awareness among society about female infanticide N.S.S. Volunteers are taking hard efforts through rallies.
- Skill Development programme for personality development of students by WDC
- Representation is given to students in various academic as well as other committees.

- Motivation and support is given to students to participation in National Seminars and Conferences.
- Participated in Poster Competition at ASC College, Lanja, Dr. Tatyasaheb Natu College, Margtamhane.
- Fund –Raising activity, Medical Checkup camp and Felicitation of students.
- Students' adoption scheme by faculty and WDC.
- Other Innovations that impacted the functioning of the institution are monthly meetings with Principal are held to take review of syllabus and activities by various department and committees that whether they are as per academic calendar of institution. At the outset of the academic Principal and senior faculty members' chalkout the plan of academic year of curricular and extra-curricular activities and at the time of admission prospectus is given to the students.
- Organization of Annual Social Gathering to provide the platform for students to show their talent and potential qualities in cultural and sport activities.
- Innovative techniques in Assessment:- Tests, Case study, Paper Presentation, PPT, Posters, Wall Papers, Debate and group discussions are employed as an assessment work.
- Blood donation, HB Check up, Health check up and Eye and Ear Check up camps are organised by NSS department in collaboration with various agencies.

7.3   *Best Practices*

Best Practice – I

1. Title of the Practice: **Lek Ladaki Abhiyan**
2. The context that required the initiation of the practice:

   The college is situated in hilly, remote and very backward region of Ratnagiri district. There was a need of creating awareness of higher education among the people especially among the women. The ratio of women is more than men in this district and there is a less influence of higher education on girls.

   Hence, it was required for to intervene in this practice so that the practice 'Lek Ladki Abhiyan' be made more useful for girl students. Having this focus in mind the concept of 'Lek Ladki Abhiyan' has been introduced continuously since the academic year 2011-12.
3. Objectives of the practice:
   1. To motivate the girl students for higher education.
   2. To provide financial assistance to needy girl students.
   3. To help underprivileged girl students.
   4. To bring girl students and their mother together organizing 'Maay Lekincha Sneh Melava' (Get together of girl students and their mothers).

5. To organize lectures on various topics for women.
4. The practice:
   In this innovative practice the following was done:
   One of the most important initiatives organized by the college is Lek Ladki Abhiyan'. Collected fund through 'Bhaubeej Nidhi' caters to need of financially distressed girl students. The college organized Women's Gathering, lectures on 'Law for Women', personal hygiene, Hemoglobin Checking camp. Free bus passes given to needy girl students. More facilities have been made available at the ladies common room. Through the activity 'Vayat Yetana' efforts have been made to create awareness among high school girl students.
5. Obstacles faced if any and strategies adopted to overcome them:
   The main obstacle in the way of running this practice was the women were not responding to the Abhiyan. We made successful dialogues with them and overcome the obstacle.
6. Impact of the practice:
   This practice brought the drastic changes, the girl students motivated. There was a positive impact on their attendance and they started to spend more time in college campus. It helped much the girl students
7. Resources required:
   This practice did not require any additional resources.

Best Practice 2
1. Title of the Practice: Door to Door Visit
   The context that required the initiation of the practice:
   After completing HSC students either they were going to Mumbai for jobs or sitting idle at home doing nothing. It was necessary to contact students and their parents and create awareness of higher education among them.
   Hence it was required to organize door to door visit to motivate the students for higher education.
2. Objectives of the practice:
   1. To create awareness of higher education among the students and parent.
   2. To motivate the students for higher education
   3. To increase the number of admissions.
3. The practice:
   In this innovative practice the following was done:
   One of the most important initiatives organized by the college is Door to door visit. In the beginning of the academic year, after HSC results all members of the staff organized door to door visit. Dividing two members in one group routes were fixed. Making direct communication with the students and parents, and

understanding their problems finally they were persuaded for further college education.

4. Obstacles faced if any and strategies adopted to overcome them:
The main obstacles in the way of running this practice were the geographical condition of the region, heavy rain and lack of transportation facilities. Providing more time to communicate with students and parents we overcome the obstacles.

5. Impact of the practice:
Maximum students admitted to the college.

6. Resources required:
This practice did not require any additional resources.

7.3   Best Practices

1. Library best practices –
a) Best Reader Competition
b) Book Exhibition.
c) Display of Newspapers cutting
d) Book Bank facility to SC/ST category students.
e) Celebration of S. R. Ranganathan Anniversary, founder of the Library
f) Orientation programme about library at the outset of academic year.

2. Organisation of value based lectures and films

3. Women's Meet (Maay Lekincha Melawa)

4. Career Guidance and Counseling Cell

DEPARTMENT OF HISTORY

EVALUATIVE REPORT OF THE DEPARTMENT

1. Name of the Department – History
2. Year of Establishment – 1994.
3. Name of the Programmes / Courses offered
   UG – B.A.
   F.Y.B. A.

Semester – I	Semester – II
Compulsory Papers	Compulsory Papers
1. Communication Skill in English	1. Communication Skill in English
2. Foundation Course I	2. Foundation Course I
3. Marathi	3. Marathi

Optional subjects select any one group of the following

Group – 1 Marathi, History, Hindi	Group – 1 Marathi, History, Hindi
Group – 2 Marathi, History, English	Group – 2 Marathi, History, English
Group – 3 History, Hindi, English	Group – 3 History, Hindi, English

S.Y.B. A.

Semester – III	Semester – IV
Compulsory papers	Compulsory papers
1. Foundation Course II	1. Foundation Course II
2. Advertising (Applied)	2. Advertising (Applied)

Students have to select one group of the following and appear for two papers of the group

Group – 1 Marathi, History,Hindi	Group – 1 Marathi, History, Hindi
Group – 2 Marathi, History, English	Group – 2 Marathi, History, English
Group – 3 History, Hindi, English	Group – 3 History, Hindi, English

T.Y.B. A.

Semester – V	Semester – VI
4. History of Sultanate Period (1000 A.D. to 1526 A.D.)	4. History of the Mughal Rule (1526 to 1707 A.D.)
5. History of Modern India (1857 to 1964 A.D.)	5. History of Contemporary India (1964 to 2000 A.D.)
6. Archeology and Historical Tourism	6. Museology, Archaeology and Library Sciences
7. History of Maratha Royal Period (1630 to 1707 A.D.)	7. History of the Maratha's Peshawa Period (1707 – 1818 A.D.)
8. History of Contemporary World (1945 to 2000 A. D.)	8. History of Asia (1945 to 2000 A.D.)
9. General Knowledge and Current Affairs	9. General Knowledge and Current Affairs

4. Name of Interdisciplinary Courses and the departments /units involved – Nil

5. Annual / semester / choice based credit system (programme wise) – Credit Based Semester and Grading System
6. Participation of the department in the courses offered by other departments Foundation course
7. Courses in collaboration with other universities, industries, foreign institutions. Etc. – Nil
8. Detail of courses / programmes discontinued (if any) with reasons: Nil
9. Number of teaching posts:

	Sanctioned	**Filled**
Professor	01	01
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (Ph.D./M.Phil.etc.)

Name	**Qualification**	**Designation**	**Specialization**	**Experience In Year**
Dr. V. K. Khade	M.A., M.Phil. D.H.E., Ph.D.	Principal	Medieval India Modern India	28 B.A. 15 M.A.
Shri P. S. Meshram	M.A., NET	Assistant Professor	Dalit Movement and Buddhism	15 B .A 01 M. A.
Dr. A. D. Patil	M.A., Ph. D	Assistant Professor	History of Marathas	20 B.A.

Recognition

Prin. Dr. V. K. Khade

- Recognized Ph.D. /M. Phil. Guide for
  1) Department of History University of Mumbai.
  2) Research Department of History, Vaze Kelkar College, Mulund, Mumbai.
  3) Yashwantarao Chavan Maharashtra Open University, Nashik.
  4) Worked as:
     -Member of Senate.
     -Member of Management Council.
     -Member of Academic Council.
     -Chairman, Board of Studies in History and Archeology.
     -Member of faculty of Arts.
     -Member of Standing Committee.
     -Member of Purchase Committee.
     -Member of Sports Committee.
     -Convener and Member of Local Inquiry Committee.
     -Chairman of Shooting Committee.
     -Chairman of Hiking Committee.
     -Chairman of Squash Committee.
     -Convener and Member of Fact Finding and Inquiry Committee.
     -Vice-Chancellor Nominee of Selection Committee for the post of Principal and Lecturer.

-Chairman, Paper Setting Committee.

-Moderator and Examiner for various papers of B.A. and M.A. level.

-Organized Conferences at state level

-Organized various workshops of History subject at B.A. and M.A. level.

-Member of B.C.U.D.

-Member of Board of Studies in History and Archeology and Member of faculty of Arts.

-Member of syllabus committees in history for B.A. and M.A.

-Organized workshops for Teachers in History for B.A. and M.A.

Shri. Pramod S. Meshram

- Member, Indian History National Congress.
- Member, syllabus committee, University of Mumbai.
- Paper Setter, Moderator & Examiner, University of Mumbai

Dr Ashok D. Patil

- Vice President, Itihas Sankalan Samittee, Ratnagiri Dist.
- Life Member, Akhil Maharashtra Itihas parishad
- Life Member, Konkan Itihas Parishad
- Member, Jal Swarajya Project, Gram Panchayat Pachal
- Member, Tanta Mukti Samiti, Grampanchayat Raypatan
- Worked as Presiding Officer for Loksabha Election 2009
- Delivered lecturer at Pachal High School at the time of send off function
- Delivered lecture at Moor High School at the time of send off function
- Delivered lecturer at Nerle High School at the time of send off function
- Lecture is given at Nerle High School at the time of Shivaji Maharaj Jayanti.
- Guidance is given to T.Y.B.A. students at Mohini Murari College, Chafe

11. List of Senior Visiting Faculty – Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty – Nil

13. Student – Teacher Ratio (programme wise) – UG – 41:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filed – Nil

15. Qualifications of teaching faculty with Ph.D./ M.Phil./ PG.-

Name Of The Teaching Staff	Qualifications
M. Phil.	00
Ph.D.	02
NET	01

16. Number of faculty with ongoing projects from a) National b) International funding Agencies and grants received- Nil

17. Department project funded by DST –FIST; UGC, DBT, ICSSR, etc. and total grant received- Nil

18. Research Centre / facility recognized by the University – Nil

19. Publications:

Number of papers published in peer reviewed journals (national /international) by faculty and students – by faculty 24

20. Area of consultancy and income generated – Nil
21. Faculty as member in
    a. National Committees - Nil
    b. International Committees – Nil
    c. Editorial Boards – 03
22. Student projects – Nil
23. Award / Recognitions received by faculty and students –
    Faculty**: -** Nil
    Student: - Nil
24. List of eminent academicians and scientists / visitors to the department :
    a. Dr. D. U.Khadse Chairman, BOS, University of Mumbai
    b. Dr. T. R. Ghoble Prof. and Head, Dept. of History University of Mumbai.
    c. Dr. Dinkar Khabde Principal Night college, Kolhapur
    d. Dr. H. S. Gorge Principal, Asmita College, Mumbai
    e. Dr. R. H. Kamble Gogate Joglekar College, Ratnagiri
    f. Dr. G. B. Sarang Principal ICS College,Khed
    g. Dr. V.G. Bhaskar Sant-Rawool Maharaj College, Kudal
    h. Dr. Sudhakar Lahoopachang Principal Dadasaheb Limaye College Kalambuli Dist-Raigad
25. Seminars/ Conferences/ Workshops organized and the source of funding –
    a. On 15/07/2014 organised Workshop on 'Credit Based Grading System'Jointly with Boards of Studies, University of Mumbai and Shri Manohar Hari Khapane College, Pachal.
    b. On 14/03/2015 organized State Leval Conference on "New Trends in Social Sciences" by Shri. Manohar Hari Khapane College, Pachal, Subject-"New Trends in Social Sciences".
26. Student profile programme/course wise: B.A**.**

Name of the Course/ programme B.A.	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2004-2005	12	12	08	04	91.66
2005-2006	19	19	13	06	100
2006-2007	12	12	08	04	100
2007-2008	17	17	10	07	93.75
2008-2009	16	16	10	06	100
2009-2010	17	17	10	07	93.33
2010-2011	23	23	15	08	100
2011-2012	21	21	13	08	100
2012-2013	15	15	10	05	100
2013-2014	11	11	06	05	91.66
2014-2015	11	11	05	06	100

*M= Male *F= Female

27. Diversity of Students –

Name of the	% of students	% of the	% of the

Course	from the same state	students from other state	students from abroad
UG -B. A.	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.?

Sr. No.	Defence [C. R. P.F.]	Maharashtra Police
01	02	05

29. Student progression

Student Progression	Against % enrolled
UG to PG	35%
PG to M.Phil.	-
PG to Ph.D.	-
Ph.D. to Post Doctoral	-
Employed	
Campus selection	Nil
Other than campus recruitment	20%
Entrepreneurship / Self-employment	45%

30. Detail of Infrastructural facilities
    a. Library
       Books in central library: 475
       Books in departmental library: NA
    b. Internet Facility for staff and students is available at central library and computer room.
    c. Class rooms with ICT facility – Common Smart Classroom.
    d. Laboratories – N.A.

31. Number of students receiving financial assistance from college, university, government or other agencies
    a. Scholarships from social welfare department,
    b. Government of Maharashtra,
    c. Subhadrabai Shikshan Nidhi Trust, Mumbai
    d. Konkan Muslim Association Mumbai.

32. Detail on student enrichment programmes (special lectures / workshops / seminars) with external experts –
    a. Organized workshop on Credit Based Semester Grading System on 15/07/2014

33. Teaching methods adopted to improve student learning –
    Group Discussion
    Seminars
    Field visits
    Class Test
    Brain storming sessions
    Quiz
    Films and slide shows

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Dr. Prin. V. K. Khade

- Ex-Trustee Chatrapati Shivaji Maharaj Vastusangrahalay, Mumbai.
- Vice President : Pragatik Shikshak Shikshakettar Karmachari Sanghatana (Maharashtra State)
- School Committee Member : Nalanda Vidyalaya, Kalyan
- Vice Prasident; Prabodhan Vyakhyanmala, Dombivali.
- Adviser: Charlie Sports Club Dombivali.
- Life Member: Dr.Babasaheb Ambedkar Sahakari Bank, Aurangabad.
- Life Member: Indian History Congress.
- Life Member: Epigraphic Society in India.
- Life Member: Konkan Itihas Parishad.
- Joint Secretary (Raigad Dist.): Principal Association Non-Government Colleges.

Instrumental in organizing many welfare activities for the student committee and society in general some of notable are:

- Karyakarta Shibir to create the awareness among students and the people of Dombivali, Kalyan, Ulhasnagar, Urban and surrounding areas.
- Fund raising drives to contribute to flood, famine and other natural calamities affected people.
- Teacher Rally, Employment Rally, N.S.S. Camps etc.
- Worked as a Chairman of Adult Education Programme at Colleges.
- Active Participation for organizing of Dr. Babasaheb Ambedkar Jayanti and Other National leaders Jayanti programme every year.
- Organized Phule Ambedkar and Buddha Jagatik Sahitya Sammelan at Kalyan on 23rd to 25th Feb 2002.
- Active participation in discussion on Principals conference, held at varios places

Shri. Pramod S. Meshram

- Member–Syllabus Committee, University of Mumbai
- Worked as a Presiding Officer in LOKSABHA Election April, 2009

Dr. Ashok D. Patil

- Member of Jal Swaraj Prakalpa , Gram Panchayat Pachal
- Member of Tanta Mukti Samittee, Gram Panchayat Raypatan
- Worked as Presiding Officer for Loksabha Election 2009.
- Delivered lecture on 'Competitive Examination and Students' at Pachal High School at the time of Send off function
- Delivered lecture on 'Competitive Examination and Students' at Moor High School at the time of Send off function
- Delivered lecture on 'Suicides of Students' at Nerle High School at the time of Send off function
- Lecture is given at Nerle High School at the time of Shivaji Maharaj Jayanti.
- Guidance is given to T.Y.B.A. Students at Mohini Murari College Chafe.

- Active participation in DLLE's extension activities.
35. **SWOC** analysis of the department and future plans –
    STRENGTHS –
    a. Good results
    b. Dedicated faculty
    WEAKNESS
    a. Less Attendance of students in rainy season
    b. Lack of educational attitude due to economically and educationally backward region
    OPPORTUNITIES
    a. Scope for competitive examinations
    b. Empoyment in museums, libraries and archaeological fields
    CHALLENGES
    a. To motivate the students for attendance

    Future Plans
    • To introduce PG
    • Research in Local History
    • Organization of International Seminars andConferences.

DEPARTMENT OF MARATHI

EVALUATIVE REPORT OF THE DEPARTMENT

1. Name of the Department – Marathi
2. Year of Establishment – 1994.
3. Name of the Programmes / Courses offered
   UG – B.A.

F.Y.B. A.

Semester – I	**Semester – II**
Compulsory Papers	Compulsory Papers
1. Communication Skill in English	1. Communication Skill in English
2. Foundation Course I	2. Foundation Course I
3. Marathi	3. Marathi

Optional subjects select any one group of the following

Group – 1 Marathi, History, Hindi	Group – 1 Marathi, History, Hindi
Group – 2 Marathi, History, English	Group – 2 Marathi, History, English
Group – 3 History, Hindi, English	Group – 3 History, Hindi, English

S.Y.B. A.

Semester – III	**Semester – IV**
Compulsory papers	Compulsory papers
1. Foundation Course II	1. Foundation Course II
2. Advertising (Applied)	2. Advertising (Applied)

Students have to select one group of the following and appear for two papers of the group

Group – 1 Marathi, History,Hindi	Group – 1 Marathi, History, Hindi
Group – 2 Marathi, History, English	Group – 2 Marathi, History, English
Group – 3 History, Hindi, English	Group – 3 History, Hindi, English

T.Y.B. A.

Semester - V

4 History of Medieval Marathi literature
5 Bhartiy va Pashchyatya Sahityasharstra
6 Sahitya Ani Samaj
7 Bhashavidynan
8 Adhunik Marathi Sahitya
9 Occupational Marathi

Semester – VI

4 History of Medieval Marathi Literature
5 Pashchyatya Sahityashastra
6 Sahitya Ani Samaj
7 Marathi Grammer
8 Adhunik Marathi Sahitya
9 Occupational Marathi

4. Name of Interdisciplinary Courses and the departments /units involved – Nil

5. Annual / semester / choice based credit system (programme wise) – Credit Based Semester and Grading System

6. Participation of the department in the courses offered by other departments - Nil

7. Courses in collaboration with other universities, industries, foreign institutions. Etc. – Nil

8. Detail of courses / programmes discontinoud (if any) with reasons: Nil

9. Number of teaching posts:

	Sanctioned	Filled
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization, (Ph.D./M.Phil.etc.)

Name	Qualification	Designation	Specialization	Experience In Year
Shri. V. S. Patil	M.A., B.Ed. NET	Assistant Professor	Folk Literature	05
Shri. B. T. Dabhate	M.A.	Assistant Professor	Marathi Niyatkalik	18

Recognition

Shri V. S. Patil

- Member – Kokan Marathi Sahitya Parishad branch Rajapur.
- Vice-Chairman- Shrimati Nanubai Santu Patil Bahuuddeshiya Seva Sanstha, Mudhal.

Shri B.T. Dabhade

- Member – Shikshak Vatachal, Niyatakalik
- Member –Konkan Marathi Sahitya Parishad, Branch Rajapur

11. List of Senior Visiting Faculty – Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty – Nil

13. Student – Teacher Ratio (programme wise) – UG – 49:01

14. Number of academic support staff (technical) and administrative staff; sanctioned and filed – Nil

15. Qualifications of teaching faculty with Ph.D. / M.Phil. / PG.-

Name of the teaching staff	Qualifications
M.Phil.	00
Ph.D.	00
NET	01
PG	01

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received - Nil

17. Department project funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grant received - Nil

18. Research Centre / facility recognized by the University – Nil
19. Publications:
    - Number of papers published in peer reviewed journals (national /interntional) by faculty and students – 07

    Books Edited by - Nil
20. Area of consultancy and income generated – Nil
21. Faculty as member in
    a) National committee b) International committee c) Editorial Boards - Nil
22. Student projects –
    a) Percentage of students who have done in-house project including inter departmental /Programme – Nil
    b) Percentage of students placed for projects in organizations outside the institution i.e.in
    Research laboratories/ industry/ other agencies – Nil
23. Award / Recognitions received by faculty and students – Nil
24. List of eminent academicians and scientist / visitors to the department:
    1) Prof. K. S. Kulkarni, Abhyasak Marathi Bhasha Samikshak, Goa University of Goa.
    2) Shri. Shriram Durge, Senior Author, Chiplun.
    3) Shri. Madhusudan Nanivadekar, Marathi poet and Gazalkar.
    4) Shri. Anil Hoval, Marathi Film actor, Gargoti
    5) Shri. Rajesh Deshpande, T.V. Serial producer and Marathi Film actor.
    6) Shri. Arun Mhatre, Marathi Lolkavi
    7) Dr. V. S. Shekde, Member of Senate, University of Mumbai.
    8) Dr. R. N. Thakur, Former HOD of Marathi, Shivaji University, Kolhapur.
    9) Dr. S. D. Patil, Member of Board of Studies, Shivaji University Kolhapur.
    10) Dr. Rajaram Rathod, Loksahityache Abhyasak, Pandharpur College, Pandharpur.
25. Seminars/ Conferences/ Workshops organized and the source of funding –
    a) State level Conference on 'Sahitya Prakar Sankalpana Swaroop Ani Vatachal', organized on 18 Dec, 2014, in Association with Marathi Pradhyapak Parishad.
    Source: Self Funding.
26. Student profile programme/ course wise: **B.A.**

Name of the Course /programme B.A.	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2004-05	11	11	09	02	80
2005-06	10	10	05	05	100
2006-07	12	12	04	08	44.44
2007-08	14	14	04	10	83.33

2008-09	12	12	08	04	80
2009-10	08	08	04	04	85.71
2010-11	13	13	10	03	75
2011-12	19	16	10	09	93.75
2012-13	15	15	11	04	85.71
2013-14	10	10	05	05	100
2014-15	12	12	07	05	100

*M= Male *F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of the students from other state	% of the students from abroad
UG	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.? - Nil

29. Student progression

Student Progretion	Against % enrolled
UG to PG	25%
PG to M.Phil.	-
PG to Ph.D.	-
Ph.D. to Post Doctoral	-

Employed
    ▪ Campus selection
    ▪ Other than campus recruitment
	Nil
	12.5

Entrepreneurship / Self-employment	5%

30. Detail of Infrastructural facilities
    a) Library
       Books in central library: 1154
       Books in departmental library: Nil
    b) Internet facilities for staff and students – Internet Facility for staff and students is available at central library and computer room.
    c) Class rooms with ICT facility – Common Smart Room.
    d) Laboratories – Nil

31. Number of students receiving financial assistance from college, university, government or other agencies –
    Scholarships from social welfare department, Government of Maharashtra, Subadrabai Shikshan Nidhi Mumbai, Konkan Muslim Association Mumbai.

32. Detail on student enrichment programmes (special lectures / workshops / seminars) with external experts –
    a) One day State Level Conference : Sahitya Prakar Sankalpana Svarup Ani Vatachal, 18 Dece. 2014
    b) Special Lectures for Students on Marathi Bhasha Divas.

c) Educational trip – Yearly

d) Workshops and Seminars conducted in classroom on current issues.

e) Marathi Poetry Reading.

f) Lekhak Aapalya Bhetila

33. Teaching methods adopted to improve student learning –

- Group Discussion
- Traditional Method
- Interactive Method
- Quiz
- Case studies
- Raising brain storming questions

34. Participation in Institutional Social Responsibility (ISR) and Extension activities –

Shri. V. S. Patil

1) Chief Orator- On occasion of 'Shahu Maharaj Jayanti Din' Shahu Maharajanchen Jivan Va Karye" at Shri. M.H.K. College Pachal on 20/06/2014.

2) Chief Orator- 'Shikshak Samajapudhil Aadarsh' in New English School Kolamb held on 12/09/2014.

3) Chief Orator- Marathi Bashepudhil Avhane' Nutan Vidyamandir ani Kanishth Mahavidyalaya, Oni, on 27/02/2015

4) Extention activities through NSS.

Shri. B. T. Dabhade

1) Worked as a Presiding Officer in Loksabha Election April, 2009

2) Chief Speaker – On occasion of 'Lokmanya Bal Gangadhar Tilak Punyatithi and Anna Bhau Sathe Jayanti' on 1st August 2015, at Shri M. H. Khapane College of Arts and Comm.Pachal.

35. **SWOC** analysis of the department and future plans –

STRENGTHS

a) Kadambari Vachan (Novel Reading)

b) Kavita Lekhan (Poem Writing)

c) Katha Lekhan (Prose writing)

d) Guest Lectures

e) Marathi Short Term Course- Marathiche Mudrit Shodhan Ani Lekhan Koushalye. (3 Months)

f) Book exhibition in Marathi Literature.

g) Publication of 'Mayaboli' wallpaper.

h) Publication of 'Spandan' Ardhavarshik.

(1) **WEAKNESES**

a)Weaker students in Marathi grammar

b) Attendance of students in rainy season

c) Lack of Educational attitude due to economically and educationally backward region

d) Percentage of Employability is poor.

e) Participation of students in Research is poor

(2) OPPORTUNITIES

a) Students attraction of Marathi Language literature & Movies, Song.

b) Employment opportunities in Marathi language, Literature film and Theater section

c) Carrier opportunities in T.V., Press and Advertisement fields.

d) Competitive Examinations.

e) Translator.

(3) CHALLENGES

a) Employment opportunities in the Local Remote Area.

Future Plans

- To introduce PG
- Publication of the Konkani Literature.
- Organization of International Seminars andConferences.
- Pachal Parisaratil Lokasahityache Sankalan Ani Sanshodhan.

DEPARTMENT OF HINDI

EVALUATIVE REPORT OF THE DEPARTMENT

1. Name of the Department – Hindi
2. Year of Establishment – 1994.
3. Name of the Programmes / Courses offered
   UG – B.A.

F.Y.B. A.

Semester – I	**Semester – II**
Compulsory Papers	Compulsory Papers
1. Communication Skill in English	1. Communication Skill in English
2. Foundation Course I	2. Foundation Course I
3. Marathi	3. Marathi

Optional subjects select any one group of the following

Group – 1 Marathi, History, Hindi	Group – 1 Marathi, History, Hindi
Group – 2 Marathi, History, English	Group – 2 Marathi, History, English
Group – 3 History, Hindi, English	Group – 3 History, Hindi, English

S.Y.B. A.

Semester – III	**Semester – IV**
Compulsory papers	Compulsory papers
1. Foundation Course II	1. Foundation Course II
2. Advertising (Applied)	2. Advertising (Applied)

Students have to select one group of the following and appear for two papers of the group

Group – 1 Marathi, History,Hindi	Group – 1 Marathi, History, Hindi
Group – 2 Marathi, History, English	Group – 2 Marathi, History, English
Group – 3 History, Hindi, English	Group – 3 History, Hindi, English

T.Y.B. A.

Semester - V

4 - History of Hindi Literature
5 - Post Independence Hindi Literature
6 - Functional Hindi
7 - Literary Criticism, Prosody and Rhetorics
8 - Linguistics, Hindi Language and Hindi Grammer
9 – Idological Background of Modern Hindi Literature

Semester VI

4 - History of Modern Hindi Literature
5 - Post Independence Hindi Literature
6 - Functional Hindi
7 - Literary Criticism, Prosody and Rhetorics
8 - Linguistics, Hindi Language and Hindi Grammer
9 – Idological Background of Modern Hindi Literature

4. Name of Interdisciplinary Courses and the departments /units involved – Nil

5. Annual / semester / choice based credit system (programme wise) –
   Credit Based Semester and Grading System.
6. Participation of the department in the courses offered by other departments
   Nil
7. Courses in collaboration with other universities, industries, foreign
   institutions. Etc. – Nil
8. Detail of courses / programmes discontinoud (if any) with reasons: Nil
9. Number of teaching posts:

	Sanctioned	Filled
Asst. Professors	02	02

10. Faculty profile with name, qualification, designation, specialization,
    (Ph.D./M.Phil.etc.)

Name	Qualification	Designation	Specialization	Exp. In Years
Shri. S.V. Nimbalkar	M.A., M.Ed., M.Phil.	Assistant Professor	Hindi Gadya Sahitya	20
Shri. S.S. Dhongade	M.A.	Assistant Professor	History of Hindi Literature	18

Recognition
   Shri. S.V. Nimbalkar
   - Member – Maharashtra Hindi Parishad
   - Member- Syllabus Committee, University of Mumbai.
   - Paper Setter, Moderator & Examiner, University of Mumbai.
   Shri. S.S. Dhongade
   - Member – Maharashtra Hindi Parishad.
   - Examiner, University of Mumbai.
11. List of Senior Visiting Faculty – Nil
12. Percentage of lectures delivered and practical classes handled (programme
    wise) by temporary faculty – Nil
13. Student – Teacher Ratio (programme wise) – UG – 47:01
14. Number of academic support staff (technical) and administrative staff;
    sanctioned and filed – Nil
15. Qualifications of teaching faculty with Ph.D. / M.Phil. / PG.-

Name of the teaching staff	Qualifications
M.Phil.	01
PG	01

16. Number of faculty with ongoing projects from a) National b) International
    funding agencies and grants received - Nil
17. Department project funded by DST – FIST; UGC, DBT, ICSSR, etc. and
    total grant received - Nil
18. Research Centre / facility recognized by the University – Nil
19. Publications:
    - Number of papers published in peer reviewed journals (national
      /interntional) by faculty and students- 02

Books Edited by - Nil
20. Area of consultancy and income generated – Nil
21. Faculty as member in
    a) National committee b) International committee c) Editorial Boards - Nil
22. Student projects –
    a) Percentage of students who have done in-house project including inter departmental / programme – Nil
    b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ industry/ other agencies – Nil
23. Award / Recognitions received by faculty and students –
    Faculty: - Nil
    Student:-
        1) Ashish Anant Jadhav -Third rank in University Exam. April 2005.
24. List of eminent academicians and scientists / visitors to the department:
        1) Dr. Pandurang Patil, Prof. & Head Dept. of Hindi, Shivaji University Kolhapur.
        2) Dr. Saravade Prof. & Head Dept. of Hindi, Mumbai University, Mumbai.
        3) Dr. Satish Pande Prof. & Chairman Board of Study in Hindi, University of Mumbai.
        4) Dr. Chavhan S. N. Member, Board of Study in Hindi, University of Mumbai and Member of Maharasta Rajya Hindi Sahitya Academy.
25. Seminars/ Conferences/ Workshops organized and the source of funding – Workshop – New Syllabus S.Y.B.A. Paper II on 26th Sept. 2009 Funding Agency- Mumbai University.
26. Student profile programme/ course wise: **B.A.**

Name of the Course /programme B.A.	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2004-05	11	11	07	04	90
2005-06	16	16	08	08	100
2006-07	13	13	08	05	92.30
2007-08	14	14	09	05	92.85
2008-09	13	13	05	08	100
2009-10	14	14	11	03	100
2010-11	15	15	10	05	100
2011-12	14	14	11	03	100
2012-13	16	16	05	11	100
2013-14	06	06	5	01	100
2014-15	10	10	00	10	100

*M= Male *F= Female

27. Diversity of Students

Name of the	% of students	% of the	% of the

Course	from the same state	students from other state	students from abroad
UG	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.? - Nil

29. Student progression

Student Progretion	Against % enrolled
UG to PG	9%
PG to M.Phil.	-
PG to Ph.D.	-
Ph.D. to Post Doctoral	-
Employed Campus selection Other than campus recruitment	Nil --
Entrepreneurship / Self-employment	45%

30. Detail of Infrastructural facilities
    a) Library
       Books in central library: 659
       Books in departmental library: Nil
    b) Internet Facility for staff and students is available at central library and computer room.
    c) Class rooms with ICT facility – Common smart classroom.
    d) Laboratories – N.A.

31. Number of students receiving financial assistance from college, university, government or other agencies –
    Scholarships from social welfare department, Government of Maharashtra, Subhadrabai Shikshan Nidhi Mumbai, Konkan Unity Center Mumbai.

32. Detail on student enrichment programmes (special lectures / workshops / seminars) with external experts –
    a) Workshop – New Syllabus S.Y.B.A. Paper II, 26th Sept.2009 Funding Agency-University of Mumbai.
    b) Special Lectures for Students time to time on Occasion of Hindi Pakhawada.
    c) Educational trip – Yearly
    d) Workshops and Seminars conducted in class room on current issues.

33. Teaching methods adopted to improve student learning –
    • Group Discussion
    • Seminars
    • Field visits
    • Case studies
    • Raising brain storming questions

34. Participation in Institutional Social Responsibility (ISR) and Extension activities –

Shri. S.V.Nimbalkar

1) Member - Maharashtra Hindi Parishad
2) Member – Tanta Mukt Samiti, Pachal
3) Cash Prizes given to SSC ranker students in rural area at their annual prize distribution ceremony.
4) Cash prize to T.Y.B.A. Hindi Ranker students.
5) Chief speaker – On occasion of Hindi Divas, subject "21 vi Sadi ki Hindi" on 15/09/2011, Kaleshvar Vidhyalay Moor.
6) Chief speaker – On occasion of send-off SSC and HSC students-Subject on Personality Development on 07/02/2014, Chatrapati Shivaji Madhyamik Va Uccha Madhyamik Vidyalay, Nerle-Tirvade.
7) Chief Guest at prize distribution function on 15/07/2013 Sharda Vidhyalay Ajiwali.
8) Chief speaker – On occasion of Hindi Divas, subject on "Hindi Bhasha ka Mahatva" on 14/09/2012, Chatrapati Shivaji Madhyamik Va Uccha Madhyamik Vidyalay, Nerle-Tirvade
9) Worked as a Presiding Officer in Loksabha Election April, 2009
10) Coordinator one day workshop dated 26/09/2009

Shri. S.S. Dhongade

1) Asst. Co-ordinator – One day workshop- 26th Sept. 2009
2) Member - Maharashtra Hindi Parishad
3) Worked as a Presiding Officer in Loksabha Election April, 2009
4) Chief Guest on occasion of send-off to SSC students in Kaleshvar Vidyalaya, Moor
5) Chief speaker – Guidance to Teenaged Ladies students about "sexual Problems and gender Harassment and their Legal Provisions" in Kaleshvar Vidyalaya, Moor on 08/01/2014.
6) Chief speaker – Guidance to Teenaged Ladies students about "sexual Problems and gender Harassment and their Legal Provisions" in Jijamata Vidyalay, Raypatan on 2013
7) Chief speaker – Guidance to Teenaged Ladies students about "Sexual Problems and Gender Harassment and their Legal Provisions" in Kai. Atmaram Ayare Vidyalaya Miland 08/01/2014
8) Co-ordinator- One day Zonal Workshop on "Women's Empowerment" collaboration with CWDC and WDC University Mumbai, Dated 20/12/2014
9) CAP Co-ordianator – worked as a CAP Coordinator for T.Y. B.Com. Semester exam of Mumbai University.
10) Programme Officer- Sampurna Svacchata Karyakram Camp (NSS) Organised by Government of Maharashtra, Jilha Parishad Ratnagiri (Panchyayat Samiti Rajapur) from 23/09/2008 to 02/10/2008.

35. **SWOC** analysis of the department and future plans –
   STRENGTHS -
   a) Upanyas Pathan (Novel Reading)
   b) Kavita Lekhan (poem writing)

c) Katha Lekhan (Prose writing)

d) Guest Lectures

e) Book Present scheme

f) Students' Birthday celebration

g) Book exhibition in Hindi Literature.

h) Publication of 'Darpan' wallpaper.

WEAKNESES

a)Weaker students in Hindi grammar and language

b) Attendence of students in rainy season

c) Lack of Educational Attitude due to economically and educationally backward region

OPPORTUNITIES

a) Students attraction of Hindi Language literature & Movies, Song.

b) Employment opportunities in Hindi language, Literature film and Theater section

c) Carrier opportunities in T.V. Press, Advertisement fields.

CHALLENGES

a) Enrich Hindi Language among the Students in the Non-Hindi belt.

b) Employment opportunities in the Local Remot Area.

FACULTY OF COMMERCE

Evaluative Report of the Departments

1. Name of the Department –Commerce
2. Year of Establishment – 1994.
3. Name of the Programmes / Courses offered: UG – **B.Com**

F.Y.B.Com Semister System Following Subject /Paper Are Compulsory

Sem.-I	Sem. - II
1 Foundation Course – I	1 Foundation Course – I
2 Business Communication	2 Business Communication
3 Business Economics-I	3 Business Economics-I
4 Environmental Studies	4 Environmental Studies
5 Maths and Stats.	5 Maths and Stats.
6 Introduction toBusiness	6 Service Sector
7 Accounting & Financial Mangt. – I	7Accounting & Financial Mangt. - I

S.Y.B.Com Semister System Following Subject /Paper Are Compulsory

Sem.-III	Sem. - IV
1 Foundation Course –II	1 Foundation Course –II
2 Advertising (Applied Compnt.)	2 Advertising (Applied Compnt.)
3 Business Law	3 Business Law
4 Business Economics-II	4 Business Economics-II
5 Mangnt. Function& Challenges	5 Mangnt. Production & Fin.
6 Accounting & Financial Mannt. - III	6 Accounting & Fin. Mangnt. - IV

T.Y.B.Com Semister System Following Subject /Paper Are Compulsory

Sem. - V	Sem. - VI
1 Marketing	1 Human Resource Mangement
2 Business Economics-V	2 Business Economics-VI
3 Financial Accounting & Auditing- V	3Fin. Acc. & Auditing VIII
4 Cost Accounting-VI	4 Management Accoutancy-IX
5 Management Accounting –VII	5 Financial Accounting -X
6 Marketing Research	6 Marketing Research
7 Business Insurance	7 Business Insurance

4. Name of Interdisciplinary Courses and the departments /units involved – Nil
5. Annual / semester / choice based credit system (programme wise) – Credit Based Semester and Grading System (CBSGS)
6. Participation of the department in the courses offered by other departments Nil
7. Courses in collaboration with other universities, industries, foreign institutions. Etc. – Nil
8. Detail of courses / programmes discontinoud (if any) with reasons: Nil
9. Number of teaching posts:

	Sanctioned	Filled
Asst. Professors	04	04

10. Faculty profile with name, qualification, designation, specialization, (Ph.D./M.Phil.etc.)

Name	Qualification	Designation	Specialization	Exp.
Dr. Waghmare S. S.	M.A., B.Ed.,M.Phil. Ph.D	Assistant Professor	Economics	10
Shri.Kashyap B. A.	M.Com, M.Phil, G.D.C & A	Assistant Professor	Advanced Accounttancy	08
Shri. Chavan S. V.	M.com	Assistant Professor	Advanced Accounttancy	01
Shri.Vankudre A. V.	M.Sc, B.ed	Assistant Professor (CHB)	Mathamatics	10

11. List of Senior Visiting Faculty – Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by Temporary faculty – Nil
13. Student – Teacher Ratio (programme wise) – UG – 42.5: 1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filed –Nil
15. Qualifications of teaching faculty with Ph.D. / M.Phil. / PG.-

Qualifications	Number of the teaching staff
Ph.D.	01
M.Phil.	01
NET/SET	Nil
PG	02

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received - Nil
17. Department project funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grant received - Nil
18. Research Centre / facility recognized by the University – Nil
19. Publications:
   ▪ Number of papers published in peer reviewed journals (national /interntional) by faculty and students – 10
   Books Edited by **-** Nil
   Area of consultancy and income generated – Nil
20. Area of consultancy and income generated – Nil
21. Faculty as member in
   a) National committee b) International committee c) Editorial Boards - Nil
22. Student projects –
   a) Percentage of students who have done in-house project including inter departmental / programme – Nil

b) Percentage of students placed for projects in organizations outside the institution i.e Research laboratories/ industry/ other agencies – Nil

23. Award / Recognitions received by faculty and students –
    Faculty: - Nil

24. List of eminent academicians and scientists / visitors to the department:

Sr. No.	Name Of The Person	Affliating Institution
1	Prof.Magdum A.M	A.S.P. College Devrukh
2	Pri.Dr.Bhosale Sudhir	A.C.S. College Lanja
3	Prof. Dr.Chavan K.R	Vice Principal A.C.S. College Lanja
4	Dr. Sawant Anil	HOD B.Eco. Dept – Khere – Dhere, College, Guhagar, Dist –Ratnagiri
5	Prof. Khot.S. S.	A.C. College, Patpnhale, Dist – Ratnagiri.

25. Seminars/ Conferences/ Workshops organized and the source of funding – Nil

26. Student profile programme/ course wise:
    B.COM

Name of the Course /programme B.COM	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2010-11	46	46	36	10	84.78
2011-12	24	24	15	9	80.96
2012-13	48	48	30	18	87.05
2013-14	54	54	36	18	63.46
2014-15	48	48	30	18	97.91

*M= Male *F= Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of the students from other state	% of the students from abroad
UG	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.? - Nil

29. Student progression

Student Progretion	Against % enrolled
UG to PG	8.4
PG to M.Phil.	-
PG to Ph.D.	-
Ph.D. to Post Doctoral	-
Employed	-
Campus selection	Nil
Other than campus recruitment	20.68

Entrepreneurship / Self-employment	71.28

30. Detail of Infrastructural facilities
    a) Library
       Books in central library: 836
       Books in departmental library: Nil
    b) Internet Facility for staff and students is available at central library and computer room.
    c) Class rooms with ICT facility – Common Smart Room.
    d) Laboratories – N.A.
31. Number of students receiving financial assistance from college, university, Government or other agencies – Some of the department students avail financial assistance from Social Welfare Department of Government of India in the form of Scholarship, Freeship, EBC, etc.
    (Subhadrabai Shikshan Nidhi Mumbai, Konkan Muslim Association Mumbai.)
32. Detail on student enrichment programmes (special lectures / workshops / seminars) with   external experts –
       Following Activities are performed on behalf of Commerce Association for enrichment of the Student.
    Sessions/Workshops and Seminars organised
    1. Organized Session For The Student of Commerce Department on "Personality Skill Development" Resource Person – Prof. Dr .Chavan K. R A. C. S. College Lanja,
    2. Organization of Inter Class Debate Competition by Prof. Magdum A.M of Devrukh College
    3. Workshop on "How to face an Interview" – Prof. N. G. Devan and Mr. Pratik Narvekar
    4. A guidance session was organized on 'Career Opportunities in Commerce' Resource Person -Prin.Dr. Bhosale Sudhir A.C.S. College Lanja
       Industrial Visits –
       Sugar Factory Kuditare (Kolhapur)
       Five Star MIDC Kagal (Kolhapur)
       Bajaj Auto LTD Chakan, Pune
       Regular Practices:
       Elocution Competition
       Group Discuss Competition
       Essay Competition
       Seminar
33. Teaching methods adopted to improve student learning –
    - Lecture Method
    - Use Of ICT
    - Group Discussion
    - Seminars
    - Field visits

- Case studies
- Brain storming questions

34. Participation in Institutional Social Responsibility (ISR) and Extension activities –

Dr. S. S. Waghmare

1) PO for the Vidhan Sabha Election – 2009 Pen, Raigad.
2) Participated in Census as a Supervisor in 2011 – Tala Thasial - Raigad
3) Praganak as a Caste based Census 2011 - Tala Thasial - Raigad
4) PO Loksabha Election 2014 Pen, Raigad.
5) Guidlince to the NSS Camp volunteers on 06/01/2012 at Khairat, Raigad
6) Judge of Elocution competition organized by Panchayat Samiti, Tala, Raigad

Mr. B. A. Kashyap

1) Blood Donated on 1st Aug 2008 -City Blood Bank Kolhapur
2) Blood Donated on 5st Feb 2010 -Rajeshri Shahu Blood Bank, Kolhapur
3) Speech Delivered on the occasion of Dr. Babasaheb Ambedkar Mahaparinirvan din on "Contribution of Dr. Babasaheb Ambedkar in Social and Educational Sector" on 6th Dec 2012 At – Pachal.
4) Speech given for the NSS Volunteers of the College at Special Camp on 'Opportunities in Competitive Exams' on 23 Dec 2012 at Moor.
5) Participation in Vivek Nirdhar Parishad on 15 Nov 2013 at Pachal
6) Speech Delivered on "Mahatma Phule and Dr. Babasaheb Ambedakar Jayanti on 14 April 2014 at Kodoli, Dist – Kolhapur
7) Participation in First Term Training Program with student manager organized by department of DLLE dated 23 July 2014 at I C S College Khed, Ratnagiri
8) Participation in Second Term Training Program with student manager organized by department DLLE dated 19 November 2014 at Sub – Center Ratnagiri

35. **SWOC** analysis of the department and future plans –

   STRENGTHS –
- Increasing Number of Students
- Good result in comparision with University.
- Dedicated Faculty
- Good Employability

   WEAKNESES
- Higher Teacher Student Ratio
- Attendance of students in rainy season
- Lack of Educational Attitude due to economically and educationally backward region

OPPORTUNITIES
- To Strengthen Departmental Placement Activity
- To Undertake the State Industrial Research Projects
- To Undertake Local Social and Economical Research Projects
- Opportunities of development in academic and profession field

CHALLENGES
- To acquire global competencies.
- To acquire Knowledge of E- Commerce, E- Marketing, E – Business

FUATURE PLAN
- To organize State and national level seminars
- To organize University level Workshop
- To Strengthen the research activaties
- To increase the use ICT in teaching, Learning and evaluation.
- To introduce Commerce certificate course on the basis of needs of local society.
- To increase the industry interactions
- To undertake the research project based on the need of local society

POST ACCREDITATION INITIATIVES

The recommendations and suggestions given by the peer team in the last visit of reaccreditation are considered for development and improvement in the all quality parameters. In the third cycle of reaccreditation, the higher education system is shifted from teachers centric to students centric. The University of Mumbai has adopted new system of evaluation as "Credit Based Semester and Grading System" from the academic year 2011-12.

To inculcate the global competencies' among the students, college has started career oriented Courses and skill based short courses and training programme. There is also a remedial course to catering to diverse needs of learners. The faculty contributed in various capacities as a member of Board of Studies, paper setters and examiners of the examination of University of Mumbai. There has been development in the quality of the faculty due to increasing number of Ph.D. holders, participation in research activities and other faculty development programmes. In last 5 years, the number of papers presented in conferences is 46 and 42 papers have been published by the faculty in national and international reputed journals. The students' participation in the Avishkar Research Convention is also increasing due to systematic efforts made to inculcate research attitude among students .There has also been considerable growth in students' participation and achievements in the curricular and co curricular activities competitions. The library, administrative office and exam cell are also equipped with computers and necessary software's. The use of ICTs in teaching and learning has increased to a great extent as compared to the last cycle.

The institution has made efforts to implement the recommendations given by the peer team and to strengthen the activities like collaboration, consultancy, mentoring, placement, counseling etc.

The library, administrative office and examination cell are also equipped with computers and necessary software's.

Annexure – I
AFFILIATION

University of Bombay

No. UF/Recog./ 5323 of 1994.

Bombay : 400 032,
18th October, 1994.

The President,
Sahyadri Parisar Shikshan
Prasarak Mandal,
Pachal,
Tal.:Rajapur,
Dist.:Ratnagiri.

Sir,

This has reference to your application No.nil,
dated 23rd June, 1994, for affiliation of the college of
Arts and Commerce at Pachal, Tal.:Rajapur, Dist.:Ratnagiri.

2.   In this connection, I am directed to inform you
that in accordance with the Government Order No.NGC/3594/7356/
MS-3, dated 22nd September, 1994, from the Desk Officer,
Higher and Technical Education and Employment Department,
Government of Maharashtra, Bombay, granting initial approval
of the Government to the Sahyadri Parisar Shikshan Prasarak
Mandal, Pachal, Tal.:Rajapur, Dist.:Ratnagiri, to start
Arts and Commerce College at Pachal, Tal.Rajapur, Dist.:
Ratnagiri, on presently no-grant basis for the academic
year 1994-95, on the conditions mentioned in the aforesaid
Government letter, the University has been pleased to permit
the society to admit students for the First Year Arts and
First Year Commerce classes in the proposed college at
Pachal, Tal.:Rajapur, Dist.:Ratnagiri, subject to the
conditions mentioned in the Government letter referred to
above, and the condition that would be laid down by the
University from time to time as also the conditions mentioned
in the Ordinance 2802. A copy of the Ordinance 2802 is
enclosed.

3.   I further directed to inform you that the committee
consisting of following persons has been appointed to make
a local inquiry and report on the above mentioned application:-

    Principal Datta Pawar(Convener)

    Principal Rajaram M. Mane.

4.   The day, date and time of the visit of the aforesaid
committee will be intimated to you when fixed.

    Kindly acknowledge receipt.

                                    Yours faithfully,

                                    REGISTRAR

Reg-17, shelej covina two hoc's certificate

University of Mumbai

AFFILIATION SECTION
NO. Aff.EI/ICD/2015-16/ 16 1
22ᵀᴴ April, 2015

TO WHOMSOEVER IT MAY CONCERN

This is to certify that Sahyadri Parisar Shikshan Prasarak Mandal's Shri. Manohar Hari Khapane College of Arts & Commerce, At /Post-Raypatan, Tal-Rajapur, Dist-Ratnagiri-416 704, is affiliated to the University of Mumbai and the following courses are conducted in the said college.

Sr. No	Courses	Affiliation (Permanent/ Temporary)	Validity Period
1	B. A.	Temporary	From 1994-95 to 2014-15
2	B. Com	Temporary	From 1994-95 to 2014-15

This Certificate is issued on the request of the Principal of the said College for submitting the same to the NAAC, Bangalore, accordingly.

(Dr. M. A. KHAN)
REGISTRAR

University of Mumbai

AFFILIATION SECTION
No. Aff.I/ICD/2015-16/594
07th July, 2015

TO WHOMSOEVER IT MAY CONCERN

This to certify that, Sahyadri Parisar Shikshan Prasark Mandal, Pachal, Shri. Manohar Hari Khapane College of Arts and Commerce, Pachal is affiliated to the University of Mumbai since 1994 and the following programmes Course/Subject are taught in the said college as per approval.

Programmes	Courses/Subjects	Duration	Affiliation	Validity Period
Undergraduate				
A)B.A.	Marathi-Six Units Hindi-Six Units History-Six Units	Three Years	Temporary	1994 -95 to 2015-16
B)B.Com.	Financial Accounting & Auditing	Three Years	Temporary	1994 -95 to 2015-16

This Certificate is issued on the request of the Principal of the said College for submitting the same to the NAAC, Bangalore, accordingly.

(Dr. Ashok H. Farde)
Deputy Registrar
Affiliation Section

Annexure – II
Permanent Affiliation Letter received on 23/09/2015

D:\Pigulkar\Opening New College\List Opening 2012-13\Opening 2012-13\ATR

University of Mumbai

URGENT/BY HAND
No.Aff-II./ICD/15-16/ |12 |
Mumbai-400 032.
16th September 2015.

SHRI MANOHAR HARI KHAPANE
COLLEGE OF ARTS & COM. PACHAL
No 74   File No
Date 23 /09/2015

To
The Principal,
Sahyadri Parisar Shikshan Prasarak Mandal
Shri Manohar Hari Khapne College of Arts & Commerce
Pachal, At/Post-Raypatan, Tal-Rajapur,
Dist.-Ratnagiri-416 704

Sub:- Your application for permanent affiliation of B.A. and B.Com.
degree courses

Sir,

With reference to your letter No. MHKCP/Affiliation.112/2013-14, dated 17th August, 2013 on the subject mentioned above, I am to inform you that the report of the Local Inquiry Committee was placed before the Academic Council at its meeting held on 31st August, 2015 vide item No. 3.5 when the council resolved as under:-

"It is resloved that the report of the inquiry committee be accepted, and that in accordance therewith, the Manohar Hari Khapne College of Arts & Commerce, Tal. Rajapur, Dist. Ratnagiri be granted continuation of affiliation for teaching of the courses leading to the Examination of B.A. and B.Com for the academic year 2012-13 to 2014-15 and permanent affiliation from 2015-16 onwards.

Further that aforesaid affiliation is granted subject to condition that the college authorities gives an undertaking in writing that they will fulfill the conditions mentioned in the report to the satisfaction of the Academic Council and payment of the requisite affiliation fees for the respective years. Also the concerned college will participate in the examinations related work and the teachers involve in the Central Assessment Scheme of the University in both halves of the examinations."

In pursuance of the resolution of the Academic Council, I am to inform you that Sahyadri Parisar Shikshan Prasarak Mandal Shri Manohar Hari Khapne College of Arts & Commerce, Pachal, At/Post-Raypatan, Tal-Rajapur, Dist.-Ratnagiri-416 704 has been granted continuation of affiliation for the teaching of courses leading to examinations of B.A. & B.Com for the academic year 2012-13 to 2014-15 and permanent affiliation from 2015-16 onwards for the above mentioned courses with intake of 120 students for each course as per Section 88 of the Maharashtra University Act, 1994 subject to payment of requisite affiliation fees for the respective years. Also concerned college will participate in the examinations related work and the teacher involve in both halves of the examination.

A Copy of the report of the local inquiry committee is enclosed herewith for your information.

Attasted

PRINCIPAL
SHRI. MANOHAR HARI KHAPANE
COLLEGE OF ARTS & COM., PACHAL
A/P Ravpatan, Tal. Rajapur, Dist. Ratnagiri - 416 704

Yours faithfully,

(Dr. ASHOK H. FARDE)
DEPUTY REGISTRAR
Affiliation Section

Annexure – III
List of Teachers who have attented Refresher and Orientation Programmes in the last five years.

Sr. No.	Name of the Teacher	Course	Duration	Academic Staff College
1	Dr. A. D. Patil	1 R. C.	03/09/2012 to 25/09/2012	Aurangabad
2	P. S. Meshram	1 R. C.	04/01/2012 to 25/01/2012	Aurangabad
		1 S. T. C	20/05/2015 to 25/05/2015	Nanded
3	S. V. Nimbalkar	1 R. C.	22/02/2013 to 14/03/2013	Goa
4	N. G. Devan	1 O.C.	02/02/2011 to 29/03/2011	Aurangabad
		1 R. C.	03/12/2014 to 22/12/2014	Aurangabad

Annexure – IV

List of Subjects - Syllabus Revision

Course	Subject	Year
B. A.	Marathi, Hindi, English, Communication Skills in English, History, Foundation Course,	2012-13
B. Com.	Business Communocation Accountancy, Business Economics, Commer	2012-13

ANNEXURE – V

MASTER PLAN OF THE INSTITUTION

- To introduce PG programmes in Arts.

- To introduce counseling and placement centre

- To develop better interaction with industry and other institutions through MoUs

- To enhance local need based consultancy services

- To introduce more need-based soft-skills programmes.

- To strengthen mentoring system and research culture among the students

- To develop infrastructural facilities

Estd. 1994

|| विद्या अमृतम् अश्नुते ||

Sahyadri Parisar Shikshan Prasarak Mandal's

SHRI. MANOHAR HARI KHAPANE COLLEGE OF ARTS & COMMERCE, PACHAL

At/Post – Raypatan, Tal – Rajapur, Dist – Ratnagiri – 416 704

Permanently affiliated to the University of Mumbai

| PRIN. DR. V. K. KHADE
M.A., M. Phil., D.H.E., Ph.D.
Cell No. 9404773399 | Telefax – 02353-223436
E-Mail – mhkcollegepachal@gmail.com
Web – www.khapanecollege.com | Permanent Affiliation No.
Aff-II./ICD/2015-2016/1121
dated 16th September 2015 |

Ref.No.MHKCP/NAAC/263/2015-2016

Date: - 30/09/2015

Declaration by the Head of the Institution

I certify that the data included in this Self-study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this SSR during the peer team visit.

Signature of the Head of the institution with seal:

PRINCIPAL
SHRI. MANOHAR HARI KHAPANE
COLLEGE OF ARTS & COM., PACHAL,
A/P Ravpatan, Tal. Rajapur, Dist. Ratnagiri - 416 704

Place: Pachal
Date:30/09/2015

CONTACT DETAILS

Name of the Principal	-	Dr. Vithal Kundlik Khade
Name of the College	-	Shri Manohar Hari Khapane College of Arts and Commerce, Pachal
City	-	Pachal
Pin Code	-	416704
Accredited Status	-	Accredited with 'C++' (66.00%)
Work Phone	-	02353-223436
Website	-	www.khapanecollege.com
Mobile No.	-	8237097788, 9404773399
Fax No.	-	02353-223436
E-mail	-	mhkcollegepachal@gmail.com , mhkiqac@gmail.com