SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SAHYADRI PARISAR SHIKSHAN PRASARAK MANDAL'S SHRI MANOHAR HARI KHAPANE COLLEGE OF ARTS AND COMMERCE, PACHAL AT, PO RAYPATAN TAL -RAJAPUR, DIST - RATNAGIRI, MAHARASHTRA

AT PO - RAYPATAN, TAL - RAJAPUR, DIST - RATNAGIRI
416704
www.khapnecollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

*S*hri 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 and 7 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 15.31 acres, Shri Manohar Hari Khapane contributed a lion's share.

The college is offering four academic programmes and four certificate courses. At present there are 11 faculty members 8 are appointed on aided stream and 3 on non aided stream. There are eight non teaching staff (all aided) working in administrative office.

The college is striving for the 3rd 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.

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

1. 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 College

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.

- To impart higher education to the students of economically weak and backward sections of society.
- 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.
- To aim at overall personality development of the students through various co-curricular and extra-curricular activities.
- To prepare the students to face the challenges created by the emerging global situation.
- To create the feeling of corporate life among the students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Pachal, a rural village about 85 kms from Ratnagiri is easily accessible to the nearby rural areas. Majority of students' population constitute OBC, SC and NT. It provides an ideal location to fulfill the college mission of empowering students from rural areas. The strength of the college includes following:

S1: Motivated Principal and committed staff

S2: Sufficient own land for further infrastructural development

S3: A Library having enough reference books and IT enabled services.

S4: NSS, DLLE, Woman Development Cell, Commerce Association, which promote social Responsibility among the students.

S5: Qualified faculty in all subjects

S6: A supportive system encouraging participation in seminars, conferences, research activities and publications

S7: Student counseling and student grievance cell to address the needs of students.

S8: Wi-Fi campus, water cooler and aqua guard purified drinking water.

Institutional Weakness

W1: Hostel accommodation for girls.

W2: Unsuitable transport facilities for students coming from rural areas.

W3: Electricity supply problems.

W4: Weak internet connectivity due to hilly area.

W5: Communication barriers immensely observed among the students.

W6: Weak paying capacity of the students.

W7: Low placement due to lack of industrial area.

Institutional Opportunity

O1: More scope to provide multi disciplinary higher education to rural students.

O2: Possibility to increase the innovation and research in rural areas.

O3: Tie-up opportunities with various government organizations and NGO's.

O4: Establishing add on courses and self-employment training

O5: Introduction of Functional English course.

O6: Introduction of need based soft skill programmes.

Institutional Challenge

C1: Migration of students to metro cities due to non-availability of jobs.

C2: Challenge of retaining qualified staff and infrastructural upgradation for self funded or unaided courses

C3: Establishing incubation and research centre.

C4: Lack of demand for Arts/ Humanities courses.

C5: Low Placement and employment opportunities due to underdevelopment in industry and service sector

C6: Unwillingness among the parents to participate in college development.

C7: Low interest of students towards traditional courses.

C8: Funding for research projects for students and faculty members.

C9: Collaboration and linkage with industries and entrepreneurs.

C10: Financial stringency among the students for using ICT based tools and technology.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. 1.1 Curriculum enrichment:

The college follows the curricula given by the affiliated university of Mumbai with proper planning. The institution offers the programmes under Arts and Commerce streams.

In last five year the institution has conducted 16 certificate courses. Continuous feedback system is effectively implemented.

1. 1. 2 Planning and implementation of the Curricula :

Curricula is effectively delivered through proper planned and documented process. College has the timetable committee, which prepares the schedule for the academic session. College academic calendar is also prepared with the active involvement of the teachers. Teachers maintained their daily academic records in academic diary. During the last five years, some faculty members have been representing as a member at university level as VC nominee, subject experts, local inquiry committee members for new courses and affiliation and member of paper setting committees.

1.1.3 Inculcating the moral values :

University curriculum covered cross cutting issues concerned with Gender, Sustainable environment and human values. The institution always takes care to inculcate values and ethics through NSS, Woman Development Cell, Placement Cell and courses.

1.1.4 Assessment and improvement of quality:

Teaching and learning methodology being assessed by taking feedbacks from both stakeholders, students and suggestions are implemented. College categorized students in three levels slow learners, average learners and advanced learners. Teachers regularly gives remedial coaching for slow learners. Students-Teacher-Parent committee is established and effectively working for identifying problems of the students regarding academics, college drop outs, social and financial issues. Special efforts are taken by faculty to reduce junior to higher education drop outs by door to door visits and counseling sessions.

Teaching-learning and Evaluation

Teaching- learning evaluation:

Teaching:

College adopted innovative teaching methods for students. Traditional teaching methodologies go hand-in-hand with more creative and innovative ideas of facilitating knowledge development in students.

Teachers decide what information to choose and synthesize for learning through an integrated and planned approach. Chalk & Talk, PPTs, Audio-Visuals, Self-Prepared Videos, Seminars, Workshops, Presentations, Quizzes, Group Discussions, Debates and ICT resources are used as the instructional methods. IQAC has taken steps to enhance the potential of ICT enabled teaching and learning.

Faculties construct knowledge from integrating new methodologies with past knowledge and experience. Extra

classes and Guidance lectures are arranged for slow learners. Teachers are encouraged to upgrade their subject knowledge with the help of orientation, refresher and Faculty Development Programme.

Learning: Student centered learning has been carried through interaction, various activities, engaged in solving problems and flipped class technique. The advanced learners are guided and promoted to participate in inter collegiate competition. Students have been given an opportunity and spaces beyond the classroom. Field visits and industrial visits are carried out to expand learning and creativity

Institution adopts various methods by using ICTs teaching learning process enriched through innovations and creativity by the faculty. Various practices have been adopted for creative learning. Wallpapers presentations, PPT presentations, role play, street play, short films are conducted to enhance the capability of students.

Evaluation: Continuous Internal Evaluation (CIE) system has been carried out in some of the departments. Students academic skills and intellectual development is evaluated through assignments, tests, Group discussion. Teachers are motivated to attend syllabus revision workshops and workshops on syllabus revisions are organized in the institutions. All the departments conducts internal examinations, practice session and problem solving sessions. Group discussions are also conducted.

The attainment of Programme Outcomes, and Course Outcomes are evaluated by adopting various criteria such as students merits, placements of students, progression to higher education etc. To deal with students grievances, a mechanism of grievance redressal is adopted through Grievance Redressal committee.

Research, Innovations and Extension

1. **Research innovations and extension**s

College is always taking the initiative in establishing various platforms for research, innovation, and extension activities.

1. **Research profile: -** 2 Teaching staffs are the recognized research guides, 5 faculties have Ph. D. degree and 2 faculties are pursuing Ph. D. degree.
2. **Research Project:** - 4 minor research projects were undertaken and 3 successfully completed. Total cost of 1,50292/- has been received in the last five years.
3. **Research publications:** During the last five years, the faculty published research articles in national, international and UGC approved journals. Chapters in books with ISBN number and in the proceedings of international and national conference have been published.
4. **Collaborations:** Institution has 7 active MOUs with academic institutes and industry. It helps to conduct students and faculty centered activities. Technical training sessions and programmes, workshops, conferences are being organized on regular basis to develop awareness about research.
5. **Extension activities:** College is actively participated in various extension activities to help the society. It organized blood donation camps, Swachha Bharat Abhiyan, Woman Safety and empowerment, road safety week, go green movement on regular basis. NSS department has played very important role in organizing street shows for social awareness.

Infrastructure and Learning Resources

1. **Basic physical facilities:**

College has adequate physical and learning facilities for smooth working. College spread in 15.31 acres area on which 1009.41 sqmt. building construction. There is 1 conference room, 1 Multipurpose hall, 1 computer lab, 1 NAAC Office, 1 exam room, girl's common room, boys common room, 8 classrooms equipped with green boards, 2 LCD projectors and separate administrative block. College management provides basic facilities like RO drinking water and water cooler, clean and separate toilets for students and faculties and non-teaching staff.

Gymkhana and Cultural facility:

College has gymkhana facilities for outdoor games. College has around sufficient playground for practice. Institution celebrates International Yoga Day every year.

For cultural events a Multi-purpose Hall cum Auditorium is made available.

Library and E-learning facilities:

Library is well equipped with good number of books. KOHA with OPAC system is available. It has well stocked with 8341 number books and subscription of more than 24 periodicals of various subjects, access of E-resources through Dnyansagar Database. Integrated Library Management System (ILMS) is provided. Library also supports researchers and staff to use Shodhganga for Ph.D. Theses and Shodhgangotri for Ph. D. Synopsis. Reading space is available. The Book bank scheme is available for SC, ST and N.T., D.T. students. Internet facility for the use of students and faculty is also available in the Library.

Student Support and Progression

Support:

For the student support College provided the facility of scholarship and freeship from the Government, non-Government agencies, charitable trusts. College has Student's Grievance Redressal Cell, Anti-ragging Committee, Unfair Means Committee, Internal Complaint Committee. College takes an efforts for placement of students. 2 initiative programs have been organized by Placement Cell. Student mentoring system is implemented. For holistic development of the students Institute organizes various competitions such as Essay writing, Poster making and Poster Presentation, Elocution, Recipe competition, etc. Students are promoted to participate in the Youth Festival. Various National conferences have been organized.

Progression:

College is taking many efforts to enhance the all-round progression of students and bring them into the main stream. College running competitive examination cell, career counseling and career orientation courses for development of soft skills, life skills, ICT skills, language and communication skills of the students. Various Certificate courses have been organized.

Contribution of Alumni Association:

Alumni Association donated water coolers, computers, projector and printer.

Governance, Leadership and Management

Vision, Mission and Leadership of the Institute:

Vision of the college emphasizes on imparting quality education in rural area and involvement of their stakeholders in the decision making process. The Governing Body of Sahyadri Parisar Shikshan Prasarak Mandal is working in education field since 30 years and it has clear vision and objective for this institute. Principal and IQAC coordinator are the two bridges between College Development Committee and Governing Body. Governing Body is strongly committed to integrity, ethical values, openness and comprehensive stakeholder engagement. Institute prepares a strategic plan and the overall progress of the college is reviewed at regular interval by the management. Participative management and decentralization system is adopted in the decision making process. Annual budget is prepared and it is approved by the CDC and Governing Body. The college has internal audit system.

E-Governance:

Software system is implemented for Library management and Examination work.

Faculty empowerment strategies:

The Institute implements inclusive policy which works on the principle of equality and democracy. The Institute provides financial aid to faculty for participating in workshops, conferences and seminars and also motivates them to participate in Faculty Development Programs. Facilities of Library, Internet and Computer is made available to the faculties for research work beyond the working hours.

Strategies for Fund Mobilization:

The Institute applied for minor research project grants from Mumbai University and received the same during the last five years. The funds received are utilized for Books.

Institutional Values and Best Practices

IQAC Initiatives:

IQAC plans for the development of quality parameters for the various academic and administrative activities. IQAC proposed various activities to initiate various green practices to maintain eco-friendly college campus. IQAC organizes various Quality Culture Development Programs for development of all stakeholders.

Institutional Values and Best Practices

Sahyadri Parisar Shikshan Prasarak Mandal and the institution strongly believes in value added education and creating leaders and not the followers. The institution has taken so dedicated efforts to nurtured students with respect to their gender, caste and age. The institution organizes gender equality and women empowerment programmes inside and outside the campus every year.

A separate girl's common room is available in the institution provided with first aid boxes and sanitary napkin machine. Facilities like ramp, disable friendly washrooms are available for physically challenged students and staffs. The institution organizes various social activities such as Clean India Campaign, Women's day, Road safety programme, Blood donation camps etc. for creating social awareness. LED, CFL and Fluorescent Tubes are used across the campus to conserve energy. CCTV Cameras for surveillance is available in the institution. Grievance Redressal Committee monitored the security practices in the premises. Institution takes efforts for 'Carbon Neutrality' through tree plantation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAHYADRI PARISAR SHIKSHAN PRASARAK MANDAL'S SHRI MANOHAR HARI KHAPANE COLLEGE OF ARTS AND COMMERCE, PACHAL AT, PO RAYPATAN TAL -RAJAPUR, DIST - RATNAGIRI, MAHARASHTRA
Address	At Po - Raypatan, Tal - Rajapur, Dist - Ratnagiri
City	Pachal
State	Maharashtra
Pin	416704
Website	www.khapnecollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mayappa Akappa Yellure	02353-223436	9403392105	02353-299181	mhkcollegepachal @gmail.com
IQAC / CIQA coordinator	Sanjay Vasant Nimbalkar	02353-299181	9420053499	02353-299181	snimbalkar7844@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	31-01-2017	View Document
12B of UGC	31-01-2017	View Document

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At Po - Raypatan, Tal - Rajapur, Dist - Ratnagiri	Rural	15.31	1009.41

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Marathi, Marathi	36	H. S. C. or Equivalent	Marathi	11	11
UG	BA,Hindi,Hindi	36	H. S. C. or Equivalent	Hindi	11	11
UG	BA,History, History	36	H. S. C. or Equivalent	Marathi	10	10
UG	BCom,Commerce,Financial Accounting and Auditing	36	H. S. C. or Equivalent	Marathi	120	37

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				1				7			
Recruited	1	0	0	1	1	0	0	1	7	0	0	7
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	1	2	0	3
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				7
Recruited	6	1	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	3	0	0	5
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	2	0	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	149	0	0	0	149
	Female	83	0	0	0	83
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	21	27	18	17
	Female	13	9	5	11
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	69	70	76	72
	Female	48	53	47	42
	Others	0	0	0	0
General	Male	70	63	41	36
	Female	32	36	50	45
	Others	0	0	0	0
Others	Male	4	7	8	8
	Female	8	7	6	8
	Others	0	0	0	0
Total		265	272	251	239

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution has proposed multidisciplinary/interdisciplinary courses to inculcate and promote academic growth and overall personal development among the students. In this interdisciplinary curriculum, few programs will be offered by the institution and the choice will be given to students to choose their own course of interest. The infrastructure and staff have been one of the few obstacles in implementing these courses, therefore the institution has started and is almost done with the availability of more infrastructure to provide ease of access and facilities to the students as for the staff requirement the number of faculty members were been recruited during past few months and years. To

	start an incubation center, technological development center, and industry-academia linkages for quality-based education the setting up of MERU (Multi-Disciplinary Educational and Research University) is the need of the day.
2. Academic bank of credits (ABC):	The institute is ready to implement the Academic Bank of Credits (ABC) based on the guidelines of the affiliated university. During the implementation of this ABC, a well-established digital database has to be developed to store the previously earned academic credits and achievements by the students along with a centralized database and the database of the college. These earned credits will be forwarded when students enrolled themselves into the program again. The creation of proper technical support for the real monitoring of ABC is of utmost importance.
3. Skill development:	The institution has conducted skill nurturing courses. The placement cell has been set up at the institutional level. Besides skill development, soft skills, personality development courses have been conducted in college.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	India is one of the most multilingual and multicultural country in the world and the varied languages and cultures are our heritage and legacy to pass on to the next generations. Considering its importance institution will focus on conducting courses at the institutional level to promote Indian Language and culture through curricula. In addition to the existing programs, efforts will be taken to promote the Indian knowledge system by introducing important aspects such as cultural studies, awareness of nature and heritage sites, field visits, visits to the forest, and natural and historical places as a part of the curriculum.
5. Focus on Outcome based education (OBE):	The main aim of this outcome based curriculum is to design the uniform syllabus for all the courses in all the affiliated colleges in the University of Mumbai, and for this the variety of different methods and skills of teachings like workshops, guest lectures, seminars, conferences, field visits, projects for students, industrial tours and field work, emphasis on research work, employability values, internships and apprenticeship programs has to be introduce at college level as per affiliated university guidelines.
6. Distance education/online education:	The institution will provide a facility to promote

	education through Online mode. It is proposed to establish a lecture capturing facility and provision other facilities required for online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	No
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	ELC set up is in progress and all the voters' awareness activities have been conducted by NSS and DLLE departments. National Voter's Day was celebrated. On this occasion, Essay Writing Competition, Rangoli Competition, Poster Presentation, rallies and programme on "Voting Awareness" themes.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Rally was organized in public places. A guidance session was organized on "Voter's role and Democracy" in collaboration with Election Branch Rajapur Tehsil. NSS arrived at the doorsteps of the voters and motivated them for voting under the title "Hoy Mi Matdaan Karnar" (Yes, I will vote).
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	New Voter's Registration program was organized in the institution for students above 18 years. The institution has taken efforts to register, Non-registered eligible students. Eligible students were registered in the current academic year by the institution and submitted to the Election branch Rajapur Tehsil. NSS has helped with the registration of Teaching Faculty for the Teacher's constituency.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
265	272	251	239	283

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

2 Teachers

2.1

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

Response: 12

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

2.2

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.00903	3.38392	2.96343	1.85923	1.14799

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

1. At the beginning of each academic session, college prepares its proposed academic calendar, which is uploaded in the college website. The proposed academic calendar is prepared according to the notices and circulars received from the affiliating university. Students are informed about the academic calendar of the college notifying the probable teaching days, dates of internal examinations, curricular, extension related and cocurricular activities.

2. Orientation programme is organized every year for newly admitted students to make them aware of the mechanism for curriculum delivery and implementation.

3. The college prepares the master routine and circulates it to different departments. Routine is prepared strictly in accordance to the number of credit points mentioned in the prescribed syllabus of each course offered by the departments.

4.Based on the departmental routine, departments conduct meeting for allotment of classes and syllabus distribution among the teachers. Students are given details of teaching assignment of each teacher at the beginning of a session by the department.

5. Based on the teaching assignments allotted in the syllabus distribution, teachers prepare their "teaching plans" according to the number of lectures allotted in the university syllabus for each topic.

6. Along with the traditional chalk and talk method, teachers often use powerpoint projections during the lectures to demonstrate topics.

7. Class tests and student seminars are held after completion of a section of the syllabus and periodic review of performance of students is undertaken.

8.Tutorial classes are held in some departments within class routine hours.

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

1.2 Academic Flexibility

1.2.1

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

Response: 4

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

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 24.81

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
82	79	0	82	82

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Our institution conducts various UG courses such as Marathi, Hindi and History under the program of Arts, and Financial Accounting and Auditing is under the program of Commerce. Cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values, and Professional Ethics are integrated directly or indirectly into the curriculum of almost all the courses offered by the institution.

Foundation Course is a compulsory course offered in all programs at the UG level. It is specifically designed to orient students to all four Cross-Cutting Issues. Thus all the students have an introductory exposure to Gender Equity, Environment and Sustainability, Human Values, and Professional Ethics.

Various departments discuss Gender, Environment and sustainability, and Human values. History courses integrate human values and gender sensitization.

Course offered in Commerce, mostly integrate Professional Ethics through. Environmental Studies is designed particularly to make awareness among students about Environment and sustainability.

The institute has a garden protecting fruit plants and rare herbal plants. It harbors many birds, insects, and butterflies. Apart from these, Tree plantation of indigenous trees and medicinal plants activities in the campus help to inculcate the concept of Environment and Sustainability amongst the students. Celebration of World environment day also implies environmental awareness.

Besides these courses, the cross-cutting issues are also integrated with the Curriculum through various certificate courses and co-curricular and extra-curricular activities conducted in the college. For example, English Speaking Course, Travel and Tourism Management, Marathiche Mudrit Shodhan Ani Lekhan Kaushalya, and Certificate Course in Business Administration integrate professional ethics.

Women Development Cell organizes events for Gender Sensitization. Most of the events organized by the National Service Scheme and Department of Life Long Learning and Extension deal with the cross-cutting issues of Gender, Human Values and Environment and Sustainability. Cultural Department integrates Human Values by organizing various activities such as the celebration of national festivals and birth and death anniversaries of great persons. Marathi and Hindi Departments incorporate human values by organizing Marathi and Hindi days.

1.3.2

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

Response: 70.94

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

Response: 188

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 43.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	115	109	90	109

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

2022-23	2021-22	2020-21	2019-20	2018-19
240	240	240	240	240

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 46.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	65	57	59	58

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

2022-23	2021-22	2020-21	2019-20	2018-19
126	126	126	126	126

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 26.5

2.3 Teaching- Learning Process

2.3.1

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

Response:

Teaching-learning process plays the vital role in the development of young mind. It is made students-centric college. The college has adopted the following student-centric pedagogical methods for enhancing their learning experiences.

1. **Experiential Learning Methods –**

- Feld Visit / Study tour
- Seminars
- Project Work
- Poetry writing
- Creative Writing
- Story Writing
- Compering and Proposing Vote of Thanks.
- Participations in workshop
- Recipe Competitions / Khana-Khajana

1. **Participative Learning -**

- Seminars
- Workshops
- Group Discussions
- Quizzes
- Literary Competition
- Language Days
- Mock Interviews
- PPT Presentation
- Interview Preparation
- National Days
- Sport and Cultural Events

1. **Problem-Solving Methods-**

- Projects
- Tutorials
- Practical's
- Accounting Exercises
- Mathematical and Statistical Data Analyses

Thus, the various methods of experiential, participative and problem-solving are implemented to ensure that students are more dynamic participants than passive recipients in the teaching-learning process. The college endeavors to make the teaching-learning process a two-way process and more interesting to students so that they can participate and enjoy it.

On the directives of IQAC, the teaching faculty of our college has been exploring innovative and effective methods of teaching to make teaching-learning process more interesting and student centric. During and after COVID-19 pandemic, teachers are making a blend of technology with traditional

teaching methods to kept students engaged in long-term learning. Information and communication technology (ICT) is used in education to support, enhance and optimize educational delivery.

Many of the classrooms including Principal cabin are well equipped with Internet/Wi-Fi. The departments have collected documentaries and audio-visual clips based on curricula. They have also prepared power point presentations on some of the topics taught in the classrooms. All the departments regularly use LCD as effective teaching-learning tool. The following ICT tools are used by the college Faculty.

- What's-app
- You Tube
- Google form , Google Quiz
- Google Meet, Zoom app, WebEx
- Video Lecture
- Audio Lecture
- Use of CDs and DVDs
- Short Films
- Documentry
- E Article, E Notes

These ICT tools incorporate the teaching-learning process more fruitful. Thus the college has adequate ICT infrastructure and frequently it as per the requirements of the time.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

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

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

2.4.2

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

Response: 45.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	6	5	4

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Transparency in mechanism of internal assessment:

Our college has developed the mechanism of internal assessment by making it more transparent and robust in terms of frequency and mode while observing the rules and regulations laid down by affiliating university. A concrete schedule of Internal and External Evaluation gets approved in the meeting of examination committee and displayed on notice board well in time. Every faculty communicates syllabus and pattern of internal evaluation and the schedule of project presentations well in advance. Students are transparently and regularly evaluated on the basis of internal tests. Teachers discuss answer papers of internal tests and schemes of marking for learner's better understanding. The college has constituted a separate Students Grievances and Redressal Cell Committee to address the grievances of students. Thus the transparent internal evaluation takes place.

Robustness in mechanism of internal assessment: The Academic calendar is prepared by keeping in mind the effective measures of its implementation. In addition to mandatory internal evaluation extra unit tests, , assignments, projects, viva-voce, tutorials, group discussions, seminars etc. are conducted. The assessed write ups and marks are communicated to the students along with corrections/suggestions for improvement. Students' overall conduct is evaluated by means of their behaviour and participation in classroom and extra-curricular activities

Mechanism to deal with internal/external examination related grievances : Our college has effective mechanism to resolve grievances related internal and external examinations. The mechanism is transparent, time bound and efficient. Following Systems are created to ensure submission of grievances and timely redressal of the same:

1) Student Grievance Redressal Cell

2) Examination Committee

3) Unfairmeans Committee

4) Suggestion/Complaint Box

The examination committee deals with the examination related grievances. Students having grievances submit applications to the Convener of the committee. The committee addresses the grievances and communicates to the concerned authority for a suitable action. The committee does not deal with sub-judicious cases. The college conducts first and second year examinations on behalf of the university while the third year examinations are conducted by the university. Hence, the grievances regarding college level examinations are attended to and resolved within a week's time while grievances regarding university examinations are communicated to the university examination committee in order to solve them. In case of university examination discrepancies if any in the question paper set by the university or in the hall ticket issued by the university, the examination committee of the college coordinates between the students and the university to rectify the same within the duration of the examination so that the students are not put to loss.

The grievances regarding evaluation work are redressed according to the rules and regulations of the University. If the students who are not satisfied with their evaluation, they can apply for a photocopy of the answer-book and revaluation within seven days after the declaration of result. The photocopy or revaluation report is given within fifteen days from the date of application. If the grievances are about university examinations then students can apply to Grievance Committee of University.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Our college offers different programs under the streams of Arts and Commerce at under-graduate level affiliated to University of Mumbai. It follows the curricula designed by Parent University. This curriculum has well defined Program Outcues (POs) and Course Outcomes (Cos). College has stated program outcomes and course outcomes which are not provided in the syllabi of the University.

The POs under the different programs of Humanities facility basically aims at developing personality of the students through language aptitude, human values and moral to fulfil the needs of society and to be a good citizen of country. The POs under the Commerce faculty are designed to make students competent in banking and finance sector and to develop entrepreneur attitude among them to compete with the globe. These POs and CDs are displayed on college website and communicated to teachers and students in the following ways:

- College follows the curricula of affiliating i.e. University of Mumbai and has a well-developed system for the communication of Cos, PSOs and POs.
- The College has clearly stated learning outcomes of all the programs and courses. At the initial stage both the semesters (odd and even).
- Every faculty explain the objectives and outcomes of every course so that the students can understand the basic importance of it.
- These outcomes are also communicated with parents in parent-teacher meetings.
- Students are counselled about the outcomes at the initial stage of academic year in regular classes by subject teachers.
- Internal Evaluation system ensure the attainment of course outcomes or program outcomes.

Thus, every possible attempt is made for communicating these program and course outcomes with the stakeholders.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Our college is affiliated to University of Mumbai under the faculty of Arts and Commerce which are meant for UG (Undergraduate) programs. College follows the curricula designed by Parent University for these courses. Of course, it has prepared the method of measuring Program outcomes and course outcomes that eventually upgrade the academic excellence. The attainment learning outcomes is calculated by using two methods: the direct method and the indirect method.

In direct method, student's performance in various curricular, co-curricular and extra-curricular activities at different level, internal examinations and external examinations held at the end of each semester. The questions of internal examinations are framed in line with course outcomes and the attainment is assessed

From the answer scripts. The result of the semester end examinations are used to measure their attainment of COs and POs.

In Indirect method, student's progression to higher studies and placement, awards and achievements in various competitions and activities are considered for the measuring the attainment of POs and COs. The assessment of Attainment of POs and COs is also done through feedback collected from the outgoing students at the end of the program by means of farewell speech or passing remarks. It has also been measured by the employer's feedback form.

The consecutive growth not only in the passing percentage of students but the qualitative performance of students in university examination effectively underscores the attainment of program outcomes, program Specific outcomes and course outcomes

 Evaluation of program outcome is made on the basis of his/her being employed, self-employed and entrepreneur. A good number of students have been made progression for higher studies and placement. Few of our students have set up their own business. Some of our students are working in various fields. Thus, attainment of program outcomes and course outcomes are evaluated by the Institution.

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

2.6.3

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

Response: 74.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	66	71	64	58

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

2022-23	2021-22	2020-21	2019-20	2018-19
82	69	73	72	94

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.71

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.50	0	0	0.52

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

India is one of the most multilingual and multicultural country in the world and the varied languages and cultures are our heritage and legacy to pass on to the next generations. Considering its importance institution will focus on conducting courses at the institutional level to promote Indian Language and culture through curricula. In addition to the existing programs, efforts will be taken to promote the Indian knowledge system by introducing important aspects such as cultural studies, awareness of nature and heritage sites, field visits, visits to the forest, and natural and historical places as a part of the curriculum.

3.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 2.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	4	4	6

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

3.3.2

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

Response: 0.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	3	4	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

The institution being located in economically backward and hilly region of Konkan in Maharashtra, along with academic uplifting of students, institute realized the need to sensitize the students about social, cultural and environmental issues. The institution has created healthy relationship with neighbourhood community through various extension activities. For planning and distribution of work under extension activities following committees are mainly considered these are National Service Scheme (NSS), Department of Lifelong Learning (DLLE), and Women Development Cell (WDC).

College NSS unit contribute maximum in extension activities, in last five years NSS unit has cultivated 1100 saplings in vicinity area of Pachal, provided HB testing service to students, Street play is strong side of NSS unit and it carried out 11 street plays with participation of 120 volunteers. NSS unit has constructed 5 check dams on various streams in Pachal area and contributed in water conservation activity. A total of 10 rallies on various social and environmental issues generated awareness amongst

local people about social and environmental problems. A total of 30 soak pits were prepared for proper disposal of waste water in needy villages. NSS has organized 15 cleanliness drives which developed positive mind-set in people about cleanliness. NSS Volunteers participated in leadership camps for the development of leadership qualities and entrepreneurship skill in them. Residential camp of seven days at adopted village is one of the major program and in last five years over all 216 volunteers participated in it. In these 7 days camp, volunteers spend their time upliftment of village infrastructure by contributing in road constructions, soak pits, and check dams and other required activities as per demand from villagers. NSS unit has worked during difficult period of COVID 19 and supplied grocery, and masks to needy and poor people residing in remote places in hilly regions. In all these programs they have worked with almost all government and semi-government agencies.

NSS unit of college received following awards from University of Mumbai - Best NSS Unit award and Best Programme Officer awards for their efforts taken in extension activities in Ratnagiri district.

WDC organized program for Gender Sensitisation, Women Empowerment and Prevention of Sexual Harassment. DLLE contributed in social awareness in Pachal area.

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

3.4.2

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

Response:

In last five years, the Institution has organized various extension activities in vicinity area of Rajapur taluka in general and Ratnagiri district in particular. These extension activities have received recognitions and appreciation from various government and social bodies.

The Institution received Best NSS Unit Award and Dr. Vikas Shankar Patil received University level Best NSS Programme Officer by NSS department of University of Mumbai in the year 2018-19 as well as in the year 2019-20 for his contribution in various programs and activities under the banner of NSS. Dr. Sudhir Waghmare, NSS programme officer recieved Shourya Award by Rajapur-Lanja taluka Nagarik Sangh, Mumbai for saving cow. Dr. Ashok Patil (DLLE) got appointed as district coordinator by the University of Mumbai. NSS, DLLE, WDC, and various other departments received letters of appreciation from the District level as well as state-level bodies for their contribution to extension activities and social awareness.

Dr. Pramod Meshram recieved Mahatma Phule Award by Ambedkarite History Association.

The Institution received National Best Intitute in Extension Activities Award By Avishkar Research Foundation, Solapur.

NSS contribution during COVID-19 in making and distributing masks to local people, and distributing of grocery to COVID-affected villages was recognized by local government bodies and villagers.

The students participated in "Swachha Bharat Abhiyan, Say No to Plastic Abhiyan, 'Voters' awareness was appreciated and recognized by people of Pachal.

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

3.4.3

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

Response: 22

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	6	3	3

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship,

on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 7

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the college- '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'.

At the beginning of the academic year need-assessment for replacement / up-gradation / addition of the existing infrastructure is carried out based on the suggestions from Heads of the departments, after reviewing course requirements, computer-student ratio, budget constraints, working condition of the existing equipment and also students' grievances. The Time Table committee plans ahead for all requirements regarding classrooms, furniture and other equipment.

- Optimal deployment of infrastructure is ensured through conducting workshops/awareness programs/training programs for faculty on the use of new technology.
- Effective utilization of infrastructure is ensured through appointment of adequate and well qualified technicians/system administrator.
- The optimal utilization is ensured through encouraging innovative teaching – learning practices.
- The available physical infrastructure is optimally utilized beyond regular college hours, to conduct co-curricular activities / extra – curricular activities, parent teacher meetings, Campus Recruitment Training classes, meetings, seminars, conferences etc.

Institute have 15.31 Acres (5.57.00 Hectare) campus area and Main Building occupying well equipped 1009.41 sq. m. classrooms, Different departments, Office, computer room, library, cultural hall, Ladies Common room, Canteen, parking, and Sports Ground is available.

Office and administration

Educational institution has office space- 106.32 sq. m., Principal Room- 15.07 sq. m., Administrative Room- 15.07 sq. m., Staff Room- 30.89 sq. m., NAAC office and exam room- 6.32 sq. m., store room- 5.51 sq. m. office - administrative space. This aids front office operations.

Classrooms

Educational institution has 08 classrooms.

Computers and Equipment:

Institution has total 12 computers, 2 laptops, 2 LCD projectors, 07 printers 01 Xerox machine, and 1:18 student-to-computer ratio. Institution has sufficient CCTV. Examination setup include one computer, CCTV, Xerox machine, ledger printer and colour printer, Internet and Wi-Fi connection. Institution has one 3-phase and two 1-phase electrical connection with inverter for uninterrupted power supply.

Computers Lab:

Computer lab has total 5 computers with broadband internet and Wi-Fi connections.

Library:

College have central library with partially automated with KOHA Integrated Library Management Software and OPAC comprises 8341 books, 23 Printed journals, 01 E-Journal and 07 Newspaper in 53.50 sq. m.. 02 Desktop Computers with Internet for staff use, 02 Desktop Computers with Internet for Library Users, 01 Bar code reader, 01 Laser Printer, 01 Wi-Fi Router, 01 CCTV Camera .

Institution has following additional infrastructure facilities:

1. Sports Activities:

It has adequate facilities for sports, games. There are large playgrounds.

NSS, DLLE, WDC, and Store room have adequate space at institute.

2) **Cultural Activities:** Cultural / Multipurpose Hall has area of 174.36 sq. m. and with seating capacity of 100 students. It is equipped with all required setup.

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

4.1.2

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

Response: 28.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.41320	0.31889	1.37571	0.71445	0.52772

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library is integrated knowledge resource centres comprising in an area of 53.50 sq. m., with 8341 books, 24 periodicals / journals, references, journals and CD-ROMs, in Library.

It is partially automated using Integrated Library Management System (ILMS) computerized with KOHA Open Source Software from the year December, 2022. Previously, library was partially automated using LIBRERIA Library Management Software until 01 April 2021.

It has access to books. Under this service online Public Access Catalogue is available in Campus. The Library maintains the right atmosphere for learning. Library reading room is a provision for students and teachers studies.

It subscribed 23 journals and Magazines along with Hardcopies and 01 E-Journal and newspapers for general reading. Library also have got permission to use electronic database "Dnyansagar" for providing reference materials. Library also supports researchers and staff to use Shodhganga for Ph.D. Theses and Shodhgangotri for Ph. D. Synopsys.

The library also houses rich reference Collection viz., Encyclopaedia Britannica, Encyclopaedia Bharatiya Sanskritikosh, Marathi Vishwakosh, Bharatiya Samaj Vidnyan Kosh, and Debates on Indian

Constitution, Dictionaries, Atlases and other reference material. Library also include dissertations, doctoral theses and project reports on various subjects. The library also provides access to Internet as well as CD/DVD based electronic resources. Provision has also been made to allow downloading/printing of material from these resources. It has ICT infrastructure with adequate bandwidth for fast and seamless access to Internet. Library functions under Advisory Committee for decision-making.

Library Management Software Modules:

Acquisition: Facilities available, Acquisition of Books, journals, record and Item edit and Delete etc.

Cataloguing: Facilities available , Cataloguing of Books, Serials, CD DVD Online Resources, search facility by keyword, Author Name, Title of the source, subject, Barcode, shelving location, ISBN, ISSN, Language, Publisher name, Place, Date etc.

OPAC in Campus (Online Public Access Catalogue): Keyword Search, Title and Author Search, Subject, ISBN, ISSN, Series, Call Number etc.

Circulation: Issue-Return, Renew, over- due charges, Reserve a book.

Serial Management: Suggestion, Master Database, Subscription, Check in of particular issue, Reminder.

Reports: Accession Register Report, Subject wise, Department wise, Collection wise, Students report etc.

Administration: Creating Master Rules and Policies, Transactional Rights of the system.

Following services are available:

Library hosts several events to encourage reading culture among readers:

1. Dr. S. R. Ranganathan's Birth Anniversary.
2. P. N. Panikar's memorising Reading Week
3. Free WI-FI, internet access, download and printout facility have been provided.
4. Reprographic facilities.
5. Organization of Book Exhibitions/Display of new Arrivals books.
6. Gold Card Scheme for merits students for enhancing reading habits.
7. Best Reader Award for three students.
8. Essay Competition.
9. Book Review Completion
10. System of recommendation for purchase of books through Departments.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institute has IT infrastructure covering all academic departments, the library, the examination department, principal cabin, NAAC Room, and the administrative section. Regular updates are made to meet the needs of curricula, software, library services and other departments. The LAN network consists of twelve desktop units and two laptops connected to the internet through BSNL's Fiber Broadband Internet Connection and RailTel Corporation of India (Konkan Broadband Service) at 60 Mbps and 50 Mbps respectively. Wi-Fi is accessible to all. Microsys Software (Principal 9.0) is used for admission purpose in the office, Examination department is also use microsys software seperately for functioning all kinds of works related to examination and preparing grade cards. College and library maintains and updates the website regularly. The library has KOHA Library Management Software with OPAC option and all kinds of required modules.

Office: The office has two computers, with two laser printers, and high-bandwidth internet. This aids front office operations. Administrative office have 02 Broadband Internet Connections and Wifi , 02 CCTV Camera, 01 Inverter and Battery Backup, exam and admission Software.

Examination: For college exams, separate dedicated setup with computer and high-bandwidth internet is available. For Mumbai University exams of T.Y. B. A. And B. Com., there is separate provision for Exam paper delivery system in the Principal cabin. Question papers are provided online by the parent university, downloaded and printed by the college examination department, and administered securely through login and password mechanism.

OSM: The College has facility for On-Screen Marking (OSM) of university exams through OSM System provided by University of Mumbai, with four computers and ample internet bandwidth to support the smooth functioning of OSM operations.

Library:

College have central library with partially automated with KOHA Integrated Library Management Software and OPAC, 02 Desktop Computers with Internet for library staff use, 02 Desktop Computers with Internet for Library Users, 01 Bar code reader, 01 Laser Printer, 01 Wifi Router, 01 CCTV Camera.

The Koha software facilitates modules for acquisition, cataloguing, circulation, and preparing reports. The library offers access to e-books and e-journals open-source resources. Academic users can access two computers with good internet.

NAAC/ IQAC Department:

01 Laptop, 01 Color Printer, 01 Ledger Printer.

Smart Room:

01 Laptop, 01 LCD Projector with internet and Wi-Fi.

Classrooms and Seminar Hall

Educational institution has 08 classrooms and 01 Seminar hall/Cultural hall, these classrooms are equipped with Wi-Fi, and Seminar hall also have Wi-Fi facility and fibre connectivity with 1 LCD projector and required sound system.

Computers Equipment:

Institution has 12 computers, 2 laptops, 2 LCD projector, 07 printers 01 Xerox machine, and 1:18 student-to-computer ratio. Institution has sufficient CCTV. Examination setup include one computer, CCTV, Xerox machine, Laser printer and colour printer, Internet and Wi-Fi connection. Institution has one 3-phase and two 1-phase electrical connection with inverter for uninterrupted power supply.

Open space: The institute provides Wi-Fi connectivity to all faculty and staff members, and students within open space. This facilitates academic pursuits and project work, enhancing the learning experience.

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

4.3.2

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

Response: 18.93

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

Response: 14

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 71.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.59583	3.06503	1.58772	1.14478	0.61977

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 36.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	61	69	113	166

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

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 18.7

5.1.3.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
32	171	24	18	0

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 6.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	2	4	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	68	71	54	33

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

5.2.2

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

Response: 0

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 0

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at*

national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	1	5	6	7

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

5.4 Alumni Engagement

5.4.1

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

Response:

Registration is in progress.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The college follows its vision and mission to serve better for students. The governance of the college matches vision and the mission of the college. Our vision and the mission are as follows:
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 selfemployment 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 theemerging global situation.
5. To create the feeling of corporate life among the students.

6. To create social awareness among the students inorder to equip their minds for the feeling of sucularism anduplift the underprivileged culturally and socially.The college follows its vision and mission to serve better for students. The governance of the college matches vision and the mission of the college.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The College is permanently affiliated with the University of Mumbai and is governed by theSahyadri Parisar Shikshan Prasarak Madnal, Pachal. The College has three–tier systems for its governance such as Governing Body at the Sanstha level, Principal, HoDs, Office Staff, and IQAC at the college level; the College Development Committee is the apex body of the college.

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

The administrative setup of the college consists of the Principal followed by the   Head Clerk, Senior Clerk, Junior Clerks, Attendants and Peons. The organization of the department includes the Head of the department and faculties of stages 1, 2, 3, and 4. The formal organizational structure of the library staff includes the Librarian and Attendant.

Appointment and Service Rules:

The appointment of the faculties is carried out in two different ways in the college:

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

2. Temporary posts (Non Grant) are recruited at the local level by the Governing Body.

The college follows the rules and regulations laid down by the University of Mumbai, the Government of Maharashtra and UGC.

Procedure:

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

Perspective plan from 2018-19 to 2022-23

- To introduce new subjects.
- To open B P Education to train the physically skilled local students.

- To develop properly Auditorium.
- To develop Library with more space and IT intervention.
- To make available transport facility to attract students.
- To appoint lady teachers.
- To register the Alumni Association.
- To introduce vocational courses.
- To improve canteen, common room, toilet and sports & games facilities.
- To introduce a course in Functional English.
- To organise inter-state excursion for students.
- To strengthen research facilities and motivate the faculty members to undertake minor/major research projects and publications.
- To organize national, international and state level conferences, seminars and workshops on research and quality related themes.
- To establish functional MOUs, collaboration, linkages with different industries and institutes for academic exchange purpose.
- To take initiative for the development of eco-friendly and green campus.
- To establish well-structured feedback system.
- To improve infrastructure facilities.
- To conduct extension activities with the help of local community and other stakeholders through NSS, WDC and DLLE.
- To strengthen Competitive Exam Center and Placement Cell and organize capus placement.

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

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare Measures: The College offers a number of welfare schemes to all the teaching and nonteaching staff to ensure and enhance their work culture and efficiency as follows

1. Monthly installment of the provident fund is contributed to the PF facility on behalf of the teaching and non-teaching staff.

2. Library facility for researchers

3. Duty leave

4 Medical leave

5. Maternity leave

6. Computer laboratory with internet connectivity for research work of faculty members

7. Medical reimbursement facility

8. Insurance premium is deducted from the salary by the college

9. Birthday celebration of teaching and non-teaching staff

10. Felicitation of staff for their achievements

11. Management of the Institution, Faculties, Alumni, and non-teaching staff's get-together program on College Foundation Day.

14. Financial assistance was given to the peons for uniforms.

Sr. No.	Name of the Scheme	Beneficiaries				
		2018-19	2019-20	2020-21	2021-22	2022-23
1	Duty Leave	40	26	14	32	47
2	Medical Leave	25	12	25	74	36
3	Earn Leave	209	137	151	160	95
4	Paternity Leave	0	0	0	0	0

Performance Appraisal System:

The college has a system of performance appraisal in the form of an Academic Performance Indicator (API) for the teaching staff following the guidelines of Mumbai University and UGC Regulations. All the faculties are issued academic diaries at the outset of every academic year for evaluating their academic performance. These diaries are collected by the Principal at the end of the academic year for assessment purposes and accordingly, suggestions and recommendations are given as per the requirement. For the purpose of the Career Advancement Scheme, IQAC coordinators and members scrutinize the API score of the eligible faculties for promotion.

During the academic year 2020-21 due to the Pandemic situation, the Principal has collected monthly reports of online teaching and participation in seminars, conferences, workshops, FDP, Orientation Programs, Refresher courses, and Short Term Courses. Online reports are also collected regarding research publications, co-curricular and extra-curricular activities of various departments and committees.

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

6.3.2

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

Response: 13.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	0	0	0

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

6.3.3

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

Response: 16.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	6	2	1

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Internal audit done continuosly every year by Chartered Accountant.

Agencies/Funds	Years				
	2018-19	2019-20	2020-21	2021-22	2022-23
Government of Maharashtra Salary	12465437	16908852	18561108	22178575	23404282
Admission, tuition fees and other fees	514725	741400	64723	635215	999123
Government Scholarships	194217	1000472	86635	117954	113128
Minor Research Project		26000		63500	30000
NSS Grant received	59760	22290	56738	30338	
I.C.S.S.R.(Books Grant)	25000	25000	25000	25000	25000
B.C.Book Bank Scheme	10120		9307	8250	11760
Grants received for I.C.S.S.R(National Conference)		35000	15000		70000
S.T.Pass Fund	3000	4000	12000		1000
Financial Assistance to				15000	

poor Students					
Subhadrabai Shikshan Sanstha					5000
Total	13272259	18763014	18830511	23073832	24659293

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The college established the Internal Quality Assurance Cell IQAC on 05/08/2005 for pursuing quality enhancement, quality up-gradation, assessment, and accreditation. After the establishment of IQAC, it has become instrumental in suggesting a number of quality improvement measures for the college. IQAC initiatives for institutionalizing best practices are given in the following way:

- Establishment of ICT-facilitated classrooms.
- IQAC plays a vital role in inculcating research culture in the college. As a result, 64 research papers have been published in National and International Journals, UGC care listed journals, proceedings of seminars, 10Chapters published in books. and 2 papers presented in Seminars.
- The College has organized 10 National/ International Seminars, Conferences, and Workshops.
- The college has established functional 7 MoUs for academic purposes with other colleges.
- IQAC has organized a training program for faculties on the topic "Preparation for NAAC"
- The College reviews its teaching-learning process, structure, and methodologies of operations and learning outcomes quarterly in the IQAC meeting. Following are two examples of institutional reviews and implementation of teaching-learning reforms facilitated by IQAC

1. Gradual development in the use of ICT tools in the teaching-learning process-

For the enhancement of the teaching-learning process, the IQAC has taken efforts to motivate the faculties to use optimum ICT tools for the teaching-learning process and in regards to this provided the ICT facilities in the College. The IQAC has organized training sessions for faculties on the use of ICT tools in teaching. IQAC motivates faculties to start their own educational YouTube channels for online teaching and video lectures which is implemented.

2. Teacher's Academic Diary-

The success of effective teaching can be achieved through proper planning; therefore, each teacher is provided with an academic diary consisting timetable, annual teaching plan, the total workload of the department, all types of leaves, syllabus completion summary, and other academic and administrative responsibilities. In the academic year 2020-21, due to the Pandemic situation instead of maintaining the record in the academic diary, the faculties were asked by the Principal to send their online teaching and other work's weekly report. This report was initially verified by the Principal for final evaluation.

3. Review of Student's Learning Outcomes:

Student's learning outcomes are reviewed through class tests, assignments, class seminars, project work, open book tests, internal assessment tests, and semester-end University exams. University result analysis is done semester-wise at the department level and is discussed in IQAC and CDC meetings for further improvement and implementation which is helpful to identify slow and advanced learners.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution has done Gender Audit for last five years.

Gender equity and women empowerment is an integral part of each activity of the institution. The institution has formed Women Development Cell which conducts various activities which promotes gender equity to all students. N.S.S. unit of the institution conducts activities in nearby places and organizes awareness programmes to give this universal value to the society. The goal of all activities and facilities is to ensure women for full and effective participation and equal opportunities at all levels and in each sector and to strengthen their abilities.

(a) Facilities for women in the campus:

- Strict implementation of anti-ragging.
- CCTV surveillance.
- Common Room.
- Provision of complaint box.
- Sanitary Napkins Vending Machine.
- Female teacher/s accompany during out-station activities.

(b) Counseling:

- Grievance Redressal Cell for students and teachers.
- Internal Complaint Committee for students and teachers.
- Counseling and Placement Cell for career counseling and guidance to students.
- Women development cell to discuss and solve various issues of female students.

(c) Major Initiatives:

- Celebration of Birth Anniversary of Krantijyoti Savitribai Phule and International Women's Day by organizing motivational sessions for girl students to pursue higher education.
- Self-defense workshop.
- Organization of various competitions to provide a platform and to give motivation to learn various skills.
- Essay writing competition on the topics of women empowerment.
- Guidance sessions and workshops on Health, Hygiene and security.

- HB testing camp as a yearly practice.
- Celebration of Women's Day.
- Awareness programme on health, hygiene during menstrual cycle.
- Lecture on "Save Girls".
- Lecture on "Women's Empowerment".
- Lectures on Female Foeticide.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The various activities conducted by the institution and initiatives taken by various departments and committees of the institution creates an inclusive environment for every stake holder of the institution.

Initiatives and Practices:

- Cultural dept of the institution celebrates various birth and death anniversaries of great personalities by organizing various activities, competitions for students and faculties. It creates positive interaction among people of all different races and cultural background.
- N.S.S. department of the institution conducts various social awareness programmes, camps, group activities throughout the year, which helps to develop unity among students irrespective of their sex, caste and socioeconomic background.
- Group performances in cultural programmes and group activities of. Departments like N.S.S. create friendliness among all students irrespective of their background.
- All departments celebrate various national and international days by taking involvement of students of different background.
- The grievance redressal cell of the institution deals with grievances without considering anyone's racial or cultural background.
- English, Marathi and Hindi languages are used for teaching, so students from any region or any environment can easily understand the concepts.
- Linguistic harmony is maintained by celebrating respective language days like "Hindi Pakwada", "Marathi Bhasha Diwas" etc.
- In annual cultural days, students celebrate traditional day and give respect to all cultures.
- The institute organizes "Saraswati Poojan" and Navaratri. Students from all cultural and religious

background participate in it.

The institution gives equal importance to values, rights, duties and responsibilities of citizen along with strong academic foundation. The ultimate aim of the institution is to develop good citizen of India.

Initiatives and Practices:

- The institute celebrates Independence Day, Republic Day of India, birth and death anniversaries of freedom fighters and constitution day.
- The institute organizes lectures on the topic of rights of women and provisions in Indian law.
- All committees and departments of the institution works on the principal of equality and democracy.
- During the pandemic period, N.S.S. department and volunteers distributed grocery to needy persons of Pachal area. N.S.S. department manufactured masks and distributed in the neighbouring villages.
- Faculties of the institution organized guidance sessions on Indian Union Budget, etc.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

1. Title of the Practice: **Best Reader Competition:-**

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 need of creating awareness of reading culture. The use of library books become very less.

Hence, it was required for the intervene in this practice so that the practice 'Best Reader Competition Award' be made more useful for students. This practice continuously implemented every year.

3. Objectives:

- To encourage students to develop reading habit for lifelong learning.
- To provide a learning environment that encourages intellectual exploration and active learning.

- To serve as an information center for students.
- To provide resources and activities that support college curriculum and represent a diverse range of experiences and perspectives.
- To provide books that teaches to students ethically living and understanding a variety of information, sources, and technologies.

4. The Practice:

In this innovative practice the following was done:

Ten students list was created as per circulation report those who mostly issued books. That books should be from reference, text, fiction, drama, historical, and miscellaneous books. Name of students were displayed on notice board and called for the interview. Interview was based on students' knowledge from the issued books. After evaluation of interview first three students were selected for best reader award. This best reader award certificate was given on the occasion of annual gathering.

5. Obstacles faced if any and strategies adopted to overcome them:

The main obstacle in the way of running this practice initially, all students were not participated in this practice. Some students were issued only study books, not other reading books. We always made contact to students for the use of books and overcome the obstacle.

6. Impact of the practice:

This practice brought drastic changes in use of library books by the students. Through this practice positive impact were seen among the students. Circulation of books and use of reading room were increased.

7. Resource required: This practice did not require any additional resources.

Best Practice- II

1. Title: Women Empowerment

2. Objectives:

- Women empowerment.
- To provide platform to girl students to improve their skills.
- To maintain and strengthen the status of women.
- To give values of gender equity to male students.

3. Context:

The women empowerment is the need of the society and overall development of any nation. The institution takes initiative, organizes activities and programmes to inculcate these values among students and various stakeholders of society.

4. The Practice: The institute has Women Development Cell (WDC) to fulfil above objectives. WDC

organizes various activities throughout the year. The activities conducted by WDC, NSS and other departments and committees are as follow:

- Financial support to needy girl students for S. T. Bus pass.
- Rangoli competition on female foeticide topics and other social issues.
- Celebration of Birth Anniversary of Krantijyoti Savitribai Phule and International Women's Day by organizing motivational sessions for girl students to pursue higher education.
- Organization of various competitions to provide a platform and to give motivation to learn various skills.
- Guidance sessions and workshops on Health, Hygiene and security.
- HB checking camp as a yearly practice.
- Celebration of International Women's Day.
- Lecture on "Women's Empowerment".
- Lectures on Female Foeticide.

5. Evidence of Success:

- 38.11% girl students' population.

6. Problems Encountered and Resources Required:

- The WDC is unable to organize more programmes due to lack of financial resources.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Our institution is situated in remote, hilly and economically backward area of Konkan region. The institution considers, it as a moral responsibility to use our expertise for overall development of the society. For the welfare of the society, institution takes extensive efforts by conducting various extension activities in which we use expertise of our faculties and other stake holders. Extension activities and outreach programmes is the distinctiveness of the institution. Following are the major sectors in which the institution has given remarkable contribution.

1. Social Contribution:

- AIDS Awareness Campaign as a yearly practice of N.S.S. unit.
- Celebration of Road Safety month by organizing street plays, essay competition, short film competition, poster presentations, lectures etc.
- Strengthening Public Library Movement by opening library of Raypatan village.
- Making and distribution of masks in villages of Rajapur Tahsil during covid 19 pandemic period.
- Distribution of grocery in adopted village during lockdown period.
- Organization of Vaccination Drives for citizens of Pachal area during pandemic period.
- Collection, Preservation and conservation of local folk literature.
- Blood donation camps.
- Celebration of Constitution Day.
- Street play to create awareness on social issues.
- Students of the institution worked as Covid Yoddha during Covid-19 pandemic period.
- A total of 10 rallies on various social and environmental issues generated awareness amongst local people about social and environmental problems.

2. Green Initiatives:

- Active initiatives in Cleanliness Campaign "Swaccha Bharat Abhiyan" of government of India.
- Plantation of 1100 plants at different places of Rajapur Tahsil. Conduction of Street Plays for creating awareness about tree plantation.
- Construction of 5 Vanrai Bhandhara (check damps) as every year practice in adopted villages and at Raypatan Village.
- Creation of 30 soak pits and in neighbouring villages as a yearly practice.

3. Organization of Skill Enhance Programmes:

- Organization of Yoga Training programmes for college student.
- Organization of 7 days residential camps in adopted village. All activities of camps give value education to the volunteers.

4. Environmental Awareness Campaigns:

- Awareness Campaign through rally and Street play of Cleanliness Campaign "Swaccha Bharat Abhiyan".
- "SAY NO TO PLASTIC" drive and awareness campaign in area of Pachal and adopted village and nearby villages by organizing street plays, rallies etc.

5. Academic Extensions:

- Faculty members of the institution deliver lectures in other colleges and in neighbouring schools.
- Faculty members of the institution upload lectures on YouTube and students gets benefits of it.
- Faculties work on research projects which are based on social issues.
- Faculties works as subject experts for interviews and judges for various competitions at other colleges.
- Organization of essay writing, elocution competitions on social issues.
- Faculties of the institution work as a resource person for various national and international conferences.

6. Outreach programmes on Gender equity and Women Empowerment:

- Guidance Sessions on "Women's Safety".
- Organization of HB testing camp for girl students as a yearly practice.
- Guidance lecture on "Save Girls" and "Women Empowerment".

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

1. The institution allows students to pay fees in installments and financial assistance is also provided to needy students by faculties and alumni of the institution.
2. The institution has made agreement with the Government and provided land of 9.39 acres for sports complex.
3. N.S.S. Area Coordinator, DLLE District Coordinator, etc.
4. Faculties of the institution give their contribution at University level paper setter and assessors, syllabus setter and members of those committes etc.
5. Along with academic duties, teaching and non-teaching faculties of the institution gave their social contribution during covid 19 pandemic period by working as Covid Yoddha. Students also helped people by distributing grocery and masks during pendamic period.

Concluding Remarks :

While appearing for the 3rd cycle of the accreditation, the institution continued its progress in last years and has made accomplishments of all major recommendations by the peer team of 2nd cycle of the accreditation.

The total number of certificate courses has reached 16 from 4 in the previous cycle. Day-to-day's teaching are strengthen by various activities and competitions. Faculties of the institution adopted new technologies for teaching leaning process and posted many curriculum related videos on youtube.

Outreach programmes by all departments and committees like NSS, DLLE, WDC aware people about many social topics like Planatation, gender equity and motivate young generation of rural part for higher education.

In all aspects, the institution is giving its best for overall all development of the students and the society.

The visit of eminent personalities helps in boosting enthusiasm among the students and the faculties.

Alumni registration is in progress and helping during the assessment period and have contributed for college development in the form of donations.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :4 Remark : DVV has made changes as per prescribed format shared and supporting link shared in SSR and value have been downgraded due to repetitive names.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification:

<div>

2022-23	2021-22	2020-21	2019-20	2018-19
61	66	65	62	69

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57	65	57	59	58

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

2022-23	2021-22	2020-21	2019-20	2018-19
126	126	126	126	126

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
126	126	126	126	126

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded in 2.1.2.1 due to excess of seats in reserve category.

</div>

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

3.1.1.1. **Total Grants from Government and non-governmental agencies for research** |

projects / endowments in the institution during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.85292	0	0	0.65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.50	0	0	0.52

Remark : DVV has made changes as per supportings documents shared in SSR as per below link
https://assessmentonline.naac.gov.in/storage/app/hei/SSR/103901/3.1.1_1711021938_9131.pdf

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	4	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has considered input value as "0" as we have not received geo tagged photographs as per supporting documents shared in SSR.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	20	12	17	7

Answer After DVV Verification :

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

| 8 | 7 | 4 | 4 | 6 |

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as those publication were not UGC Care.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	2	5	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	3	4	0

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as those publication were not having ISBN Number.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	6	3	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	6	3	3

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded day celebration like yoga day, voter day etc,..

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	1	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has considered input vale as "0" as we those awards were from intra or inter collegiate.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	31	24	24	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	1	5	6	7

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as event under same date to be counted as one. |

| 6.3.2 | **Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	19	10	0	0

Answer After DVV Verification : |

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	0	0	0

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded financial support is less than Rs. 2000.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	6	2	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	6	2	1

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 11 Answer after DVV Verification : 12