



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**R. E. SOCIETY'S R. P. GOGATE COLLEGE OF ARTS AND
SCIENCE AND R. V. JOGALEKAR COLLEGE OF
COMMERCE, RATNAGIRI**

ADV N V JOSHI ROAD NEAR DISTRICT COURT, RATNAGIRI
415612

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1945 and affiliated to University of Mumbai, R.P.Gogate and R.V.Jogalekar College, Ratnagiri is the first college of higher education in the Konkan region in the state of Maharashtra. Its parent institution, Ratnagiri Education Society, was founded by Shri. Baburao Joshi and Smt. Maltibai Joshi with a vision to provide modern education to the youth of Konkan region at affordable cost for their all-round development. Their successors including the present president of the Society Hon. Mr. Shripad Naik (Ayush Ministry, Govt. of India) and the chairperson of the Governing Body, Smt. Shilpatai Patwardhan (Senate Member, University of Mumbai) have strived their best for human resource development of the Konkan region through education.

The college has undergone three cycles of accreditation by the NAAC in the past and currently accredited with 'A' Grade at a CGPA of 3.31. The College was recognized as the "**Best College**" by the affiliating University in the year 2009 and as a "**College with Potential for Excellence**" by the University Grants Commission, New Delhi under the XIth and the XIIth plan. It has also received ISO certification (9001:2015) for all science departments which are also supported by the DST-FIST scheme.

The College IQAC established in the year 2000 has been functioning as a catalyst for many processes about quality sustenance and enhancement. The recommendations made by the NAAC peer teams have always directed the succeeding perspective plans and majority of them have been implemented with priority.

Vision

To empower the young masses with quality higher education at affordable cost and to enrich the environment through their creative and constructive deeds.

Core values of the institution

1. SOCIAL RESPONSIBILITY
2. QUEST FOR EXCELLENCE
3. MUTUAL UNDERSTANDING
4. COOPERATION
5. ENVIRONMENT CONSCIOUSNESS
6. INCLUSIVENESS
7. TOLERANCE
8. PEACE & NON-VIOLENCE

Mission

To provide our huge and diverse young human resources with knowledge, skills, values and opportunities at affordable cost to:

1. help them realize their hidden talents and true potential in order to bring them joy and success &
2. enable them to become cultured, creative and constructive citizens in order to enrich their natural, cultural and socio-political environment.

Our Objectives

1. To provide through affordable conventional degree programmes the basic higher education to majority of the second generation learners of this underprivileged region who are socio-economically as well as educationally weak.
2. To develop global competences and higher order skills among aspiring students by offering advanced professional UG, PG & doctoral programmes as well as value added courses.
3. To train and retrain the faculty to conduct all the curricular, co-curricular and extra-curricular activities as student centred, meaningful, fruitful and quality endeavours.
4. To equip the students, teachers and non-teaching staff with advanced infrastructure and E-Systems to make the college a College with Excellence
5. To create research culture among the students through periodic well designed research activities for all classes.
6. To encourage and facilitate research and extension activities related to regional issues.
7. To organize variety of exposure activities through various agencies and platforms to provide opportunities for identification of individual talent, interests and inclinations of the students of diverse kinds.
8. To empower the female stakeholders by providing safe and secure ambiance and supportive systems, opportunities and facilities to attain their optimum potential and become valuable assets of the society.
9. To inculcate among the youth a strong belief in core values such as peace, co-operation , non-violence, tolerance, liberty and equality in order to make them socially and globally responsible and Eco-friendly citizens.
10. To expose the students to the rich history and culture of India for creating genuine respect for our country and its rich varied heritage.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. One of the oldest and biggest colleges in Konkan with high reputation owing to its selfless service,academic leadership, value oriented education and transparent governance.
2. Institution presently led by persons holding positions such as a Union Minister, a Senate Member and a member of Academic Council of University of Mumbai and leading in a variety of domains like education, judiciary, medicine ,politics, social service and industry.
3. Ambience conducive to higher learning, research, recreation and value inculcation.
4. Academic flexibility catering to diverse needs.

5. Only institute offering programmes in subjects like Sanskrit, Urdu, Microbiology and Biochemistry beyond metropolis.
6. Immense diversity among students with regard to variety of talents.
7. Committed, dedicated and resourceful faculty.
8. Existing rich infrastructure such as library with internet facility , large play ground with standard sports facilities , open air theatre , air conditioned auditorium , seminar halls, laboratories with high end instruments and ICT enabled classrooms .
9. Continuous augmentation and up-gradation of existing infrastructure and creation of new infrastructure by support of the parent institute, industry and under different schemes like CPE & FIST.
10. Linkages and formal MoUs with renowned institutions for research ,resource sharing and execution of social responsibilities.
11. Visits of renowned scientists, academicians, social workers, feminists, diplomats, professionals, entrepreneurs, actors, directors, etc.
12. Long tradition of supportive and innovative extension activities.

Institutional Weakness

1. Inadequate physical space for further expansion of the campus despite the growing demand for additional programmes and courses.
2. Want of grants for starting new programmes and the programmes started since 1995
3. Lack of autonomy in academic and administrative matters.
4. More than 65% of the total staff on contractual basis due to the adverse government policies related to recruitment.
5. Location of the college in a region difficult for mobilization of students and of knowledge resources.
6. Location of the college in a region devoid of industries supporting resource mobilization and employment generation.
7. Lack of mother industry to support the college
8. Majority of the students are first generation learners in the HE system.
9. Low paying capacity of students due to economically poor hinterland.

Institutional Opportunity

1. To become autonomous.
2. To elevate all UG departments to PG and the PG ones to Research centres.
3. To enhance college-community network.
4. To formalize the existing alumni network into a registered alumni association to mobilize various resources
5. To start new programmes and courses to acquire global competencies as well as to align with the local needs and opportunities of self employment.
6. To train the new young generation of teachers to take the opportunities and face the challenges of the new era.
7. To streamline and strengthen various research activities through MoU and collaborations.
8. To cultivate a research culture among students and staff and emerge as an institute of quality research.

Institutional Challenge

1. To retain the strength of students especially for science and arts programmes owing to the establishment of new conventional and professional degree colleges in the city, suburbs and nearby villages that fed the college so far.
2. To retain the qualified faculties and augment infrastructural and research facilities for unaided courses being run.
3. To create employment/placement opportunities as there is dearth of service-providing market and industries in the vicinity.
4. To maintain a balance between existing traditional courses and the need for professional skills.
5. To strengthen the interface between the college and various industries and entrepreneurs.
6. To avail funding for research projects of students and faculties.
7. Management of time in the new semester based evaluation pattern to integrate the UG/ PG programs as well as additionally required courses and activities.
8. To cope with the digital divide among the students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Planning, Implementation and Enrichment:

- Effective curriculum delivery through a well-planned and documented process.
- 2 Ph. D Programmes, 1 PG Programme and 2 UG courses introduced in last 5 years.
- 7 certificate/diploma programmes and 56 value-added courses imparting transferable and life skills offered in last 5 years.
- All the existing courses have been revised in last 5 years. From the academic year 2016-17, University of Mumbai progressively introduced Choice Based Credit and Grading System for all the programmes. Therefore by the end of academic year 2017-18, 72 % courses were newly introduced.
- 250/983 courses (24 %) deal with cross cutting issues.
- 28 % students have taken internships/field projects.
- 29 % of the permanent teachers have been on academic bodies of the university in the last 5 years.
- The principal is a member of academic council and the chairperson of the GB is a senate member of University of Mumbai.

Feedback System:

- Structured feedback is received from 5 types of stakeholders and it is analysed and action is taken upon it. In addition, informal feedback is also received from time to time. Based on the feedback, action is taken in form of offering value added courses, designing remedial and bridge courses and using more student centric teaching methods.

Teaching-learning and Evaluation

Student Enrolment and Profile:

- Average enrolment : 94%
- Seats filled against reservations: 50% (more than the earmarked ones).

- Students from neighbouring states enroll themselves especially for PG programmes
- Student-teacher ratio: 29:1

Catering to Student Diversity:

- Learning levels are identified and bridge, remedial and other courses are conducted accordingly. Learning resources are created by the faculty. Learning spaces beyond classroom are availed to learn at individual pace.

Teaching Learning Process:

- A variety of appropriate student centric teaching methods are used
- 100% teachers make use of ICTs.
- In addition to the use of ICTs, the faculty strives for innovation and creativity in teaching-learning by means such as model making, research competitions, wallpapers, newsletters and theatrical performances to make learning an enjoyable experience.

Teacher Profile and Quality:

- FT teachers against sanctioned posts: 100%
- Permanent FT teachers with Ph.D: 64%
- Average teaching experience :10Years
- Teachers with awards/recognition at state, national and international level including fellowships of national societies: 21 (14%)
- The faculty come from ten different universities from three states of India.

Evaluation Process:

- Though not a part of university pattern at UG level, all the teachers practice internal evaluation and its mechanism is transparent and robust.
- The mechanism to deal with exam related grievances is transparent, time bound and efficient.
- The POs/PSOs/COs are stated and displayed on website under the profile of each department and are communicated to the stakeholders at the time of commencement of academic session.
- The college organises syllabus revision workshops or the teachers inevitably attend the workshops organised by other colleges.

Student Performance:

- The evaluation of attainment of the POs/PSOs/COs is carried out on the basis of variety of criteria including feedback from alumni and employers, number of rankers and the placements and progression to higher studies.
- The average pass percentage of the current year is 84.82. This number has always been higher than the passing percentage of the parent university in respective programmes during the accreditation period.
- There have been 7 Rank Holders at the University examinations in last 5 years

Research, Innovations and Extension

Resource Mobilization for research:

- 30 teachers have received research grants for 41 projects (INR 100 lac/-)
- 10 (7.69 %) teachers are recognised PhD guides in 12 subjects.
- Research Projects per permanent FT teacher : 01

Innovation Ecosystem:

- Components like 'Shodh-vedh' research activity, MarathiVidnyanParishd, Coastal Research Centre and laboratories with high end instruments form the innovation ecosystem of the college. The awards in research competitions, placements and development of apps for 'divyang' are some of the success stories of the eco-system.
- Workshops on IPR/industry –academia interaction:12

Research Publications and Awards:

- Incentives to teachers for awards/recognition is given in form of financial support
- Ph.D.s awarded in last 5 years : 4
- Papers published in UGC notified ISSN journals:79
- Publications in proceeding volumes and book chapters: 301

Extension Activities:

- Participation in extension activities by NSS, NCC, DLLE, WDC, MarathiVidnyanParishad etc. that mainly include construction of bunds, beach cleaning, tree plantation, blood donation, wetland conservation and gender awareness have brought in considerable sensitization and behavioural change among the participants and it is reflected in their voluntary participation and leadership in various social activities..
- 13 instances of awards/recognitions for extension activities including "Jagar Janiwancha" by Government of Maharashtra for gender related work and an appreciation award by Marathi Vidnyan Parishad (a state level body) for science popularisation activities. The Chemistry laboratory has been recognised for soil testing by Government of Maharashtra.
- 20 departments including 6 academic departments have successfully organised more than 200 extension programmes in collaboration with more than 60 organisations at district, state and national level. They cover various sections of community including school children, farmers, women, patients, etc.
- 9000 students(52 %) have participated in these extension activities.

Collaboration:

- 483 linkages in last 5 years for faculty exchange, student exchange, internship, field trip, on the job training, research, etc.
- 13 functional MoUs with institutions like autonomous colleges, NGOs, national laboratories, companies, research facilities, etc. The 50 plus activities under MoU include memberships on BoS, organisation of joint national seminars, joint camping and field visits, joint lecture series.

Infrastructure and Learning Resources

Physical Facilities:

- There are adequate infrastructure facilities including 60 % classrooms with ICT facilities, 34 laboratories, 3 seminar halls and 2 hostels for 400 students.
- The student-computer functional ratio is 1:1 (11.23 : 1 overall ratio)
- The facility for continuous power supply is of 3 generators with a total of 315 KVA output.
- There are adequate sports/recreation facilities. The college has a playground of 5 acres and an indoor multipurpose sports hall with Badminton court (International standard), and a separate TT and carom hall. There is an open air theatre with a capacity of 800 chairs and an AC auditorium with a capacity of 280 chairs for cultural events.
- The average budget allocation for infrastructure augmentation: 38 %.

Library as a Learning Resource:

- The Library is automated with SOUL – ILMS.
- It has 281 rare books and 78 manuscripts.
- It avails Shodhganga and subscribes to N-LIST programme.
- The average expenditure per year on books and journals is INR 6.8 lac.
- There is a remote access to the library and the usage of the library per day is 8.9 %
- The library has many healthy practices like Book Bank Scheme, Readers' Club (Vachak Katta), wall-paper publications and periodic book exhibitions on special occasions like Independence day , Constitution Day, etc.

IT Infrastructure:

- The college has made regular updating of IT facilities especially under CPE. There was a complete updating of the Commerce Lab by 100 % replacement of its computers and up-gradation of all the machines in Computer Science department.
 - Bandwidth- more than 50 MBPS
 - E-content development facility exists.

Maintenance of Campus Infrastructure:

- 10.87 % of the budget is on maintenance of physical and academic support facilities
- There are established systems and procedures for maintaining and utilizing physical academic and support facilities.

Student Support and Progression

Student Support:

- The college provides financial and other kinds of assistance to economically backward students, physically challenged students, students participating in cultural and sports activities.
- Govt. Scholarships : INR 6 Crore to 7203 students
- Average 1705 students participated every year in the total 6 capability enhancement schemes
- Average 940 students participated every year in the career counselling and competitive exams guidance programmes

- Mechanisms for Career Guidance, Competitive Exam Guidance, Placement, Personal Counselling, Grievance redressal ,etc. are in place.

Student Progression:

- Placement of outgoing students : 8.08%
- Progression to higher studies: 36%
- NET/SET/GATE and various state and central government exams : 82 students qualified
- Number of NCC cadets have passed B and C certificate exams.

Student Participation and Activities:

- Awards bagged by students in sports and cultural activities at national/international level: 64 Medals.

The awards and recognition in sports include topmost national honours like "Shri Shiv Chhatrapati Award" " Janki Award" and "Rani Laxmi Award" with a cash prize of INR 5 lacs as well as selection through national talent search programme of Central Government's Sports Ministry for 5 year training in sports for Mission Olympic 2024.

- Sports and Cultural Activities organised at college level: 118 (i.e.23 per year). Youth Festivals like ZEP and State level elocution competitions organized every year in the memory of Swami Swaroopanand are two examples.

Alumni Engagement:

- The alumni of the college leading in almost all major professions and occupations play a vital role in overall development of the college by its financial and nonfinancial contributions. The amount of funds raised through alumni contribution in last 5 years is beyond INR 2 Crores.

Governance, Leadership and Management

Institutional Vision and Leadership:

- There is participatory management in planning, execution, and monitoring. The institution promotes representation of faculty in management. Decentralization of authority and partial autonomy is provided to departments to take initiatives in decision making.

Strategy development and deployment:

- Perspective planning is made by taking into account the recommendations of the NAAC Peer Team of the previous cycle.
- Financial resources are efficiently mobilized through industry like JSW and schemes like UGC-CPE, DES-FIST and human resources are mobilized through the linkages and MoUs with renowned institutes at state and national level.
- The IQAC has played a catalytic role in enhancement and sustenance of quality by framing the policies, by developing a perspective plan and by initiation of quality measures in academic, administrative and extension activities.

Faculty Empowerment:

- Teachers are encouraged to represent on various bodies and financial support is provided for participation in seminars, conferences, workshops etc.
- Teachers' participation in Orientation, Refresher & Short Term Courses:10.44%

Financial management and resource mobilization:

- Internal and external financial audits are conducted regularly.
- Funds raised from non-government bodies, individuals and philanthropers to 2.14 Crores

Internal quality assurance system:

- The IQAC has contributed significantly for institutionalizing the quality initiatives.
- The IQAC reviews the teaching learning process and outputs periodically.
- The quality assurance initiatives of the institute include regular IQAC meeting. Collection and analysis of feedback followed by action, timely submission of AQAR's, conduct of AAA and ISO certificate.(The college has participated in NIRF in 2018-19)

Post accreditation quality initiatives:

- Construction of a separate PG block with well-equipped labs and good ICT facilities.
- Introduction of 2 Ph.D. programmes, 1 PG programme and 2 Courses at UG level.
- The total number of add-on courses:56
- Curriculum enrichment through field visits, internships, on-the-job trainings,etc.
- The feedback mechanism strengthened.
- 100% teachers use ICTs in their student-centric teaching-learning.
- With the advent of technology the college has made majority of the classrooms, halls and labs ICT based with advanced computers, LED panels and high speed lease lines of internet. For better administration ERP is adopted.

Institutional Values and Best Practices

Institutional Values and Social Responsibilities:

- The Women Development Cell of the college has successfully worked towards gender equity promotion by organizing 37 programs and activities in last 5 years.
- The college provides physical facilities for differently-abled persons.
- The college has effective mechanism of management of solid, liquid as well as e-waste.
- The green practices of the college have made the campus eco-friendly.
- Rain Water Harvesting unit in the college harvests thousands of litters of water every year.
- About 10 % of the annual lighting power requirement is met through LED bulbs and that for water heating is met through solar panels.
- In last 5 years the college has organized 60 different activities in collaboration with neighbourhood community to address local advantages and disadvantages.
- 56 activities have been conducted for promotion of universal and national values and the observance of fundamental duties. Some of them are very innovative ones.

Best Practices:

- The institute has a number of best practices in tune with its vision, mission and objectives. The two best examples are 1) MoUs with HEIs for Curricular Enrichment and 2) Use of theatre for Multifaceted Development.

Institutional Distinctiveness:

- The institute has performed remarkably well in many areas distinctive to its vision, priority and thrust. One such area is the conservation and enrichment of the environment in all its aspects.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	R. E. SOCIETY'S R. P. GOGATE COLLEGE OF ARTS AND SCIENCE AND R. V. JOGALEKAR COLLEGE OF COMMERCE, RATNAGIRI
Address	Adv N V Joshi Road Near District Court, Ratnagiri
City	Ratnagiri
State	Maharashtra
Pin	415612
Website	www.resgjcrtn.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Kishor Vasant Sukhatankar	02352-221311	9422595534	02352-221353	gjcrtn@gmail.com
IQAC / CIQA coordinator	Rajeev Gajanan Sapre	02352-222999	9822485695	02352-221545	rgsapre@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	15-06-1945
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University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	30-08-1974	View Document
12B of UGC	30-08-1974	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				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	18-03-2010
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	Adv N V Joshi Road Near District Court, Ratnagiri	Semi-urban	10	15031.45

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts	36	HSC or Equivalent	English,Hindi,Marathi,Urdu	360	326
UG	BCom,Commerce	36	HSC or Equivalent	English,Marathi	360	353
UG	BCom,Accounting And Finance	36	HSC or Equivalent	English	132	129
UG	BMS,Bachelor Of Management Studies	36	HSC or Equivalent	English	60	52
UG	BSc,Science	36	HSC or Equivalent	English	240	206
UG	BSc,Computer Science	36	HSC or Equivalent	English	60	45
UG	BSc,Information Technology	36	HSC or Equivalent	English	60	47
UG	BSc,Biotechnology	36	HSC or Equivalent	English	35	26
PG	MA,Arts	24	BA or Equivalent	English,Hindi,Marathi	120	93
PG	MSc,Science	24	BSc or Equivalent	English	120	104

PG	MSc,Computer Science	24	Bsc CS or Equivalent	English	20	9
PG	MSc,Biotechnology	24	BSc BT or Equivalent	English	20	0
PG	MCom,Accounting And Auditing	24	BCom or Equivalent	English,Marathi	100	69
Doctoral (Ph.D)	PhD or DPhil,Physics	36	MSc NET SET PET or Equivalent	English	5	1
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	MSc NET SET PET or Equivalent	English	5	0
Doctoral (Ph.D)	PhD or DPhil,Zoology	36	MSc NET SET PET or Equivalent	English	5	3
Doctoral (Ph.D)	PhD or DPhil,Commerce Accountancy	36	MCom NET SET PET or Equivalent	English	5	3
Doctoral (Ph.D)	PhD or DPhil,Hindi	36	MA NET SET PET or Equivalent	Hindi	5	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				18				35			
Recruited	1	0	0	1	15	3	0	18	18	6	0	24
Yet to Recruit	2				0				11			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				87			
Recruited	0	0	0	0	0	0	0	0	35	52	0	87
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				69
Recruited	60	5	0	65
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				30
Recruited	27	3	0	30
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				7
Recruited	4	3	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	1	0	0	0	0	0	1
Ph.D.	1	0	0	10	3	0	5	6	0	25
M.Phil.	0	0	0	2	0	0	4	0	0	6
PG	0	0	0	2	0	0	9	0	0	11

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	3	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	79	0	80

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	1	0	1

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	5		2		7

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
Certificate / Awareness	Male	7	0	0	0	7
	Female	17	0	0	0	17
	Others	0	0	0	0	0
Diploma	Male	9	0	0	0	9
	Female	9	0	0	0	9
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	0	0	0	4
	Female	3	0	0	0	3
	Others	0	0	0	0	0
PG	Male	190	0	0	0	190
	Female	328	0	0	0	328
	Others	0	0	0	0	0
UG	Male	1182	0	0	0	1182
	Female	2020	0	0	0	2020
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	130	118	110	119
	Female	186	197	178	156
	Others	0	0	0	0
ST	Male	20	20	17	29
	Female	12	14	17	15
	Others	0	0	0	0
OBC	Male	604	667	643	625
	Female	1162	1177	1096	1065
	Others	0	0	0	0
General	Male	512	530	527	550
	Female	853	852	927	928
	Others	0	0	0	0
Others	Male	110	77	63	53
	Female	138	119	91	94
	Others	0	0	0	0
Total		3727	3771	3669	3634

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 1818

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	8	8	8	8

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3727	3771	3669	3635	3413

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
1543	1539	1529	1503	1452

File Description	Document
Institutional data in prescribed format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1062	962	954	860	883

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
130	124	119	116	116

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
130	127	127	126	126

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 68

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
124	125	122	121	113

Number of computers

Response: 332

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

Every department prepares a teaching plan jointly with its Vidyasamitee at the end of the academic year for its implementation in the subsequent academic year. The plan prepared by every department is submitted to IQAC that in turn prepares the consolidated academic calendar and teaching plan for the college. The final draft is placed in the IQAC meeting at the end of the previous academic year for discussion and to incorporate additional inputs if any. The draft is finalized and submitted to the principal who in turn places it before CDC for financial provisions, if any, in the budget. After finalization the consolidated plan is distributed to all heads of the department for implementation. The important details of plan are given publicity in the prospectus, on the website and also through student app (GoJoCo-nnect) and Google classroom.

The academic plan takes into account the dates of terms declared by the university, tentative schedules of university examinations, major events of the college and university like the rounds of cultural ,sports and Avishkar research competitions . The calendar provides base for the department level micro-planning and allocation. Schedules of activities like internal evaluation and dates of project submissions are decided centrally by college to avoid clashes.

As a rule the planning is done on semester basis. Departments plan delivery of curriculum unit wise for frequent review. Student participation in this process helps to understand their views on the effective reach of content delivery.

Various aspects of planning include identification of learning levels of students, planning of remedial, bridge and add-on courses , planning of workshops and conferences, ordering for text books, reference books and journals, dates and methods of teaching and internal evaluation, allocation of workload ,appropriate field activities, guest lectures, project work, internship, departmental events, learning resource mobilization including the e-contents, etc.

The planning process is varied for each department as the nature of courses and programmes vary a lot. Departments like English and Geography develop work books and science departments prepare laboratory manuals. English, Mathematics, Geography, Computer Science and History departments have their blogs/Facebook pages /websites/YouTube channels/Google Classrooms where additional content is loaded so that students can learn any time and at any place.

Field component is vital for departments like Botany, Zoology and Geography. Field visits are planned meticulously taking into consideration the local environment. Departments like B.Com & Accounting Finance, Commerce, BMS, Botany, Biochemistry, Microbiology and Biotechnology carry out industrial visits.

Departments plan their add-on courses as per the needs like skill development, content addition, employability enhancement and global competence.

Activities with MoU colleges like joint field visits, festivals and lecture series also find place in curriculum planning.

The college follows 'Teachers' Diary' system in which every teacher maintains diary. As a practice mid semester review is taken at departmental level and semester end reporting of curriculum delivery is taken at faculty level.

Thus the institution's process of curriculum delivery is well planned and well documented and hence very effective as reflected in its results.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 7

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
02	01	00	00	04

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 29.75

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	08	05	07	05

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 73.71</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 1340</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document

<p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 75</p>	
<p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 6</p>	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 15.5

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1716	250	332	353	207

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

Two hundred fifty (250) courses offered in all programs have one or other cross cutting issue as part of curriculum. Of the 250 courses 45.6% of the courses have component related to gender issues and Environmental awareness each, 65.8 % deal with human values and 40.4 % of the courses touch professional ethics.

Compulsory courses like Foundation Course, NSS, NCC offered in all programmes are specifically designed to orient students to these issues. All students have to take these courses in semester I to IV. All four cross cutting issues are referred in curriculum in either of four semesters for which compulsory courses are offered. Additionally National Service Scheme and National Cadet Core are introduced in college from 2016 as option for Foundation Course. These courses are completely designed to address cross cutting issues relevant to these activities. Students enrolled for these activities can offer them. Thus cent percent undergraduate student population has introductory exposure to Gender Equity, Environment and Sustainability, Human Values and Professional Ethics. At post-graduate level, in newly introduced choice based Credit system, courses related to professional ethics are included. While designing activities like projects, research titles students are encouraged to choose topics relevant to cross cutting issues. Wherever there are field visits, industrial visits an effort is made to visit people, institutes and industries working in these areas. Thus all 25 departments incorporate these issues in their curriculum delivery.

Courses offered by language departments discuss more about Gender and Human values. All languages

show strong presence of such instances. The trend is common for both undergraduate and postgraduate courses. Department of English and Hindi have many courses which touch environment and sustainability. Humanities touch Human values, Gender and Environment in that order. At postgraduate level professional ethics are part of curriculum in all humanity programmes.

Professional programmes like management, information technology, computer science along with others refer strongly to professional ethics. Environment has place in many of these courses. Professional ethics are also integral part of postgraduate curriculum in science programmes. In choice based system departments choose electives related to these issues as a practice.

Departments teaching natural sciences like Botany, Zoology, and Geography along with others have environment and sustainability as base for many courses. In these departments field exposure is used as tool to deepen the understanding. Efforts are done to incorporate local situations related to issues so that students can relate the learning to their near surrounding.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 56

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 56

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 28.47

1.3.3.1 Number of students undertaking field projects or internships

Response: 1061

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.44

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	4	16	25	33

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 85.92

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1466	1533	1436	1431	1356

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1690	1710	1687	1651	1666

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years

Response: 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1543	1539	1529	1503	1452

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

As soon as admission are over, every department segregates the admitted students into 3 groups viz. 1) students securing 70 % and above 2) students securing 50 % to 70 % 3) students securing below 50 % & students with multiple mark sheets. This data is also used for organizing bridge courses for students who have not opted relevant courses in the qualifying examinations. IQAC monitors conduct of remedial classes and coordinates with Avishkar and Shod-vedh committee for encouraging advanced learners with challenging projects.

Activities for slow learners:

Departments like English, Commerce, Sanskrit, Computer Science and Mathematics often conduct Remedial Courses (total 25) or additional classes for slow learners. The Tense Buster Software Programme in the Language Laboratory helps the slow learners to improve their English at their own pace.

Departments like English and Commerce conduct Bridge courses (total 23) for the students coming from Science or MCVC.

Departments like Physics organize each practical twice for the slow learners.

Departments like Physics, English, Sociology and Geography design, print and provide materials like handbooks, workbooks, study notes and maps respectively, especially for the sake of slow learners.

Majority of the language departments conduct activities like recitation of prescribed poems or screening of

text-based films to create interest in the literary texts as the slow learners are not accustomed to read and study long texts at their higher secondary stage.

As majority of the students belong to rural and underprivileged sections, they are encouraged to participate in co-curricular or extension activities to develop their general awareness and power of expression.

Activities for advanced learners:

The advanced learners are guided to use library resources including reference books. The departmental libraries help them borrow additional books. Contents beyond the syllabus are discussed to make them aware about the recent trends and inspire them to take up challenging careers.

The faculty members act as mentors by setting higher goals before them and prepare them to hit their targets by passing through graded tests. As a result, in last ten years, students of various departments have stood out as university rankers.

All the departments invariably make their advanced learners participate in "Shodhvedh", in-house research activity, institutionalized by the IQAC, extends all the support to do research projects and present them in different competitions in Maharashtra. The rich library and the advanced laboratories equipped with high-end instruments satisfy the needs of such advanced learners in this regard.

Organisation of workshops, seminars, book exhibitions, study tours, guest lectures, etc. widen their horizons and help their cognitive development.

The students with advanced linguistic and literary aptitude are made to participate in activities like creative writing, blog writing, in-house newsletter publication, higher-level elocution and debate competitions, drama competitions, etc.

The efforts initiated for advanced learners have yielded fruits in the form of state level awards in Marathi Vidnyan Parishad, Literary association, Sanskrit and Avishkar and Shodh-vedh student research activities. 2 students were selected through IIT JAM as a result of workshop taken by Mathematics department.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 28.67

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

The faculty members widely use variety of student centric methods to make the teaching learning process more fruitful and enjoyable. The teachers use them bearing in mind the scope of the syllabus, availability of time and infrastructure.

The methodologies and departments using them are as follows:

Experiential learning through -

Field visits:

- Geography - to geological morphosites, sites of natural hazards, rock museums for studying aspects like geomorphology, man-environment interaction, natural heritage, etc. often supported by eminent scholars.
- Zoology -to study animals in their natural habitat, animal kingdom and biodiversity
- Botany- to study flora as well as plant based industries and research institutes
- Rural Development- to research centres, agro-processing industries, Self Help Groups, progressive farmers.

Industrial and institutional visits:

- Chemistry-to increase students' knowledge of chemical plants, industrial safety and scope of Chemistry.
- Physics -to firms manufacturing electric appliances; to institutes like BARC and TIFR for research.
- IT and Computer Science: to understand future scope and latest information about the sectors.
- Commerce and Business Management: to study commercial units like banks, local market, small-scale business units and auditors' offices for providing practical exposure to students and studying aspects like auditing, financial management and quality control.
- Psychology: to institutes like Regional Mental Hospital to learn to deal with patients with different psychological problems.

Educational tours:

- Marathi - to sites like birth places of poets worth studying from point of view of culture and literary heritage.

Research projects and surveys:

- All departments use the platform of "Shodhvedh" Research activity to facilitate learning through observation, surveys, experimentation, etc.
- Departments like Economics, Geography, Sociology teach how to conduct surveys and analyse the collected data

Stage performances:

Language departments like Marathi and Sanskrit script and stage various dramatic performances for getting psychological insights into the dramatic personae and acquire or improve communication skills in respective language

Writing for in-house wall-magazines and newsletters:

Students of courses like English, Mass Communication and Journalism acquire journalistic skills like reporting, editing, proof checking, etc. through actual making and publication of in-house newsletters. Their creative writing skills are developed by providing platforms like the college magazine "Sahakar", wall magazines etc.

Participative methodologies such as workshops (History, Sanskrit, and Marathi), group discussion and seminars (Mass Communication and Sociology) and **Problem solving methodologies** (Maths, BMS) are also used.

Methods like Mini Programming (IT), software programming (Com Sc.), model making competitions (Biochemistry), online marketing research, encouraging the students to attend intercollegiate fests, seminars and conferences organized by various colleges including MOU colleges are being used.

Various add-on programmes (Tally, Soft skills, Fruit processing, Propagation techniques, Soil testing, etc.) too use such methods to empower students for the job market as well as self-employment.

Activities of Nature club, literary association, Marathi Vidnyan Parishad and Cultural Association promote independent learning.

The "Shodhvedh" research activity of the college is a good blend of experiential, participative and collaborative learning methodologies.

File Description	Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100	
2.3.2.1 Number of teachers using ICT	
Response: 130	
File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues	
Response: 28.67	
2.3.3.1 Number of mentors	
Response: 130	
File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning
Response:
<p>Following the guidelines of the IQAC, the teachers of the college have been exploring various possibilities to bring in innovation and creativity in teaching-learning.</p> <p>Many of the existing programmes at UG and PG level have either a full course or some component of Research Methodology. At the institutional level, the 'Shodhvedh' activity helps the teaching-learning of the course or components, as the students participating in it become research oriented and learn the whole process, through various stages from the initial stage of defining a research problem to the final stage of presenting the research output by means of paper, poster or PPT. It is a good blend of experiential, participative and collaborative learning methodologies.</p> <p>Similarly, some departments have forums where students can exhibit their innovative ideas by developing software, work-out business ideas and make latest gadgets. The students of Computer Science have prepared you tube videos based on syllabus. Students are motivated to prepare small research projects and participate and present papers in national conference or research project competitions</p> <p>Departments like English that teach the courses like Journalism, Mass Communication and Art of Writing involve the students in creating and publishing in-house newsletters so that the students can acquire and exhibit their journalistic skills like reporting, interviewing and editing. "The GJCians", the in-house newsletter of English Department is an example of this kind.</p>

Innovative ideas like use of radio portal (newsonair.com) for improving language skills in Hindi and English (English), blog writing (Marathi), creative writing (English, Sociology), daily writing (Urdu), daily chanting (Sanskrit), publishing of wall papers (IT, Computer Science, Mathematics) and showing additional demo experiments (Physics) are also implemented by the teachers.

Most of the teachers use social media like Whatsapp and Facebook innovatively and judiciously to share the knowledge with the peers and the students. Department of Mathematics uses Whatsapp for posting one problem every morning as a sort of good-morning message and getting it solved by the students over the. It has prepared and uploaded on You-tube, 50 video lectures on syllabus related topics which are used for flipped classroom. Its faculty works for the content development of the topics for which audio-visual material is not available.

Organizing or participating in academic exhibitions is another practice in place to involve students in the preparation of models, charts, etc. (Zoology, Geography). Visits are arranged to the places of interest and curiosity such as industries, institutes, corporate sectors, sanctuaries, historical places, etc. to know the actual conditions in the fields. Students are also encouraged to participate in different surveys, awareness campaigns conducted by the departments as well as in different innovative academic programs conducted by colleges having MOU with our college. The active participation of our students in the programme "Geographize" by Parvatibai Chowgule College, Goa is an example of this kind. Geography department encourages the students to participate in PAN GEO, an innovative activity in which students from different colleges participate.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 95.09

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 24.12

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
33	28	29	29	27

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 10.21

2.4.3.1 Total experience of full-time teachers

Response: 1327

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 13.22

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	3	3	2

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 3.45

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
05	05	06	03	03

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The college adheres to the norms prescribed by the affiliating university. During the last five years all the conventional UG programs are shifted, step by step, from internal and external evaluation pattern to only external evaluation pattern. Professional programs like B.Sc. (IT, Com Sc., Biotechnology), BMS and B.Com. Acc/Fin and all the PG programmes are still having internal evaluation component.

When in operation UG level had 75:25 external: internal-pattern. As per the prescribed norms, written internal tests of 20 marks were conducted for every course. For class participation there were 5 marks. At PG level 60:40 pattern continued. A class test/seminar/PowerPoint presentation is the option available for 30 marks and for 10 marks for class attendance and participation.

Thus, where the evaluation has to be done as per the norms prescribed by the affiliating university there is little scope for radical reforms. However, the institute has tried its best to bring in reforms with regard to the conduct and modes of evaluation wherever there is a scope for it. Secondly, in addition to the requirements or expectations of the university, many departments and teachers carry out internal evaluation always experimenting with different modes and using modern means.

Going beyond the norms and guidelines of the university pattern, the college follows following procedure as a matter of reformation. It notifies the schedules of the internal tests well in advance on the display boards as well as on its website. Instead of letting individual departments declare their own schedules, the college declares a common slot as the '**Internal Evaluation Week**' in every term/semester to avoid possible clashes. The students are informed of the pattern of evaluation system at the beginning of every academic year during the syllabus discussion. The test papers are printed centrally and the tests are conducted under supervision. The test papers are assessed in stipulated time.

Secondly, while evaluating internally, the college takes into consideration the nature of learners as slow and advanced and offers various options of modes of internal evaluation. For example, research work of the students participating in competitions such as Shodh-vedh, Avishkar etc. may be granted for the

internal evaluation.

The IQAC's instructions to prefer formative evaluation to the summative one are followed and the answer books of the internal tests are distributed among the candidates followed by the formative feedback on their test performance. If necessary, they are given opportunity of repeat tests or resubmission of the assignments for better score. In case of language departments like English, the answer books of tests on grammar components are first mutually exchanged among and corrected by the peers and then discussed and reassessed by the concerned teacher. Seminars, quiz, group discussions, open book tests, surprise tests are organised by most of the departments after completion of particular units. LMS like **Google Classroom** are also being used to enhance the process of internal evaluation.

File Description	Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Transparency:

- The college displays on notice boards and its website the internal examination schedules well in advance.
- Tentative schedule is published in prospectus and also uploaded on the website.
- The departments communicate/declare the syllabus and pattern of the scheduled test as well as the schedules of students' presentations of projects as Internal Evaluation well in advance.
- The examination section of the college sees to it that the marks submitted to it are entered on university web portal and submitted to university examination section in hard copy.
- In case of the external evaluation pattern of the university, the marks of internal evaluation are communicated to the students along with corrections/suggestions for improvement. Where ever the external internal pattern is applicable, the corrections/suggestions are communicated to the students for the sake of improvement in succeeding tests. E.g. the English Department evaluates the PPTs of its PG students and immediately points out the strong and weak points and allows to present it again with improvements or corrections. Similarly, while evaluating the performance in topics like grammatical analysis, students are asked to solve problems on the black board in the class and the peers to assess/correct the sentences. Thus a collaborative, participative and transparent evaluation takes place.

Robustness in frequency and variety:

- There is at least one internal test per semester though it may not be a requirement of the university system since last few years. Generally this test is conducted centrally on lines of the external exam of the university.
- The departments with small number of students conduct more tests.
- Majority departments conduct preliminary exam for their third year students of 50 to 100 marks by setting papers strictly according to the university pattern.

- Many departments conduct tests or interviews to classify as slow and advanced learners and keep them evaluating in formal as well informal ways.
- Participation and performance in research activities like Shodhvedh Research Convention, Avishkar Research Convention and other inter-collegiate research competitions is also a means of internal evaluation.
- Writing for various in-house wallpapers, newsletters and magazines, participation in dramas, street plays, quiz, elocution, debate, recitation, essay writing and storytelling competitions are the forms of evaluating the linguistic and literary development of the students.
- The social science departments evaluate their students during their field visits, industrial visits, surveys and various extension activities.
- Especially the last year students of UG and PG are provided the question paper sets of last few years and are asked to solve them under exam conditions. The slow learners are allowed open book exams.
- Departments like mathematics give one problem every day to the TY students and assess their notebooks on monthly basis.
- Departments like English use software like Clarity or Tense Buster that help evaluation by users themselves in formative manner.
- Departments like Computer Science divide their students in 4 different categories and periodically evaluate their performance.

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

- As per ordinance of the university a committee to look into the **grievance related** to examination is constituted by the principal.
- The committee comprises of 5 members which monitors the smooth conduct of examination.
- This committee also looks into the grievance related to examination.
- As soon as the results are declared the committee displays a notice in the student notice board intimating the students regarding the procedure for registering their grievances related to examination.
- The notice is also circulated in all classrooms to give wide publicity.
- The students having grievances submit a prescribed format duly filled in and submit the same to the office within the prescribed date.
- The grievances are attended to and resolved within a fortnight.
- Considering the total strength of the college a number of such grievances are very few.
- The entire process is complete within a period of three weeks.
- In case of university examination discrepancies if any in the question paper set 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 examination committee also coordinates in case of any discrepancy in the hall ticket issued by the university.
- Any discrepancy before or after the examination is looked into by the examination committee and gets it resolved from the university.
- Student representative are special invitee in certain meetings of the examination committee wherein

they can express the grievances if any.

- The examination committee of the college itself looks after the students' grievances related to internal as well as external evaluation.
- The committee consists of the chairman (Principal), vice principals of all the three faculties and at least one senior faculty member.
- In the case of semester end external exam, students who are not satisfied with their evaluation can raise their grievances and get them redressed in the following manner:
 - They can ask for a photocopy the answer sheet
 - They can ask for reevaluation of the answer sheets which are checked by another examiner if the evaluation is found to be defective.
- The grievances raised by the candidates are redressed as early as possible within the stipulated period.
- The same mechanism is applicable and followed by the college in case of any other exam where there is some written component.
- In case of internal evaluation where there is no written component, the issues if any, are resolved by the Vice Principal of the respective faculty.
- In almost all departments unit test answer scripts are given back to the students and any grievance pointed out by students is looked into at the department level.

File Description	Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

After the declaration of terms by the affiliating university the college prepares its own academic calendar and displays it on notice boards and on its website. The calendar clearly shows the dates of internal evaluation. IQAC coordinator, Vice principals and members of exam committee work together meticulously to prepare the calendar by taking into account the instructional days and other major timeslots such as long breaks, short breaks, holidays, youth festivals, schedules of university exams and major annual co-curricular and extracurricular activities viz. NSS and NCC camps. As all such factors are taken into consideration, there is seldom any difficulty in adhering to the calendar for the conduct of CIE.

The examination committee, in due course, works on the slots reserved for internal evaluation and prepares and displays the time-tables well in advance.

The departments prepare their own teaching plans in their meetings keeping in mind the **schedules of internal evaluation as in the academic calendar** of the college as well as the additional tests. The plans are strictly followed and the calendar is adhered to. Only the students who are absent for the tests on valid grounds are allowed to go for evaluation at a later date.

Department timetable is prepared by each department, facilitating the teachers to allot sufficient time for the teaching of each course as per the workload allotted by the University. Department also prepares its

own academic calendar related to the teaching of theory, practical as well as visits and other departmental activities, it is discussed in Vidyasamiti and is communicated to the IQAC. This timetable is communicated to the students of the respective departments to ensure that they stick to the schedule.

The internal evaluation test papers are assessed within the given period and the performance is discussed with the students as a formative measure. In case of university pattern, the mark-lists are kept ready at the department level and are submitted to the university, online, when the lines are opened.

The college has an excellent work culture and therefore it seldom faces difficulties in completing the curriculum and the internal evaluation within the planned time frame before the final external exams.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The PSOs and COs or the objectives of the university programmes and course are stated in the syllabi which are available on the university website. The respective links of the respective syllabi with **PSOs and COs** are made available **on the website of the college**. The COs or objectives of the self-designed courses are stated in their brochures or prospectus which are displayed also on the college website.

Communication of PSOs and Cos to teachers:

- A good number of the faculty have been members of BoS or of Syllabus Revision Committees, the process of understanding and sharing of all these outcomes takes place in appropriate manner and enhances the quality of teaching learning.
- In addition, the college IQAC and administration insists and supports various departments to host **syllabus revision workshops** proposed by the university. At least one teacher from each department attends such workshops of Boards of Studies following the revision of syllabi or restructuring of the whole curriculum organised elsewhere.
- The department that does not have any representation in BoS or Syllabus Revision Committee establishes a strong communication link with the BoS of the course so that any clarification of doubts is easily possible.
- The departments discuss these PSOs and COs in their planning meetings well before the commencement of each semester. The possible ease or difficulties in the attainment of these outcomes is also considered.

These actions provide insights or proper perspective to the teachers with regard to the scope of the newly

introduced courses and their outcomes.

Communication of PSOs and Cos to students:

After the commencement of teaching work, the syllabus with its outcomes is discussed thoroughly well in the classes. Many departments communicate it through ppts which are later on placed in the web-space provided to them. Most of the departments give the syllabus files to the student representatives for getting photocopied or share them on Whatsapp, FB or Google Classroom.

File Description	Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The college evaluates the attainment of program outcomes, program specific outcomes and course outcomes by conventional as well as non-conventional means.

In the conventional or the direct system, the results of the university examinations are analysed course wise by the departments and then reported to vice principals and the principal. This also includes taking into account the rank holders at university level.

In addition, departments also try to assess them by some other means of their own though they may not be measurable as in the conventional or direct method.

For example, some science departments assess the outcomes at the time of practical exams and research work. The commerce departments assess them on the basis of placements as well as on that of feedback following the internships, field projects and industrial visits. The departments in humanities and languages measure the attainment or acquisition of certain skills by following tools:

1. journalistic writing for in-house newsletters/ wallpapers:
2. creative / academic writing for annual College magazine " Sahakar"
3. participation and success in research competitions like Shodhvedh and Avishkar
4. Contribution to specially designed literary /cultural programmes
5. Performance in competitions like elocution, debate, essay writing , story writing and
6. Participation in group discussions on syllabus related concepts/issues/current affairs in classrooms
7. Presentations during value added courses
8. Getting jobs such as radio jockey, reporter, editor, copywriter, translator etc. in media industry
9. Getting jobs like surveyor, social worker, related to social work
10. Selection/participation : theatre/film productions

During social programs such as different camps and workshops involving general public, the students are observed and checked for their sensitivity and social awareness

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 84.82

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1062

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 1252

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.6

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 90.42

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.4	58.42	2.25	5.67	23.68

File Description

Document

List of project and grant details

[View Document](#)

e-copies of the grant award letters for research projects sponsored by non-government

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 7.69

3.1.2.1 Number of teachers recognised as research guides

Response: 10

File Description

Document

Any additional information

[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 1.03

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 38

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 184	
File Description	Document
Supporting document from Funding Agency	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

As a unique kind of IQAC initiative, the college has created an ecosystem for innovations cum Incubation Centre known as “Shodh-Vedh and Avishkar In-house Research”. The research committee appointed for it encourages research among students and faculty members. The committee’s efforts have inculcated research culture among students to a great extent. The process and outcome of these efforts are as under.

Every year an in-house research festival “Shodh-Vedh” is organized wherein majority of the departments across all the faculties present the research projects undertaken by the students. The festival is preceded by the essential training to impart the necessary skills through workshops in research methodology as well as continuous guidance by the faculty. The practice is in place to evaluate the final projects by a panel of experts from other institutions.

The potential research projects presented in the “Shodh-Vedh” are considered for subsequent presentation for “Avishkar”, the university and state level research project competition and an initiative by Hon. Chancellor of the universities in Maharashtra to promote research in HEIs. The students of the college have brought laurels in these research competitions.

In addition to these annual well institutionalized research conventions, the ecosystem of the college supports various academic and co-curricular departments on several other occasions for innovations and research. Some examples of the outcome can be summarized as follows:

1. The PG students of computer science department have developed software for the school of students with learning disabilities (mentally challenged) and another software to enhance skills in reading of visibly impaired students.
2. The research by the department of Chemistry and Ratnagiri Chapter of Marathi Vidnyan Parishad, Mumbai has resulted in winning a prize at state level for a project on “Manufacturing of Bio-Plastics from Solid Waste”.
3. The Coastal Research Centre of the college has created a huge data-base necessary for advanced research. The applied database created by students is used also for public awareness through media. The center also conducts certificate and diploma courses useful for employment. An exceptionally innovative product of the centre is the dissertation of an MA student who worked on the newly discovered petroglyphs around Ratnagiri. The study brought the student a job as an instructor for a course in 'Travel & Tourism' in DBJ College.

4. The department of physics has developed an activity involving Raspberry Pi and ExpEYES kits.
5. Department of Mathematics organizes State Level Research Project competition every year.
6. The NCC Unit of the college encourages the skills of Ship modeling. The VET program in ship modeling has yielded self-employment opportunity for the trainees.
7. The language departments and those like cultural and literary association water and feed the innovative ideas of their students. Also skills essential for career in media are enhanced which provide opportunities for employment in government and private media agencies.

File Description	Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 12

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
05	01	01	03	02

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.4

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 4

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 10

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.44

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	11	19	04	04

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 2.49

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in

national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
63	51	73	69	45

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The extension activities of the college mainly include tree plantation; cleanliness drives on roads, beaches, rivers; street plays for awareness about issues like gender equality and AIDS; water conservation activities like desilting of rivers and building of bunds; educational programmes for schools; blood donation and various rallies for general awareness building. Departments like NSS, NCC, DLLE, Marathi Vidnyan Parishad, Women Development Cell and academic departments like Math and Biosciences organize number of such activities throughout the year.

Nature club has been for last 35 years, creating the awareness regarding the importance of conservation of natural ecosystems through various activities like exhibitions, seminars, competitions and guest lectures on occasions like Environment Day, Wetland Day, Science day, It organizes different extension activities at the village level schools especially in the vicinity of the biodiversity so as to make the human habitants save the natural habitats. The research projects that the students undertake or the posters and articles through which the students express themselves in various wallpapers, magazines and competitions is the evidence of the impact of the extension activities of the club.

Every year the college, through MVP conducts, National Science Day(NSD) and mathematics workshops since 2013-14, collaborating with nearby high schools by way of arranging lectures and essay competitions on current topics in sciences. The total students benefited by NSD activity is **1055**.

Activities like mass level loud reading of the Preamble of the Constitution on Constitution Day or campaigns for registration as voters have adequately sensitized the students about the constitutional values and have been helping in strengthening of democracy.

Sensitization towards the issues of Divyang is achieved through activities like audiovisual lectures on healthy foods for 'Divyang' students at Abhyankar Mookbadhir Vidyalaya, Ratnagiri or full-fledged software specially developed for an institute for disabled persons or an assistive software for the blind

students in a school at a distant and remote place in Ratangiri district

The participation of the NSS, NCC and DLL students in various state and national level campaigns and camps like NIC, NRD, SRD, Avhaan, Chhavani, Special Rural Reconstruction and Leadership Training Camp has produced a great impact on the students of the college. Their behavioral change and voluntary participation and leadership in various social activities after leaving the college prove the fact. e.g. Mr. Kiran Mukadam, who had been active in water conservation and tree plantation activities as an NSS volunteer and is now an employee in Bajaj Electricals Ltd has been entrusted as a Project Manager under the Hercules Hoist project , Green India to conduct tree plantations. Similarly, Rutuja Kolte, another alumna is now a self-motivated researcher who has devoted herself to the cause of nature conservation for welfare of human beings.

Propagation of less cash transactions by IT Department and popularization of National solar calendar by department of Physics are two exceptionally different extension activities referring contemporary issues.

File Description	Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 10

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	01	02	02	02

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 153

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

2017-18	2016-17	2015-16	2014-15	2013-14
36	28	34	29	26

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 52.38

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2481	1891	1837	1658	1689

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 483

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
336	64	54	23	06

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 30

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
10	09	05	04	02

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The college has a land area of 40468 sq. m. and built up area of 15031.45 sq. m. There are 2 hostels to accommodate 370 students. There is more than adequate physical infrastructure in the form of classrooms, laboratories, library and computer labs to cater to the academic needs of around 3700 students of 8 UG, 5 PG and 5 Ph.D. programs. In addition to facilities for the conventional academic programs the college has 3 wings to promote IT skills, theatre and competitive examinations.

Every year the timetable committee prepares a timetable for the academic year taking in account the optimum utility of resources available. There are 65 classrooms equipped with green boards, a rostrum and requisite electrification. Of these 65 classrooms, 20 classrooms are provided with ICT facilities and large TV panels. In addition to this there are 13 LCD projectors in various departments that are used for ICT enabled learning as per the need.

There are three fully AC and ICT enabled seminar halls used for guest lectures, seminars, meetings and conferences.

The college has in all 34 well equipped laboratories under various departments. Apart from usual facilities in the science laboratories the Zoology, Chemistry and Physics laboratories are recognized for Ph. D. programs. Mathematics department has its own computer laboratory having wireless network and internet facility. Commerce department is equipped with commerce lab having 30 computers of latest configuration. The computer science and IT laboratories together hold 164 computers connected on LAN, with wireless and internet connectivity. Geography laboratory is equipped with an independent 'Costal Research Center'. The Language Lab has 31 computers with headphones equipped with a special 'CLARITY' software and LCD TV screen that is used for language related training of students.

There are two centralized instrumentation laboratories equipped with sophisticated research equipment- a 'Biopharmaceutical Instrumentation Laboratory' used for Life Sciences and Chemistry related research and a 'Material Research Laboratory' for Physics and Chemistry related research.

In all there are total 310 computers and 22 laptops in use. The computers available for students lead to student-computer ratio of 16:1. However the lab timetable is so prepared as to ensure optimum usage of the computer lab leading to student-computer ratio 1:1.

The institute has a central library having total area of 1745 sq. meter (Ground + 1 Floor) with 1,12,146 books. In addition, some of the departments have a separate departmental library to provide subject related books and CDs. All the classrooms and laboratories are spacious as per the specification of statutory bodies. The classrooms are of different dimension adequate to accommodate sanctioned strengths of different courses.

The following table provides the details of physical infrastructure available in the college.

Facility	Features
Boys' Hostel (O. P. Jindal Chhatravas)	180 students capacity (more than 3-5% of total students population - as per requirement by statutory bodies) 2 guest rooms, a separate room for the security guard and a spacious quarter for the rector A specious Mess-Hall of wherein 80 persons can dine at a time UPS backup for reading room, passages, bathrooms and toilets Equipped with 6 water purifiers, 6 coolers and 6 water heaters
Girls' Hostel : ('Late Parvati Shankar Kelkar Girls' Hostel)	190 girl students capacity (more than 3-5% of total students population- as per requirement by statutory bodies) 2 guest rooms, a separate office room and a quarter for the rector Specious Mess-room wherein 90 inmates can dine at a time 24 hours hot water facility by using Solar water heater UPS backup for passages, bathroom and toilets Security personnel available for 24 hours
Health Care Facility	Three separate rooms equipped with a bed and an up-to-date first-aid box, one in the library and two in the ladies rooms Well maintained first aid boxes at various places in campus
Safe Drinking Water Facility	9 water coolers and water purifiers for students A separate water cooler with a water purifier installed in Gymkhana 4 water purifiers and one water cooler for staff members
Canteens	Three canteens provide service from 7 am to 7 pm. The canteen near the main building has a space for 100 students and 16 staff members. The canteen in the Boy's hostel has a dining hall to accommodate 80 students. The canteen near the gymnasium has capacity for 25 students.

Facility	Features
Central Power Generators	Two 3-phase central generators (Automech Silent DG set with Eicher make engine) of capacity 45 KVA each, one for each of the two main buildings complexes of the institute One 3-phase generator of 125 KVA – Mahindra make - for PG building and languages-computer science building
Accommodation for Guests	4 guest rooms in the two hostels 4 guest-rooms in Gymkhana building. Vacant rooms of the two hostels are used in vacation period to accommodate participants of NCC, NSS, sports and cultural programs.
NCC (Naval and Army)	Two blocks each of area 12 ft X 12 ft are available, one for Naval division and other for Army division. Commanding Officer's Office & Store A Motivation Hall
NSS	Well furnished office with area 12 ft X 15 ft equipped with computer setup, printer and the tools and instruments for camping and labor activities.
Examination House	Equipped with a PC, printer and high speed internet connection for DEPD work
Photo copier	One RISO duplicating machine and two Xerox machines for office and exam work
Medicinal Plants Shade Net House	Maintained by Botany department
Weather Station	Maintained by Geography department
CCTV surveillance units	At strategic points such as Main gate, Office- counter, DEPD section, Principal Cabin, commerce lab, IT lab, library and Girls' hostel.
Teachers Common Rooms	02 With attached toilet block, a water purifier and cooler and intercom connection (One in main building and one in Annexure)
Ladies Staff Common Rooms	

File Description	Document
Link for Additional Information	View Document

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities

Response:

The college has a history of glorious achievements of students in sports at University, National and International levels. A spacious and well equipped sports complex is a big asset of the college. The college has also a full time post of physical director which very few other colleges have. The original latent sports potential of the youth of this region is properly nurtured by the strategic efforts of the college and the mentoring of the coach and the support staff by making use of the variety of facilities available in the sports complex.

The total area of the sports complex is of 20234 sq. m. with a playground (Jawahar Maidan), a multipurpose sports hall and two well-equipped gymnasiums, indoor stadium with gallery to accommodate 100 spectators. The details are as follows:

For outdoor games and sports:

The facilities on Jawahar maidan (playground) of the college include a running track (Synder track) of 400 meters, a Football ground, two Volleyball grounds, a Basketball court, two Kho-Kho and Kabaddi grounds, a Cricket pitch, a Handball ground and an open Badminton court.

For indoor games and yoga:

1. A multipurpose indoor game hall with Badminton court (international standards) (290 sq. m.)
2. A hall housing Table Tennis and Carom boards (8 Boards) (120 sq. m.)
3. Separate, well equipped Gymnasiums for boys and girls. Both have facility for weight training, Weight lifting and Power lifting (121 Sq. m.)
4. The indoor complex is equipped with LED TV panel for demonstration of sports and games used for coaching.
5. The yoga related activities are conducted in the indoor hall, pavilion or on the open ground as per the number of participants.

Administrative Facility:

1. Pavilion (300 spectators)
2. Gymkhana office housing Physical Director's office, counter etc.
3. A store room.
4. Changing rooms for boys and girls

The college has a rich tradition of cultural activities in theater, dance, music, literary events and fine arts. The college provides necessary facilities for its budding artists. External experts are invited for mentoring and directing the performances.

Facilities for Cultural activities:

1. An open air theatre with seating capacity of 800.
2. An air conditioned auditorium (225 sq. m.) with improvised acoustics and attached green room.
3. Separate room for rehearsals, administrative office (30 sq. m.)
4. Display boards to exhibit student's creation.
5. Space for exhibition of fine arts like drawings, posters, clay models (30 sq. m.)

Using the available facilities, our students have won medals and trophies at University, State and National Level. The college has organized many activities of University, State and National level on behalf of Mumbai University or National Associations of different games. It is also a lead college of the Mumbai University.

File Description	Document
Link for Additional Information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class,

LMS, etc

Response: 60.29

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 41

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 48.92

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
56.77	60	55	71.67	52.56

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

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

- Name of ILMS software: SOUL (Software for University Libraries)
- Nature of automation (fully or partially): Partially
- Version: 2.0
- Year of Automation: 2005

SOUL (Software for University Libraries) which is in operation with from the second cycle itself is an state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre based on requirements of college and university libraries. It is a user-friendly software developed to work under client-server environment. The software is compliant to international standards for bibliographic formats, networking and circulation protocols. After a comprehensive study, discussions and deliberations with the senior professionals of the country, the software was designed to automate all housekeeping operations in library.

WEB OPAC (Online Public Access Catalogue) which is another software in operation is highly versatile and user-friendly for simple and advanced search. OPAC users can export their search results in to PDF, MS Excel and MARCXML format.

File Description	Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The central library of the college has a rich collection of 281 rare books and 78 manuscripts. Book published as early as 1846 is available in the library. The diversity of subjects in the rare books includes Mythology, Literary Accounts, History, Law, Pure Science along with others. The college is very sensitive towards the keeping this treasure in well maintained and safe condition.

The books are classified to be 'rare' if they belong to at least two of the following parameters.

1. Age
2. Important or collectible first edition
3. Out of print
4. Seminal work
5. Old copy with autograph of the author
6. Non-availability in other libraries
7. Physical and intrinsic characteristics

These books are not only assets of the library but of society and nation. The college spends all essential amounts on maintaining these rare books. There is a specific library staff, who is trained and assigned, to look after these rare books personally. In the Mumbai university colleges Sanskrit section of this college library is known for the collection of rare books and manuscripts. Urdu, English, History are other sections having rare books. As some of these books are extremely rare and are available only in this library it is a matter of pride and honor for the scholars and researchers across the state.

A separate record of the rare books and manuscripts is maintained. They are not lent outside the library.

File Description	Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 6.77

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
7.70	7.52	7.37	5.62	5.64

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library	
Response: Yes	
File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students	
Response: 9.07	
4.2.6.1 Average number of teachers and students using library per day over last one year	
Response: 350	
File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi
Response:
<p>IT infrastructure is spread over all the academic departments, library, gymkhana, hostels as well as administrative sections of the college. These facilities are continuously upgraded to meet the demands generated out of introduction of new curriculum, laboratories, office management software (ERP) and university systems. The up gradation is in form of hardware updation, addition of terminals, addition of bandwidth, replacement by high capacity cables (CAT 6 cable for internal LAN and OFC for longer distance), addition of service provider to keep substitute open, extension of continuous power supply facility, etc.</p> <p>There are total 310 desktop computers and 22 laptops connected to the infrastructure. Whenever needed the configuration of machines in departments like Information Technology (IT) and Computer Science (CS) are upgraded with the change in university curriculum. Presently these machines have high end configuration as I3 Processor, 8 GB RAM, 500 GB HDD. Networking of these terminals is done using 24 port switch, D Link router. As the campus is divided in several buildings and new facilities have come up in last 5 years different LANs were set as per the requirement. Backup in form of UPS is available for all terminals (>7.5KVA)</p>

Office automation exists for the last decade. The software used was initially in FORTRON and thus the output had a limited compatibility. This was replaced by Windows based one. This replacement has created more facilities to handle students' data, exam data, accounting operations and university requirements. It has helped the administrative as well as academic section to generate the required output which is in turn helping the digitalization at all levels.

'SOUL' (Version- 2.0) is the software used in library which is a multiplatform, multilingual, client server based software. It provides highly versatile and user-friendly Online Public Access Catalog (OPAC) for simple and advanced search which is available to all the departments connected on LAN with the library.

The College has an active website for more than a decade. It was developed and maintained by a college staff. With greater demand for dynamism the website was handed over to a professional agency, run by an alumni, for maintenance. A student's app (GoJoCo-nnect) is recently introduced for communication with students. The app is free and can function on Android smart phones.

Augmentation of Internet connectivity:

Service Provider	No. of Connections	Bandwidth	Department	Year of purchase
Lightway	2	16 MBPS	Computer Science, Information Technology	2017-18
Lightway	1	20 MBPS	Commerce lab	2017-18
Lightway	1	4 MBPS	DEPD section	2017-18
Lightway	1	8 MBPS	Language Lab	2017-18
BSNL Broadband	3	8 MBPS	Computer Science, Information Technology and Library	2014 (Terminated in May 2017)
BSNL Broadband	1	2MBPS	Office	2012 (Terminated in May 2017)
BSNL Leased line	1	10 MBPS	Academic Departments and Library	2013-14
JioFi 4G Hotspot M2S	1	150 Mbps	DEPD Section	2017-18
JioFi 4G Hotspot M2S	1	150 Mbps	Geography	2017-18

File Description	Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio	
Response: 11.23	
File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)	
>=50 MBPS	
35-50 MBPS	
20-35 MBPS	
5-20 MBPS	
Response: >=50 MBPS	
File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)	
Response: Yes	
File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years
Response: 22.37
4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
17.05	19.32	32.38	10.60	53.51

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The institute has a definite and systematic mechanism for maintenance and upkeep of such facilities. Some of them are maintained by an Annual Maintenance Contract (AMC) given to concerned agencies, some are maintained by external agencies on demand as per the need and the others are maintained by the faculty members of the institution and skilled staff like plumber, carpenter and electrician appointed by the management. A technical person has been appointed for regular maintenance of IT infrastructure in the campus.

A 'maintenance register' is maintained wherein complaints regarding repairs and maintenance of various facilities in the campus are registered by the staff members. These are attended by concerned technical persons on regular basis.

Facilities like classrooms, seminar halls are cleaned daily by menial staff. Breakage if any is reported by the cleaning staff in office. Appropriate action is taken immediately. Painting of buildings is done on periodical basis.

The following table depicts the schemes for maintenance of some very important facilities in the campus either by an AMC or by some external agency on demand basis and its typical frequency.

Facility in the campus	Type	Frequency of maintenance
RISO duplicating machine, photocopy machine	AMC	Every 3-months or on call
Office automation	AMC	On call
Intercoms	AMC	Monthly or On call
Tower clock	AMC	Every 3-months
Website	AMC	Weekly or On call
Gymnasium equipments	Service Mechanic of the company	On call
Generators, Inverters/UPS, Solar systems, Aqua-	Service Mechanic of the	Every 3-months or On call

guard water purifiers, Fire Extinguishers	company		
Library Books (for binding), Furniture	-	Every 6-months	
Hygiene facilities	Plumber	Periodically or On call	
Iron gates and grills, sanitation and toilets, water-supply and plumbing	-	Yearly or On call	
Library paste control	-	Every 3 years	
Pumps and pump control systems, electrical-appliances, Automatic bell system, IT infrastructure, Air Conditioners, CCTV network, Water coolers, Biometric machines, Laboratory equipments	-	On call	

Maintenance and Calibration of Scientific instruments:

Science departments have a number of sophisticated equipments which need a regular maintenance. The high-end instruments are mainly maintained by the service engineers of the respective manufacturers who visit the institute for maintenance periodically or on call.

The instruments are also calibrated as part of their maintenance. Such calibration is done regularly or as per the need by the expert faculty members in the respective departments.

The details of which are as follows-

- The double beam/ single beam UV-Visible spectrophotometers, the Flame photometers and the Fluorimeters in the chemistry laboratory are calibrated as per the Standard Operating Procedure (SOP) of calibration as prescribed by the Indian Pharmacopeia (IP) after every six months, particularly at beginning of each semester.
- FTIR is maintained and calibrated by Anatech.
- The potentiometers, PH meters, conductometers and the balance in these labs are calibrated as per their manuals almost every week before the practical sessions. In the department of biological sciences the colorimeter, pH meter and Fluorimeter are calibrated every month and the spectrophotometer every week as per the manual. Calibration of 'Autoclave' is done six monthly by validation, using 'Bacillusstereothermophilus' strips/ culture. Also calibration of 'biosafety cabinets (laminar air flow)' is done every month by checking efficiency of HEPA filters.
- The instruments in Physics department that mainly need calibration to be done regularly are- i) Oscilloscopes ii) 'Function Generators' and resistance boxes that are widely used in many experiments at UG and PG levels. The calibration of the oscilloscopes is done every six months, at beginning of each semester by the faculty members as per the procedure given in the service manual. The function generators are calibrated as and when needed with help of the calibrated oscilloscopes. The resistance boxes are calibrated after every six months by the laboratory assistants, measuring resistances with help of a standard Ohm meter and by replacing them by resistances of correct values.
- A Rapid Thermal Annealing (RTA) system has been designed and developed indigenously by faculty members of Physics department as part of their research work and is being currently used for processing of semiconductor samples. This system is calibrated usually before its use either with help of the thermocouple signal output or melting in the system highly pure (99.99% pure)

metals of known melting point.

- The electro-mechanical system 'Total Station' in department of Geography which used in ground survey is calibrated typically once in a year by an expert from the 'South Instruments, Mumbai'.

Protection against Voltage fluctuations/ power failures:

Common measures like cutouts and fuses are used to protect on campus against electric voltage fluctuation. In addition to the common measures such as installing inverters/ UPS/ spike guards to take care of the voltage fluctuations and voltage spikes, there are two 3-phase central generators (Automech Silent DG set with Eicher make engine) of capacity 45 KVA each, one for each of the two main buildings of the institute. These are used during major power failures or during 'load shading' periods. Thus the sensitive equipments are provided with additional protection against voltage fluctuations with help of such UPS/ inverters and by installing voltage stabilizers dedicated to such equipments as below.

- The Atomic Absorption Spectrophotometer and Spectrofluorometer in chemistry laboratory are provided with 1 KVA UPS and an AC room for its protection against voltage fluctuations as well as against humidity and temperature variation.
- Stabilized power is provided to equipments like Flame photometer, Fluor meter, potentiometer, pH meter, conductometer, electronic balance in the department of chemistry and to shaker incubator, hot air oven, deep freezer (-20 °C) and the FTIR in the department of biological sciences and to the Keithley Electrometer and 'LCRQ' meter in department of Physics with help of stabilizers dedicated to these equipments.

A special protection has been provided to some sophisticated instruments against humidity, temperature variation and dust by keeping them in AC laboratories. The FTIR, Trinocular microscope, stereo microscope, PCR machine, the 'biosafety cabinets' (laminar air flow), HPLC, ultrasonic homogenizer, fermenter, Elisa reader, gel-doc system and the shaker incubator in department of Biological Sciences are provided with AC cabins.

File Description	Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 41.29

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1224	1620	1554	1486	1618

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses

7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 24.01

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2172	629	792	551	285

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 5.54

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
558	204	170	56	39

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 7

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
110	57	89	63	18

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 35.88

5.2.2.1 Number of outgoing students progressing to higher education

Response: 381

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 12.41

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
38	22	12	6	4

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
139	119	136	145	123

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 29

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

2017-18	2016-17	2015-16	2014-15	2013-14
06	09	07	04	03

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Formation of student council takes place according to the directives received from Director, Student development (DSD), University of Mumbai every year. According to the directives class representatives (CR) are finalized. These CRs form the student council. Election for the post of 'General Secretary' (GS) takes place as per the schedule given by University. The details of GS elected are forwarded to the DSD office. The candidate may participate in University level student council election as per his/her will.

Functioning of student council starts from the first meeting held under the chairmanship of Principal. The roles and responsibilities of the council members are explained to them. Also student's representatives on various committees in college are finalized in this meeting based on their qualities/expertize. They are introduced to the conveners of such committees at the end of the meeting.

Representatives of student council while participating in meetings of various committees express their views regarding dates, nature of the activity. For example CR in Annual Magazine (Sahakar) committee discuss the theme of the year, in examination committee they suggest the timing of written paper, internal evaluation week, in NSS advisory committee CR recommend the topics for sessions in special camping, in WDC meetings lady representative take active participation and discussed issues related to them.

The annual social festival named 'Zep' is a major activity totally organized by student council. It includes variety of subject based exhibitions, food fest, competitions along with cultural programs. Scheduling, allocation of events, finalizing referees, on the spot management of crowd and hospitality of guests is all taken care by the CRs.

Meetings of the student council are held at regular interval. CRs discuss their experiences, problems encountered by students in day to day functioning of academic as well as administrative work. Grievances if any are shared with the principal and other members. Principal as head of the institute takes appropriate measures based on the issues raised. During the meetings the council is informed about future activities and events to be organized in the college. Their active participation in such events is expected.

During variety of conferences workshops, sport events, extra and co-curricular activities organized on campus CRs along with their peers extend great help through volunteering. College has organized State and National level activities with this student force.

Network of CRs is used to take student's feedback on various aspects like curriculum delivery, teaching learning, assessment, infrastructure, student support schemes, extension activities, governance, library facility etc. This feedback is of prime importance for college. It is discussed in IQAC while strategies and planning for coming year is finalized. Remedial, Bridge, Add on courses, additional internal evaluation, time slots for student related activities addition of infrastructure is planned using this feedback.

Very positive recommendations in field of environmental conservation and green practices like "Plastic Free campus" have emerged out of the recommendations from students. The student council thus forms an integral part of academic and administrative ambience of college.

File Description	Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 23.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
26	19	25	24	24

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

There is no registered Alumni Association during the accreditation period though there are informal alumni groups of the students in various academic and co-curricular activities. The process of registration of the formal association is in progress. The meeting of representatives of all informal groups was held and the formation was initiated. The departmental groups like Economics, Marathi, Sociology, BMS, Mathematics, Physics, etc. are active and they help in academic and field activities of the departments. Departments like Marathi have started fund raising in small form in last few years. Alumni group of NCC cadets include the present chairman of Ratnagiri Municipal Council and it holds annual meet regularly. The groups of past students engaged in cultural activities felicitate the students in 'Zep' the annual social event for more than a decade. They also direct and guide the present students in preparation of various cultural events. 'NSS Open Unit' is a group of past NSS volunteers. It regularly participates in special camping program of the regular unit. It also sponsors 'Late Sanjay Joshi Best Volunteer Award' for commendable participation in NSS activity which is awarded during camping every year.

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 0

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

Number of Alumni Association / Chapters meetings conducted during the last five years

[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

As per its Vision and Mission, the institution is committed to empower its young and talented but socio-economically and educationally weak thousands of student stakeholders by providing them with knowledge, skills, values and development opportunities at affordable cost and also to enrich the environment of this rather underprivileged region through their own creative and constructive deeds. In order to meet the relevant objectives set forth accordingly, its leadership makes five-year perspective plans and successfully executes them by means of good governance.

The leadership, comprising of the management, the Principal, IQAC and the HoDs of various academic and co-curricular activity departments invest collective efforts bringing in a conducive academic atmosphere in the college. In view of execution of the perspective plan of the institution, the governing body (the apex body with regard to the matters of policy making) gives a proper sense of direction to the activities of the institution and mobilizes financial resources without any interference in the academic matters. The Life Member Board has teachers' representation providing academic and practical inputs to the management while making policies and communicating the management views and expectations to the fellow teachers. As the head of the institution and chairperson of majority of the cells and committees, the Principal imparts timely instructions to the HoDs during meetings of HoD forum to take stock of situations and decide on quality parameters as defined by the IQAC from time to time. He also gives his valuable inputs during meetings of bodies like IQAC, Planning Board, WDC, Examination Committee, Research Committee, Students' Council, etc. The teachers are motivated with all sorts of support to work creatively on various statutory bodies and other committees made for need-based extension activities. Also the views and suggestions of student representatives on various bodies are taken into consideration while planning various activities.

In last five years, adhering to the perspective plan inclusive of the recommendations of NAAC peer team of previous cycle, the college has been able to mobilize huge funding from a number of institutes like UGC (CPE), DST (FIST) and philanthropists like O.P. Jindal for infrastructure development necessary for existing and newly introduced academic programmes and research activities. It has also been successful in reducing the cost of education per student to INR 3322. The faculty has been trained and retrained to acquire modern teaching skills and access to classrooms with ICT facilities leading to the delivery of quality education which has resulted in students listed in university ranks. The faculty is also engaged in placing their acquired knowledge at various platforms like seminars and conferences. Strengthening of secondary schools in the region by means of school adoption, talent search examinations and backward strengthening programmes has been one of the very significant activities in tune with the vision and mission. The extension activities in collaboration with various organisations and dealing with varied issues like gender equity, environment protection, etc. have sensitized the youth and made them responsible citizens.

6.1.2 The institution practices decentralization and participative management

Response:

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

The college follows committee system for the decentralization of its day to day functioning. In addition to the bodies like CDC, IQAC, ICC there are 50+ other committees at work under broad divisions like Curricular Aspects, Teaching–Learning-Evaluation, Students’ Activities, Student Support, Research and Extension, Infrastructure ,Governance, etc. In addition various temporary committees are formed as per the need .The teachers are appointed as the members of these committees by taking into account their interests and abilities. The principle of delegation of authority is followed as it is delegated from the principal to vice principals, the vice principals to the heads of various departments or conveners/ coordinators of various units and finally from the heads to the other members of the department or unit. The responsibility of financial matters of the college is delegated to a separate Finance Officer.

Case study : Participative management for asset creation through financial schemes.

The UGC has awarded the college the status of ‘College with Potential for Excellence’ in the XI plan. This scheme has been extended in XII plan. Department of Science and Technology (DST) has awarded financial assistance under a programme FIST. The UGC development grant is also utilised to create assets. The procurement of assets through these financial schemes is one of the best examples of the decentralization and participative management of the college.

The Practice:

- Ever year the college IQAC assess the performance of all the departments. The highly rated departments are identified on the basis of factors such as their faculty profile, examination results, research outcome, community engagement,etc.
- For creation of assets under CPE, the departments identified as highly rated were Zoology, Physics, Commerce, English, and Geography. A committee of respective Heads of the Departments, IQAC Coordinator, Finance Officer had been formed under the chairmanship of the Principal. The members were asked to study the CPE scheme and prepare a draft proposal. It was finalized after detailed discussions. The same committee had been assigned the task of utilisation of the released grants by inviting quotations, preparation of comparative statements and taking decisions of purchase through deliberations. Within the departments where assets were being created even the junior teachers could suggest certain items and be assertive about the make, vendor, and quality of the items.
- Similarly, for creation of assets under DST-FIST programme, a Planning Board of Heads of Science Departments had been formed which prepared a proposal and the same Board had been assigned the task of utilisation of released grants. Assets of INR 1.25 crores have been created in this way in last 5 years.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The perspective plans focus upon matters like infrastructural development, introduction of new programmes, enhancement of quality in teaching-learning process, promotion of research, healthy practices, etc. Accordingly, after the previous accreditation by NAAC in Feb.2014, the next perspective plan for the period 2014-2019 had been prepared by the IQAC by taking into consideration the recommendations of the NAAC Peer Team and the institute's vision, mission, objectives, core values, SWOC, and also the thrust areas at local and national level. The plan had been presented before and approved by the CDC.

The major item of the plan was the construction of a PG block as per the recommendations of NAAC peer team. Development or up gradation of various laboratories and provision of LED panels and ICT facilities to all the classrooms under schemes like UGC-CPE and DST-FIST, had also a top priority. Items like having ISO certification, getting listed in NIRF, introducing LMS in teaching and evaluation, conducting more add-on / skill based courses, widening the base of extension activities, excelling in university exams as well as in research, sports and theatre activities, making provisions for rainwater harvesting, campus waste management, solar heaters, rails, ramps and toilets for the differently abled, etc. were the other important items of the perspective plan.

Most of the projects listed in the perspective plan have been successfully implemented in last four years and the work on the rest is in progress. The deployment documents in this regard are available in the institution.

The construction of separate PG block in compliance with the recommendations by the NAAC Peer Team for the previous cycle can be cited as an example in this regard. Considering the existing and future PG programmes in the college and the want of adequate space and laboratory infrastructure for the same, the Peer Team had strongly recommended the creation of a separate building and advanced infrastructure for the PG programmes. The IQAC and the management immediately worked upon the recommendation and incorporated the point into the Perspective Plan. A building committee had been formed to work out the technical details. The land space behind the Khatu Natyamandir- the open air theatre of the institute – was finalized for the new building and in the next as 3 years from 2014 -15 to 2016-17, an amount of INR 2,31,92,625 had been raised as ‘ Khatu Natyamandir Extension Donation Fund’. The new building was inaugurated by the auspicious hands of Union Minister Hon. Nitin Gadkari and in presence of Hon. Vinod Tawade, the minister for Higher and Technical Education, Maharashtra State. It was named as “JSW Building for Post-Graduate Department” as the major share of its financial resources was met by JSW Industries, Jaigad. This was followed by the setting of high end research facilities like Material Research Laboratory and Coastal Research Centre by utilizing the funds under CPE scheme and setting of two more special PG labs for Physics and Chemistry through mobilization of development grants.

File Description	Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The college administration has a network of advisory, executive and supervisory bodies. The college organogram is as attached.

The meetings of the General Body of the Society are held once or twice a year as per rules. An elected body of the R. E. Society called the Governing body governs the functioning of the Society and its allied institutes.

College Development Committee

The College Development Committee (CDC) is constituted as per the Maharashtra Universities Act of 2016, comprising of 10 members.

College Development Committee is the policy making body which monitors the entire academic and administrative functioning of the college on behalf of Governing body. It is also a grievance redressal body.

The issues related to functions of various bodies, service rules, procedures, recruitment, promotional policies, etc. are deliberated through CDC as per Maharashtra University Act 2016 and directions of the State Government.

Grievance redressal mechanism:

The College Development Committee (CDC) works itself as a Grievance Redressal Cell as and when necessary. As per provisions of Maharashtra University Act 2016, the college constituted CDC. Three elected members of teaching staff and one elected member of non-teaching staff represents CDC for a period of Five Years. Any member of the staff can make a representation to CDC about grievances.

The College has constituted Internal Complaint Committee as per State Government directions.

The College has constituted Anti Ragging Cell as per the direction of UGC and State Government.

Matters related to exam grievances are taken care of by the examination committee.

The constitution of RTI committee is in place as per the guidelines of Department of Higher Education, Government of Maharashtra.

File Description	Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The effectiveness of various cells and committees of the college is evident through the minutes of meetings and implementation of their resolutions. The initiative for implementing an open source Integrated Library System (ILS) software in the college library is one of the examples.

Library committee is one of the most functional of the college committees that conducts meetings regularly, records their minutes systematically and sees that the resolutions are implemented properly in due course. As a part of the IQAC initiative to implement and enhance the quality of e-governance in various domains, the Library committee decided to implement the open source Integrated Library System (ILS) software in the college library and to impart the necessary knowledge and skills to

the library professionals of the college as well as those from other colleges in the state of Maharashtra. This was followed by conduct of meetings at various stages of the activity. The major meetings and the gist of resolutions minuted therein is as follows:

- Resolutions of meeting held on 24/4/2017
 - It was resolved to introduce and implement the open source Integrated Library System (ILS) Koha with software DSpace to develop Institutional Repositories (IR) in the college library
 - It was resolved to train the library professionals of the college and of other institutions in the state in the use of open source library software and therefore to organize in the academic year 2017-18 a state level "Two-day Seminar cum Training Program on Open Source Software for Library Professionals"
 - It was proposed that the said programme be organised in association with Raja Rammohan Roy library Foundation, Ministry of Culture, Government of India and was resolved that a proposal be sent to the foundation in this regard under the 'non-matching scheme for financial assistance towards organisation of workshop by organisations engaged in library development'.
- Resolutions of meeting held on 19/12/2017
 - Following the acceptance of the proposal by Raja Rammohan Roy library Foundation, it was resolved that "Two-day Seminar cum Training Program on Open Source Software for Library Professionals" in association with Raja Rammohan Roy library Foundation will be organised in Gogate Jogalekar College, Ratnagiri, on February 23 and 24, 2018.
 - It was resolved that the sessions of the programme will be as follows:

1) Retrospective Conversion 2) KOHA software and Hands-on 3) Data Conversion In Mark and Import in KOHA 4) DSpace were held. The names of possible resource persons for the said sessions of the workshop were also considered

- Resolutions of meeting held on 31/01/2018
 - Nine committees were formed for the execution of the plan of the two-day seminar. It was resolved that the committees constituted in the meeting will work together for the successful conduct of the said programme.

As per the resolutions, the plan of the seminar was carried out and the event was a great success. A grant of INR 80,000 had been received from Raja Rammohan Roy library Foundation, Kolkata and 59 library professionals and students participated in it.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Welfare of the teaching and non-teaching staff of the college is taken care of on different fronts like finance, research, physical and mental health, appreciation and recognition, etc.

- A 'Credit co-operative society of teaching and non-teaching staff' is operative in the college to assist the college employees to get financial support in case of emergencies or as and when needed. 69 non-teaching members and 51 teachers (Total: 120) are regular members of the society. The society accepts deposits, monthly subscriptions and provides loan up to 12,00,000/- to its members for purposes like home construction, vehicle purchase, wedding, medical treatment etc. It also provides a loan urgently up to Rs. 20,000/- for emergency situation. The society also provides loan against deposits up to 50% of deposit. The members are given advantage of 2.5 % higher interest on their fix-deposits in the society as compared to other financial institutes. Wards of the members of the society are felicitated in the general body meeting for their meritorious work.
- General Provident Fund accounts of some of the temporary teachers who have been working in the college and settled are opened by the R.E. Society as a welfare measure.
- Financial aid to any staff member in emergency is extended through the collection of contribution by the other staff members. A daily time-slot has been reserved for the staff members for using the facilities for yoga and sports like badminton and table-tennis. The staffers are encouraged to take advantage of this facility by making them aware of the related health benefits.
- The 'staff welfare committee' organizes various activities to enhance the interaction and sense of togetherness among the staff members. It provides a common platform like 'Manthan' where the faculty members can write and display their own articles. The committee also organizes staff gathering or picnics.
- Honest work of the employees over an academic year is noted and they are honoured by the management. The R.E. Society felicitates every year one of the teaching faculties by 'Late Baburao Joshi Best Teacher Award' and one of the non teaching staff by 'Late Malatibai Joshi Best Employee Award'. In addition to this a number of other staffers are felicitated in a function on the Republic Day for sincere discharge of their duties in the college. Honest work of the teachers and the administrative staff is noted and honoured by the college by felicitation and citation as well.
- The college conducts workshops on API for teaching staff.
- To enable the teachers to conduct research work smoothly, the college offers them all the necessary infrastructure facilities as well as flexibility in terms of working hours. Financial assistance is also provided for their participation in research activities.
- The college makes every effort to provide job on compassionate basis to the keen of the diseased employee.
- Advance payment of salary from college fund is done if the salary grants are delayed for long period or on earlier date in festive season.

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

Response: 7.16

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	19	6	7	2

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 10.44

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	23	13	06	07

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Performance Appraisal based on Confidential Report:

Every year the teaching and non teaching staff has to submit confidential report. The teaching staff CR is to be submitted to the respective head of the department, who puts in his/her remarks and forwards it to the Principal. The CR of non-teaching staff is to be submitted to the Registrar of the college and after his remark finally submitted to the Principal. All the CRs are finally evaluated by the Principal. This report is a brief assessment of the yearly performance of the concerned staff.

Performance Appraisal of Teaching Staff based on PBAS:

The institution follows the performance appraisal system laid down by the UGC and implemented by University of Mumbai in the form of "Performance Based Assessment System". The minimum norms of Selection Committees and Selection Procedures as well as API score requirements for the different cadres, through Career Advancement Schemes Regulations are applied for PBAS. The PBAS based on API Score of category I and II as mentioned in tables is implemented for one year. These annualized API scores are compounded prospectively as and when the teachers become eligible for CAS promotion to the next cadre with the multiplication factor of years of service required to apply for CAS promotion. For Category III (Research & Academic Contribution), API scores for this category will be applied for the entire period. The IQAC scrutinizes and confirms API scores of teacher. The teacher who wishes to be considered for promotion under CAS may submit in writing to the Principal with three months in advance of the due date, that he/she fulfils all qualifications under CAS and submit to the Principal the PBAS proforma as evolved by the University of Mumbai duly supported by all credentials as per the API guidelines set out in the circular. The Selection Committee specifications as per Circular are applicable to all Career Advancement promotions of Assistant Professor to Associate Professor and to that of Associate Professor to Professor. The selection procedures are completed on the day of the selection committee meeting, wherein the minutes are recorded along with PBAS scoring proforma and recommendation made on the basis of merit and duly signed by all members of the selection committee. Teaching staff pay fixation is carried out as per G.R.No.NGC:2009/(243/09) UNI-1, dated 12th August 2009.

Performance Appraisal of Non-teaching Staff:

The institution has performance appraisal system for non-teaching staff which is channelized through confidential report. Currently seniority is the sole criterion for promotion of non-teaching staff. Non-teaching staff pay fixation is carried out as per G.R.SANKIRNA 2009/(326/09) dated 7th October 2009.

Performance Appraisal on Students Feedback:

As most realistic assessment of a teacher's performance is done by students, the IQAC introduced the student feedback system as per the NAAC guidelines on institutional parameters. The students continuously assess teachers and reflect their opinions in the feedback-forms. The feedback is compiled, analyzed and communicated to teacher.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

External Financial Audit is carried out by Statutory Auditor appointed in the Annual General Meeting of parent education society. The practicing Chartered Accountants is appointed as statutory auditor. Institution conducts external financial audits every year latest in 2017-18.

Internal financial audit is carried out by Internal Auditor appointed by the management with objective to suggest improvement or strengthen the overall governance mechanism of the education society. The purpose of internal audit is not only to examine books of accounts but also to review the present working and make valuable suggestions to improve it. The main objective of internal audit is to assure the management that the accounts are being properly maintained and the system provides adequate safeguards for detection and prevention of any frauds. The latest internal audit was conducted in the year 2017-18.

The Joint Director Higher Education conducts government audit for assessment of grants. The Senior Auditor of Government of Maharashtra conducts their audit mainly based of joint director's report. On the basis of the issues raised by the auditor, the compliance report is submitted. The latest government audit was conducted in the year 2015-16.

Audits carried out during the last five years are enumerated as follows:

Year	Type of Audit	Auditor
2013-14	External Audit	CA BhushanMulye & Co.
2014-15		
2015-16		
2016-17		
2017-18	Internal Audit	CA MinalKale & Co.
2017-18		
2013-14	Government Audit	Senior Auditor, Government of Maharashtra
2014-15		

2015-16

Mechanism for settling audit objections: The institution have three tier structure for settling audit objections viz Accounts Assistant, Head of the Institution and Management of parent education society.

1. Settling audit objections at Accounts Assistant: Audit objections in routine checking, clerical errors such as errors of omission, errors of duplication, errors of commission and compensating errors are to be reported to Account Assistant immediately during the process of audit. Such types of audit objections are corrected with documentary evidence by authorized person.
2. Settling audit objections at Head of the Institution: Audit objections where explanation is required are reported to the Head of the institution such as errors of principle, short or excess provision for depreciation, over or under valuation of stock, treatment of capital and revenue expenses, wrong treatment of prepaid or outstanding expenses, Frauds in the form of defalcation or any manipulation of accounts. Head of the institution provides explanation and justification as per audit objection raised by auditor.
3. Settling audit objections at Management of parent education society; Audit objections regarding change in policy of method of accounting, revenue recognition, method of depreciation, writing of books and dead stock ,misappropriation of cash, adequacy of provisions, significant adjustments made in the books of accounts, compliance with statutory requirements, disclosure of any related party transactions, reviewing the findings of any matters where there is suspected irregularity , reasons for delays in the payments to creditors, delays in recoveries and carrying out any other function/s as deemed necessary in the capacity of Statutory Auditor is reported to management. The management takes cognizance of such audit objections and settles it appropriately.

File Description	Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 382.73

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
4.54	124.67	171.21	45.16	37.15

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Institutional strategies for mobilization of funds:

The institution, faculty and parent education society takes efforts for mobilization of funds. The institution encourages faculty of the department to generate funds for the different activities. The IQAC explores funding schemes of various agencies like UGC, BCUD and DST. The Institution and faculty applies for various developmental schemes announced by these funding agencies.

Various sources:

1. Government of Maharashtra provides salary grant for teaching and nonteaching staff of aided section of the institution which is around Rs.10 crore per year.
2. The Institute's main source of fund is tuition fees received from the enrolled students. Institution follows the rules and regulations of Government of Maharashtra and University of Mumbai with respect to the tuition fees. It around Rs. 2 crore per year.
3. Development fee contribution from students remains a basic and major source of funding to the institution, in the current year it is about Rs.18 Lakh.
4. The research grant sanctioned by various funding Agencies during the last 5 years was about Rs.1 crore.
5. UGC has given CPE grant in phase I Rs.1 crore and phase II Rs.1.5 crore for recurring and nonrecurring expenses. .
6. DST provided a fund of INR 84 lac for infrastructure development of science laboratories.
7. Soil testing laboratory generated fund Rs.7 lac in the current year by testing soil from farmers and government.
8. Jindal Ltd. contributed Rs. 2.5 crore for Boys Hostel Building and Rs.2 crore for Post Graduate Building of the Institution. Gadre Marine Export Ltd. donated Rs.20 lac for establishment of Solar Plant at Boys Hostel Building.
9. The institution regularly organizes seminars and conferences for teachers and students. The Mangrove society, Royal society of chemistry, Bank, LIC, and companies provide sponsorship organizing Seminars and Conferences.
10. The business organization and University of Mumbai provides sponsorship for sports events organized on the institution playground.
11. The institute receives funds from hostel fees, rent from Seminar hall, rent from Auditorium, rent from playground and interest on fixed deposits.
12. As well-known educational institute in Maharashtra our alumni and well-wishers provides funds on the different occasion.

OPTIMAL UTILISATION OF RESOURCES:

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

File Description	Document
Any additional information	View Document
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

Response:

Institutionalisation of number of quality assurance strategies was planned and executed by the college IQAC in the third cycle period. They include automation of systems, inculcation of research culture among students, women empowerment activities, strengthening extension activities of academic departments, increase in student participation in internship, etc. Two initiatives from these are described here.

1. Strengthening of IT assisted administration and teaching learning process:

The IQAC decided to increase use of ICT facilities in day to day functioning of all sections of the college. As a part of this initiative systematic addition and upgradation of the hardware and software part of IT infrastructure was done.

New internet connections like Lightways and Joister were purchased in addition to BSNL and the total bandwidth was increased from 10 to 58 MBPS. Laboratories like Commerce, Mathematics, Language were given dedicated connections. Wireless connections like Jio were purchased. There was increase in terminals with internet connectivity from 8 to 24. Number of ICT enabled classrooms was increased from 8 to 24. Now 13 laboratories are equipped with LCD panel or LCD projector. An audio-visual recording facility was developed using CPE funds with state of art camera, lights and Chroma screen. Teachers have produced their own learning material using this facility which is available on portals like diksha.gov.in.

Similarly, the present hardware and software were upgraded in phase wise manner. 194 computers

were either replaced or upgraded to meet revised curriculum. Continuous up-gradation of singular terminals in various departments was done. With the introduction of Digital Electronic Paper Delivery System (DEPDS) by affiliating university, necessary augmentation in IT setup in examination centre was also done. Similarly, the Fortran based ERP software that was in place from 2003 was replaced by Windows based system 'CASCADE' in 2016-17 to cover all aspects of office administration.

2. Increasing participation in Internships and field projects -

Previously, field projects were restricted to very few subjects. These being very effective as a learning method it was decided by the IQAC to introduce them across all subjects. The relevance of the IQAC initiative increased further as the scope for field based activities was narrowed with the introduction of Choice Based Credit and Grade System in 2016-17.

In response to the suggestions by IQAC, the Commerce faculty started minimum 8-day internship activity for its hundreds of students. Industrial visits related to courses taught were organized by departments like Physics, Chemistry, Bio-technology, Micro-biology, Accounting and Finance, Management Science, Information Technology, etc. Arts faculty departments like Economics, Sociology, Rural Development and History added field based projects wherever possible. Field visits were also organised for first and second year students even if they are not a part of their formal curriculum.

As an outcome of this initiative the number of students participating in such activities increased to 28 % in the year 2017-18 and the number has further increased to more than 40 % in 2018-19.

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

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

Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library and ICT facilities in classrooms, labs and the library are ensured before the commencement of every academic year.

A good number of teacher participation in framing of syllabi at UG and PG level and the faculty participation in syllabus revision workshops enhance the preparedness for effective teaching-learning in the classrooms.

Discussion of syllabus, examination pattern and the PSOs and COs in the classrooms at the beginning of the academic session helps create a clear perspective regarding the curriculum.

Scheduling of courses in the time table is done by keeping in view various factors such as the nature of courses like compulsory/elective/applied /add-on/bridge/remedial etc. on one hand and schedules of co-curricular and extracurricular activities on the other.

The IQAC is also keen on teachers' training and retraining workshops organised to diversify the teaching methodologies used by the teachers in their day to day teaching practices.

As a prerequisite of effective teaching-learning, the students are classified as slow and advanced ones by applying various criteria and a variety of teaching methods are used accordingly. The most commonly used methods are projects, internship, field visit and ICT based teaching including LMS like Google Classroom .For further enhancement, many departments prepare specialized tools such as workbooks, practical handbook, blog, etc. Guest lectures by eminent faculty from institutes with MoU are also arranged for providing exposure to the frontiers of knowledge.

Designing and conduct of free of charge or affordable, need based add-on courses is also a regular practice to bridge the gap between the university curricula and the market demands.

The teachers maintain their diaries that are periodically checked by respective vice-principals. It helps in monitoring the quality and progress of the teaching-learning process.

As a healthy practice, the IQAC of the college constitutes an expert team of peers to observe effectiveness of the teaching learning process.

Semester end submission of syllabus completion report by each teacher is another mechanism of monitoring the teaching learning process.

Students as stakeholders are also included in reviewing the teaching learning process by getting feedback from them in prescribed format once in each semester. This feedback is also shared with the respective teacher by the vice-principal and his/her response is sought in writing.

In addition, many departments call parents' meetings. The parents are invited to the college for a discussion with the teachers in the presence of the student. During such meetings, the teachers share with the parents their observations about the studies and behavioural patterns of the student. Taking inputs from the parents on the teaching learning process in the institution, necessary reforms are initiated by the IQAC.

Performance of students in internal tests in various forms conducted at faculty as well as department level helps the formative evaluation of the students. The course wise analysis of results of the university exams is also taken as one of the reflections of the attainment of course outcomes.

As a quality measure, academic audit is conducted by inviting external peers and the report of the committee is discussed in the IQAC for appropriate action.

IQAC takes review of the activities carried out by different committees periodically and suggests changes, if any, so that the effectiveness of teaching learning process shall enhance.

The success of this effort is seen in form of number students getting university ranks, medals in Avishkar and other research competitions, placement in organisations within and beyond state and high rate of progression along with higher percentage of result than the parent university.

Example 1: Evaluation of teachers by peers and students

The IQAC of the college periodically evaluates the performance of the teachers by peers as well as their students.

An expert team of peers is constituted to observe the teaching learning process. A month is finalized for this activity and a team of observers is assigned the task. The team members are given the timetables of the teachers whose periods they are going to observe. The observer visits the class of the allotted teacher at any slot in the given timetable without intimating the teacher and assesses him /her performance as per the given parameters .After the class is over, the observer shares his/her observations with the respective teacher and the filled in observation sheet is submitted to the IQAC after signed by both, the observer and the observed.

Students as stakeholders review the teaching learning process by giving feedback on their teachers. Every teacher is evaluated in this process for his/her performance in classroom as well as in other academic and extra-curricular activities. This feedback is sought in a prescribed format and on 10 parameters once in each semester. The feedback is shared with the respective teacher by the vice-principal and his/her response is sought in writing.

Example 2: Use of resources beyond textbooks and classrooms in T-L-E

As a result of the IQAC initiative, the field component in T-L-E process was enhanced in last 5 years through introduction of internship, field projects, etc. though they were not a part of the university curriculum. More than 400 students from commerce faculty completed internships in the academic year 2017-18 as a result of continuous efforts in the accreditation period. Design and generation of appropriate learning materials in form of workbooks for 3 courses , practical manual for 6 courses, blogs in 6 subjects , Facebook pages of 4 departments and more than 200 A-V lectures in last 5 years is an outcome of the continuous review and reform process by the IQAC.

File Description	Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

The college has continued to move towards excellence also in its 4th cycle of accreditation by working upon the recommendations of the peer team of the 3rd cycle.

In order to promote PG courses and research it has constructed a separate PG block with well-equipped labs and good ICT facilities. It has introduced 2 Ph. D. programmes, 1 PG programme and 2 Courses at UG level and the total number of Add-on courses has reached 56 from 12 in the previous cycle. The

college has shifted to Choice Based Credit System from 2016-17. In the current year more than 1000 students have been benefitted by curriculum enrichment through field visits, internships, on-the-job trainings, etc. The feedback mechanism has been strengthened as it covers 4 types of stakeholders and the feedback is analysed and appropriate action is taken upon it. The number of teachers with Ph D has reached 36 from 27 in the previous cycle and the percentage of teachers having research publications has gone up to 64 and they have completed 38 research projects. 17 teachers have been recognized/ awarded for their contribution to teaching and research in last 5 years. All the teachers have made use of ICT resources in their teaching learning process including their self-generated resources.

With the advent of technology the college has added 20 LED panels to the existing 13 LCD projectors and hence the total number of classrooms, labs and halls with ICT facilities has gone up to 41. Also the number of computers has increased to 332 and instead of 1 high speed internet connection (10 MBPS) in the previous cycle now there are 5 high speed leased line connections by 4 different service providers (>50 MBPS). Also there is regular updation of SOUL and OPAC for better maintenance of the library.

The community outreach programmes taken up (201 programmes with more than 50% of student participation) have been more result oriented as there are mangrove plantations at more than 10 wetlands, construction of more than 100 bunds and more than 30 cleanliness drives in collaboration with agencies like Coast Guards, Municipal Corporation, District Collector ate, Konkan Railway Corporation, etc under 'Swachh Bharat Abhiyan'. The outreach programmes, research projects and the national seminars and workshops have been organised in collaboration with or with the assistance of eminent national agencies like BNHS, Mangrove Society of India, Marathi Vidnyan Parishad, Bharat Itihas Sanshodhak Mandal, Coconut Board of India, Rashtriya Sanskrit Sansthan, BARC, TIFR, Bajaj Fin-serve, etc. For better administration the college has adopted ERP software.

The goodwill of the alumni and philanthropists has been translated into concrete actions by raising funds to the tune of INR 2,37,67,627 for the infrastructure development.

Example 1: Enhancement of Administrative Structure

The college was using MIS software for day to day operations in of its administration. This software was DOS based and had limited operations. Software use to give assistance in enrolment, bank operations and few reports like daily fees collection, alphabetical lists, etc. As the software was FORTRAN based the data retrieval was possible in print form only. With the increasing demand for variety of data the old software was replaced by new ERP system which is Windows based. It has more useful features like fee concessions, transfer and migration related documentation, photo capture facility for auto I-Card preparation, presentee record, exam related documents, bank entries and accounting, etc. The major advantage with this software has been the data retrieval in MS-Office format which helped integration of the output in different academic as well as administrative sections.

Example 2: Organization of Seminar, Workshops by Academic departments

The college organized 72 different events like National and State level conferences, seminars with eminent bodies like BNHS, Mangroves Society of India, Rashtriy Sanskrit Sansthan, etc. for gaining frontiers of knowledge and create awareness regarding the local issues. Workshops were organized in associations like Malaysian Palm Growers Association, Royal Society of Chemistry Bharat Itihas

Sanshodhak Mandal, Khagol Vishwa – Center for Citizen Science, etc. to provide an opportunity for students and teachers to get acquainted to latest techniques and tools used in respective branches. As an endeavor to keep the teachers updates about the changes in curriculum brought by respective Board of Studies of affiliating University, college promotes oragnisation of syllabus orientation workshops by various departments on behalf of the BoS and University of Mumbai. In accreditation period more than 15 such workshops were organized in the college. Also more than 20 teachers were resource persons in these workshops.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 17

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	03	03	06	01

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

1. Safety and Security

The college explicitly follows safety norms in all aspects.

The security staff, present 24 X 7, at the two gates of the college takes care of the security at the entry point. The discipline committee of the college safe guards the campus and hostels in all aspects. The entire campus is covered under sufficient lighting arrangements. On every floor of the college buildings there is either a Common Staffroom or Department Staff Cabins which serve the security purpose. The girls' hostel has a lady warden along with a senior teacher as a rector with assisting security staff. In the current year 05 nonteaching staff and 62 teaching staff are female.

The discipline committee members and other faculty members can easily monitor the roads, staircases and the corridors of all the three buildings. In case of emergency, there are separate corridors and staircases for girls in two buildings. CCTV system is in place on the exterior of the main campus and the library.

Timely medical assistance for girl students can be given since a full-time doctor is available on campus. Transport facility is easily provided in case of emergency.

The college encourages the girl students to participate in a number of curricular and extra-curricular activities at state and national level. During most of the events lady staff members of the college accompany them as team managers. The lady officer of NCC takes care of NCC girl cadets during the camps and outstation activities. Similarly care is always taken that one of the 3 NSS Programme Officers is a lady staff member. During mega events like annual get together in which about 2000 students are present on the campus, the discipline committee assisted by the security staff, student council and the NCC & NSS volunteers together maintain the safety and security, though Police Department is intimated to be available in case of emergency.

Anti-Ragging Cell, Discipline Committee and Grievance Redressal Cell play important role in generating awareness and addressing gender related issues. Grievance Redressal Cell and Mahila Dakshata Samitee provide a convenient opportunity for girl students to raise the problems of harassment, if any, preserving anonymity. Suggestion boxes (ICC) are installed at proper places to drop suggestions or complaints regarding the safety and security. The college also organises training in self defence mechanisms like 'Karate'.

2. Counseling:

In addition to a professional lady counsellor faculty, the two lady vice principals assisted by 50 plus lady staff members take care of the counselling needs of the girl students. The Woman Development Cell organises several programmes for counselling on various aspects as mentioned in response to 7.1.1 in addition to the individual need based counselling and mentoring.

3. Common Room

There are two waiting rooms for girl students and two ladies rooms for the lady staff members. The rooms have water arrangements, toilet blocks, first aid boxes and display boards for notices and wallpapers brought in by the girl students and the Women Development Cell.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 1.84

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 3460

7.1.3.2 Total annual power requirement (in KWH)	
Response: 188508	
File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs	
Response: 9.81	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 11298.3732	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 115172	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

<p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <p>Solid waste management</p> <p>The college gives priority to keep the campus clean and eco-friendly. It instructs the staff and students to reduce waste to maximum possible extent. The students are instructed to deposit waste in separate bins kept at various places on the college campus. The solid waste, not useful for composting, is disposed off every morning to the garbage carriers of the Municipal council. The decomposable solid waste is used to convert it into fertilizer in a plant maintained scientifically. Guidance and training for this activity is arranged through MoU with Eco-Rox, Mumbai.</p> <p>In order to create awareness about clean campus and waste management among the students, programmes such as poster competition and street plays are organized. Special days like the birth or death anniversaries</p>
--

of the founder members or donors are observed by organising campus cleaning drives in which all teachers and students participate whole heartedly.

Liquid waste management

Drinking water facility is arranged in every building of the campus. Waste water from laboratories and toilets is properly drained out through the underground drainage systems using natural slopes of the campus.

E-waste management

E-waste such as condemned batteries and damaged computers is disposed off by handing them for safe disposal to outside agencies or via buyback policy .Occasionally the service is extended also to the community by inviting and collecting the e-waste from the citizens and disposing it off scientifically. Eco-Rox, Mumbai and Synergy Consultants Pvt. Ltd., Mumbai have been given the responsibility of green audit and waste management of the campus.

The institution knows that the issues like waste management become easy to handle if the internal as well as external public becomes more conscious and serious about them. For building up awareness in this regard it takes various initiatives in collaboration with several NGOs working for similar cause. The organisation of Kirloskar Vasundhara International Film Festival is such a noteworthy programme of the college for building awareness regarding waste management at the college campus as well as in the city at large. The theme of the two-day festival of 2015 was "Zero Waste & Management" in which 3000 students of the college and high schools in the city had participated. The festival included various programmes like film screenings, exhibitions, lectures, discussions, industry visits and felicitation of individuals and industries developing innovative waste management programmes.

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The roof water of the main building is collected during monsoon on the first floor where Chemistry, Botany and Zoology laboratories are located. This water is used for lab utilization as well as substitute for distilled water for the practical sessions.

The college campus has a natural slope and the rainwater on the campus is allowed to flow and drain down the natural slopes. At the lowest level some of the water is filtered and collected in a tank. The remainder

of the water is made to percolate in the premises itself, instead of draining it out, to raise the level of the ground water. The same water assimilated at the bottoms of the bore wells on campus is utilised for gardening and other requirements.

File Description	Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The college being situated on a sort of hilly region with uneven roads there are restrictions to the use of bicycles. More than 60 % of the students use public transport. The roads are pedestrian friendly.

Majority of the campus is plastic free. Efforts towards paperless office are in progress. In last few years, most of the downward and horizontal communications are being sent electronically. In addition some departments are motivating their students to reduce the use of papers by making use of LMS such as Google classroom. Use of blank side of the paper printed on one side for home assignments is also being encouraged by some faculty members and departments.

The clean and beautiful college campus displays a variety of plantain. It comprises a botanical garden in the backyard of the main building, number of coconut trees encircling the playground, flower beds and a small fountain on the front side of the main building and the new building. A skilled gardener takes parental care of all these plants of diverse kind and maintains the calm and serene atmosphere.

Synergy Consultants Pvt.Ltd., Mumbai is given the responsibility of green audit and waste management of the campus.

File Description	Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.97

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.22	1.00	02.73	0.34	6.28

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 12

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	04	02	00	03

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 10

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	03	02	02	02

File Description	Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 56

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	11	11	10	10

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The college organizes with great respect and enthusiasm the two national festivals viz. the Independence Day and the Republic Day as well as Maharashtra Day. It observes with due respect and seriousness the birth and death anniversaries of freedom fighters and nation builders such as Lokamanya Tilak, Dr. Babasaheb Ambedkar, Swami Vivekanand, Chhatrapati Shahu Maharaj, etc. Also the anniversaries of founder members, patrons and architects of the institution are observed by paying them tribute in a variety of ways.

There is a special committee of faculty members that organises such programmes in a planned and systematic manner so as to reach to the students and the society the messages that the lives of these great personalities teach us. Renowned thinkers and researchers of lives of these national leaders are invited on such occasions to deliver their scholarly talks. For active participation of students, programmes like patriotic songs, essay and elocution competitions, wallpaper publications, etc. are organized.

The college comes out with innovative ways to honour these great personalities. The birth anniversary of Lokamanya Tilak is celebrated by way of organizing a 2 km rally from the college to the historical birth place of the great freedom fighter. It is the peak season of monsoon but the faculty and the students walk to the monument without raincoats or umbrellas. At the statue of Lokamanya, cantos from the Bhagvadgeeta are recited by the students. On the same day i.e. 23rd July, essay and elocution competitions on his life and work are held. On 1st August - the day of his Death Anniversary- the winners of the competitions are felicitated by the hands of the chief guests and speakers on the dais.

In 2015-16, "Sahakar" the annual magazine of the college dealt with certain historical events in their centenary year. The students wrote on such events as Mahatma Gandhi's arrival in India from South Africa and Einstein's Theory of Relativity. Similarly, to pay homage to Dr. Abdul Kalam, the college had declared

and observed a Sunday as a "working day" because work was his passion, work was his worship.

Birthday of late Baburao Joshi (28 April) is celebrated with sister institutions under the R.E. society in form of lecture by well-known educationist. The death anniversary of late Nanasaheb Gogate(8 July), one of our donors, is observed by cleaning the whole college campus. The death anniversary of late Principal Dr. Bavadekar is observed by organizing Dr. Bavadekar Memorial Lecture delivered by eminent scientists. Similarly the death anniversary of late Arruappa Joshi(28 February), an ex-president of the governing body of the R. E. Society, is observed by organizing the Shodh-Vedh research festival to develop scientific attitude and research culture among the youth of Konkan that the great soul dreamt of and lived for.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institution maintains utmost transparency and accountability in all its financial, academic, administrative and auxiliary functions.

All policy decisions are taken only after discussions in the Governing Body, IQAC, CDC and other appropriate bodies. The meetings of these bodies are conducted after due notice and decisions are taken after healthy discussions and deliberations among the members of these bodies. The resolutions are on record in the minute books of the concerned bodies.

The IQAC is the pivotal unit in the college. Majority of the curricular, co-curricular and extra-curricular activities are routed through the IQAC.

On financial matters, the relevant bodies are planning board, purchase committee and building committee. All these bodies are headed by the Principal and consist of representatives of the management, teaching staff and non-teaching staff. In the building committee, representations of the University and PWD department are also included. It approves the plan of the building and makes alterations in the plan, if needed. The committee supervise the construction works and ensures that the works are progressing in accordance with the guidelines. Stringent rules are followed with regard to the release of funds as well. The planning board is another important committee related to matters like utilization of grants under schemes like CPE, DST-FIST. The minutes of all these committee meetings are properly maintained.

The purchase committee is the competent authority to decide on the purchases to be made in the college. At the beginning of each academic year, proposals are received from all departments on the estimated purchases for the academic year. After thorough discussions, the committee gives its approval for the purchases which are made strictly in accordance with the rules. Following procedures like quotation/tenders the purchase orders are issued to the least quoted firms. The release of amount of the bills is made directly to the bank account of the firms. All financial transactions are properly documented and audited. The Annual statement of accounts and expenditures are presented before the competent bodies like

planning board and CDC.

In academic matters like the teaching work allotment, choice of subject/course for teaching, methods of teaching and internal evaluation, results, etc. complete transparency is maintained as all the related decisions at the department level are taken in a committee named "VidyaSamiti" which has on it student representatives and also external members along with all the faculty members. Teachers' Diary is maintained and it is periodically signed by the vice principal. Work completion reports, students feedback reports, etc. are submitted to the vice principals. The students' feedback on teachers' teaching practices is disclosed to the respective teachers by their VPs and the teachers give to the VP their own feedback on the same in writing.

The administration of the college is centred with the College Registrar and Office Superintendent and divided into various departments like admission and eligibility, accounts, examination, scholarship, etc. Decisions that affect various departments are taken after a joint meeting of all concerned staff and departments.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

BEST PRACTICE 1 - THEATRE FOR MULTIFACETED DEVELOPMENT

Title of the Practice: THEATRE FOR MULTIFACETED DEVELOPMENT

Objectives of the practice:

To develop and exploit the inborn theatrical interests, talents and aptitudes of the youth of this region

1. for making the teaching -learning process more effective and enjoyable
2. for their own personality development
3. To enable them explore possibilities of finding jobs or making career as playwrights, actors, directors, technicians, etc. in theatre, TV and film industry.
4. for making extension activities of the college more communicative and effective
5. for popularisation of languages and science

In other words, the practice aims at development of the inborn dramatic interests, talents and aptitudes of the youth of this region through curricular, co-curricular and extracurricular activities related to theatre to bring in holistic development of the individual students and socio-cultural enrichment of the region.

The Context

Konkan region is known for its peoples' inborn interest in theatrical activities. It is one of the situational advantages of the region. However owing to poor socio-economic background and want of infrastructure and support systems, the latent talents are seldom realized and developed. The college, therefore, adhering

to its mission and one of the objectives, considered it essential /worthwhile to provide a platform with all sorts of necessary support and facilities to bring out these hidden talents and help its students succeed in various kinds of theatrical forms and activities that would result in development and enrichment of one kind or the other.

The Practice

- The college has an open air theatre as well as an air-conditioned auditorium available throughout the year.
- There is a special budgetary provision for professional theatrical training.
- Not only the teachers of cultural department but also of various academic departments like Marathi, Sanskrit, Chemistry and Geography act as mentors in this regard and also accompany the individual students or teams participating in various competitions from time to time.
- The alumni that have proved themselves in the theatre contribute to the college activities as mentors, sponsors, directors etc.
- For the sake of students with academic interest in theatre, the language departments like English offer elective papers like 'Drama and Theatre' and 'Shakespeare'.
- Departments like NSS, WDC, DLL inevitably use theatre as an instrument of social change by building social awareness on several issues like female foeticide, HIV AIDS, cancer, etc. through their street plays (e.g. The street plays like " Mulgi Zaali Ho - A Girl Child is Born...!" on issues like female foeticide , produced and enacted by WDC & NSS at several places in and around Ratnagiri city)
- Departments like Sanskrit produce full length plays for popularisation of Sanskrit language and literature while departments like Marathi experiment with composite theatre to participate in prestigious state level competitions like "Rangavaikhari ".
- Even science departments, use theatre as a means of science popularisation by scripting and staging one act plays and participating in similar competitions. (e.g. some students of science faculty scripted and enacted a one act play based on "Theory of Numbers" by the renowned mathematician Mr. Fermat)
- The Cultural Association every year organises programmes like " Malhar Youth Festival", "Dandekar Monoacting Competition" and "Bhatawadekar Skit Contest" for the sake of talent hunt followed by training the selected students by professional directors and bags number of trophies and medals by participating in all sorts of university and state level theatre competitions (mono acting, mimicry, mime, one act play and full length play in Marathi and Hindi).
- More advanced and interested students are also encouraged to take up full-fledged course in theatre run by Ramesh Keer Kala Academy, a sister institute the college.

Thus the practice comprises of:

- Offering academic elective courses like "Drama & Theatre"(TYBA)
- Organization of annual events viz. "Malhar Youth Festival" and "Zep Youth Festival" for mass entertainment as well as talent hunt.
- Mentoring of selected artists by faculty, alumni and professional trainers for best performances or success in:
 - a number of state level one-act -play or full length play competitions
 - mimicry, skit , mime and mono acting competitions
 - street plays for social awareness on various issues
 - media industry (radio programmes, TV serials, films)

Evidence of Success:

The policy and practice has proved to be a great success over last few years. Every year 200 to 300 students from various curricular, co curricular and extracurricular activity departments have participated in one kind of dramatic activity or the other.

The major achievements of the last 5 years are:

Top ranking in 20 State-level one act play competitions with cash prizes amounting to more than INR 5 lacs

- 49 medals/top ranks in university or state level mono acting/skit/mime/mimicry competitions including titles like "Golden Girl" or "Golden Boy" of the university or of Maharashtra.
- Selection of 10 students as RJs on All India Radio
- About 10 ex-student's successful entry in TV serials/ Films
- Creation /publication of web serials by alumni

Problems Encountered and Resources Required:

1. Clash of university exam schedules with the schedules of the competitions
2. Lack of time management techniques on the part of the students

Resources required: Full time director

Best Practice 2 – MoUs with HEIs for curricular enrichment

Title of the practice: MoUs with HEIs for curricular enrichment

Objective of the practice:

1. To promote cooperation among HEIs for promotion of academic excellence
2. To establish formal linkage with HEI's, research institutes and NGOs
3. To identify areas of mutual strengths like infrastructure and expertise for their sharing
4. To design and execute complimentary teaching-learning, research and extension activities based on avenues and needs of both the institutes in MoU
5. To generate academic rapport among the peers (faculty, administrative staff and students) to inculcate the culture of sharing for symbiotic growth in HEI's and the betterment of educational ambience

The Context

There is a growing dynamism in academic field in the last decade. Percolation of technology, emergence of social media as a new channel of information sharing, growing global exposure among the faculty and students and ever increasing aspirations of student community are the major factors responsible for the paradigm shift in higher education. At the other end majority of the HEIs are facing difficulties in finance, stability of faculty and restlessness among the students and it is difficult for an individual institute to

address each of these obstacles independently. Also there is wastage of resources by duplication of high-end facilities which are not a part of the day to day teaching-learning. Though the increasing diversification of various branches of knowledge is getting suitable place in the curricula with every revision, the faculty available in HEIs is unable to meet the diverse demands. With well thought and functional MoUs majority of these issues can be addressed.

The Practice

The College, in addition to the regular interactions, is keen on having a formal Memorandum of Understanding with other institutes of higher education for mutual benefit. Either other HEI approaches the college for signing an MoU or the college selectively and deliberately requests other HEI or laboratory or NGO for signing it. In both the cases, teams from both the institutes visit each other's premises and take first hand feel of the facilities, work culture and ambience. Then areas of interest are penned down by both, a draft is shared and alterations if any are discussed. Once the draft is final, signing of MoU takes place at either of the institutes. The draft inevitably takes into account aspects like finance, IPR and provisions for exit or continuation along with the validity period. Usually the validity period is 3 to 5 years. For the MoU to remain functional the college appoints a faculty as the coordinator and requests the partner institute to do the same.

Activities designed under the MoU include faculty exchange, student exchange, joint lecture series, joint seminars, combined field visits, performance in annual social programmes, representation in BoS in case of autonomous institutes, joint placement drives, helping in academic audits, laboratory sharing and joint research proposals. All these activities are routed through coordinators. Planning meetings are held at the beginning of every year and tentative schedule for the activities is chalked out. Regular communication among the coordinators results into successful execution of the plans.

Presently, the college is having 10 functional MoUs with renowned HEIs are from Maharashtra, Goa and Karnatak. All HEIs are with 'A' grade. They include a minority institute, an autonomous college, two national/CSIR laboratories, two NGOs and a research facility. Fifty two activities have been carried out with different MoU institutes in this accreditation period.

Evidence of Success

- Total 10 MoUs are functional and 2 of them are in their second cycle after renewal.
- In all 59 interactions happened in last 5 years (i.e. more than 5 interactions per institute every year)
- 843 students and 229 faculty members participated in the interactions
- 5 joint seminars of which 4 National and 1 International were organized under MoU
- A joint project proposal had been submitted to DST
- Participation in a joint pilot study with National Institute of Oceanography(NIO) for a Major Research Project

Problems Encountered and Resources required

As the MoU institutes are affiliated to different universities, the academic calendars are different. Due to this, the actual period to conduct academic activities during the academic session is narrowed.

Expectations of the National Laboratories like NIO and ICAR regarding the duration for internship is of at least 50 days. But it is difficult to send undergraduate students for such internship as there are no such

windows in their academic calendar.

Financial provision is needed for payment of allowances of faculty members invited, traveling expenses of students and incidental expenses during programmes.

Human expertise and infrastructure like laboratories, hostels and AV rooms during organization of activities.

File Description	Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Environment conservation and its betterment is one of the areas where the college has performed very well.

Our vision and mission include the conservation of physical or natural environment and enrichment of socio-cultural environment in the Konkan region through creative and constructive deeds of the students, the faculty, the management and the alumni.

Accordingly, following have been our thrust areas and the related work in last 5 years:-

A) Women empowerment and gender equity for healthy social environment:

Even today, the socio-economic backwardness and unfavourable conditions of the region are challenges that prevent girls and women from pursuing higher education and smarter careers. To face them squarely, our institution has opened an array of avenues to identify women's strengths and talents and then to progress, succeed and excel. The institution has attained the objective of empowering the female stakeholders remarkably well by providing safe and secure ambience and supportive systems to boost their sense of self-worth; choices, opportunities and facilities to help them reach their optimum potential and building ability to influence the direction of social change towards a more equitable social and economic order. The policies and strategies planned to this end have resulted in the all-round success of our women stakeholders who have become valuable assets of the society.

Following are some of the topmost achievements in this regard:

(a) Girl Students:

- **Academics:** University Toppers in their respective subjects: UG- 3, PG-2
- **Research Competitions :**

- Avishkar: University Rankings-3,
- Marathi Vidnyan Parishad Sanhodhan Puraskar-4
- **Sports :**
 - Winners of
 - "Rani Laxmi" -top most national honour with a cash prize of INR 5 lacs.- 1
 - "Janaki Award"- Prestigious Sports Awards -2
 - "Shiv Chhatrapati Award" by Government of Maharashtra- 1
 - Captainship of state Kho-Kho team at national games(women)-1
 - Participation in International Power-lifting Competitions - 2
 - Selection for 5-year training for Mission Olympic 2024 -1
 - University, state and national championships in Kho-kho, Kabaddi, Power Lifting and Athletics – 30+.
- **NCC:**
 - State/National : Gold , silver and Bronze medals -58
 - Selection and participation in NIC/ Republic Day Parade, New Delhi- 10 +
 - DG Commendation as 'Best NCC Cadet' - 1
- **Elocution/Debates:**
 - University & state level ranks in all 5 languages taught in the college :10+
 - 2nd Rank Speaker in Youth Parliament, National Interuniversity Competition by Central Govt-1
- **Theatre/Music:**
 - Actresses in TV serials on Zee Yuva-2; professional singers in theatre and music albums-2 ; radio jockeys on AIR & FM channels-2
 - 'Golden Girl of Maharashtra' award in Indradhanushya inter-university cultural Competition -1

Besides, several girls students have been studying for research and higher professional degrees like Ph.D., CA, CS and many others have been recruited in education and police departments or elected /leading in local governing bodies.

(b) Women Stakeholders:

-Chairperson of GB, RE Society and Senate Member , Mumbai University(MU)

-Vice Principal (2)

-LMB member (5)

-BoS Member(4)

-Ph.D.Guide (3)

-Reviewer of International Journals

-Resource Person for about 50 Refresher Courses and training programmes for Maharashtra Police and District Health Officers

- Convener of programmes by Royal Society of Chemistry, West India Section
- Coordinator of programmes run by Maharashtra State Commission of Women
- Judge in the Astronomy and Astrophysics Olympiad (Bhubaneswar)
- NSS programme officer
- NCC officer (Army)

The awards they have bagged are:

- Special research guide award for Marathi Vidnyan Parishad (3)
- International Honours (Hindi Pracharini Sabha-Mauritius)
- 3rd prize in National Competition in " Innovative Experiments in Physics(NCEIP)
- BEST NSS PO award (MU),
- State Level Sanjeevani Award

Besides, some of them have patents, books and publications to their credit. Some others have participated in International Conferences, worked as actress and directors in theatre.

B) Conservation of the natural environment:

For preserving the rich natural beauty and diversity of Konkan region, the college has made a significant contribution by means of research and extension activities in collaboration with renowned institutions like BNHS, Mangrove Society of India, Microbiological Society of India and Maharashtra State Coconut Board. The major work is on conservation of mangroves; turtles and their habitat, and rare flora. The instruments include nature treks, field visits, and mangrove and Casurina plantations, cleaning of beaches, workshops, photo exhibitions and film screenings. An ambitious work of rejuvenating a river had been accomplished by the NSS department in collaboration with an NGO before 5 years. The college organised Kirloskar Vasundhara International Film Festivals (3 years successively) for building awareness about the worth and beauty of nature among the youth and children. Also the recent initiative in the "Swachha Bharat Summer Internship Programme" aimed at preservation or enrichment of our physical environment.

C) Preservation of the linguistic and cultural plurality of the region:

Five language departments in collaboration with other in-house forums like literary association and cultural association engage themselves in various innovative and interesting programmes like wallpapers, dramas, poetry recitations, film screenings, training programmes, lecture series and visits to the historical places and monuments of cultural significance in order to preserve and enrich the cultural heritage and plurality of the region. There is no other college in Maharashtra and very few in India having departments of Sanskrit and Urdu working together and supporting each other in preserving their classical linguistic and literary status.

Following are recent praiseworthy examples:

1. International Seminar on " Urdu in Konkan "(2018)
2. Script writing and its prize winning (INR 1 lakh) dramatic performance for Rangavaikhari Competition (2018)
3. State level Workshop on " Use of and Writing for Marathi Wikipedia"(2017)
4. "Teachers' Training in Sanskrit Conversation"- (10-day residential programme with 125 teacher participants from Mumbai to Goa) (2016)
5. Script writing , production and performance of Sanskrit drama "Umayanam" (Ratnagiri and Pune, 2016)
6. Centre for " Informal Education in Sanskrit "- 4 classes' and 96 students (2016 onwards)
7. Workshop on "Manuscriptology"(2015)

The two major platforms "Sahakar ", the annual magazine and wallpapers, and "Zep", the annual youth festival enable students from diverse cultures and backgrounds to have artistic expressions and cultural exchanges in a variety of forms.

Thus, the institute has performed at its best for conservation and enrichment of holistic regional environment.

5. CONCLUSION

Additional Information :

- The examination results are always higher than those of the affiliating university and other colleges in the Konkan region.
- As a lead college, the institute has a lion's share in the successful accomplishment of affiliating university's various ambitious initiatives such as Digital Electronic Paper Delivery System (DEPDS), Onscreen Marking System (OSM) and organisation of state or national level sports and cultural events.
- Teachers are nominated as experts on various district level Government committees like District Coastal Zone Management Committee, Wetland Committee, Mahila Dakshata Samiti, Social Media Control Committee, etc.
- The college allows the students to pay their fees in instalments and more than 20 % of the students from economically weaker sections are benefitted by this.
- The students of the college have frequently championed university level competitions in research, theatre, debate, elocution, Kho-Kho, Kabaddi and power lifting.
- The collage provides invaluable infrastructure and staff support for the events of many district offices/ government bodies round the year.
- Many students are self-employed/on local governing bodies.
- Periodic publications of wall papers by various departments is one of the best practices over decades.
- The annual magazine "Sahakar" is a mirror of creative minds of the students and all the major activities and achievements of the college over the year.
- The faculty members voluntarily and gladly engage themselves in numerous activities with students that break the walls between classroom and the field to make teaching learning an enjoyable experience for both.
- The number of renowned guests that visited the college on various occasions in last 5 years include Hon. Smt. Sumitratai Mahajan (Speaker, Loksabha) , Hon. Nitin Gadkari (Union Cabinet Minister), Dr. Narendra Jadhav (Member, Rajyasabha) ,Dr.Rajendra Sing (Magsaysay Awardee), Dr. Ashish Lele (Dr. Bhatnagar Awardee), Shri.Madhu Mangesh Karnik (Padmashri) , etc.

Concluding Remarks :

While heading for the 4th cycle of accreditations, the IQAC is pleased to report that the college has *continued to move towards excellence in its 4th cycle of accreditation by working upon the recommendations of the peer team of the 3rd cycle* .It has made remarkable accomplishments in all the major areas following the perspective plan made after analysing the recommendations made by the peer team and reconsidering the vision, mission and objectives of the institute.

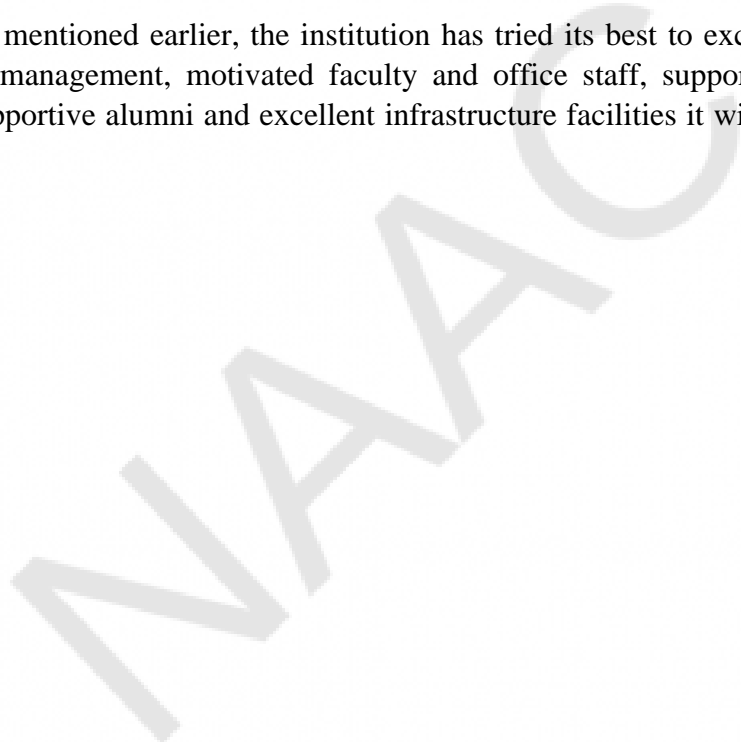
In order to promote PG courses and research it has constructed a separate PG block with well-equipped labs and good ICT facilities. It has introduced 2 Ph.D. programmes, 1 PG programme and 2 Courses at UG level. The total number of add-on courses has reached 56 from 12 in the previous cycle. There has been curriculum enrichment through field visits, internships, on-the-job trainings, etc.and the feedback mechanism has been strengthened. The number of teachers with awards, recognition and Ph.D. has increased with the increase in their research projects and publications. All the teachers have made use of ICT resources in their student-centric teaching learning process including their self-generated resources.

With the advent of technology the college has made majority of the classrooms, halls and labs ICT based with advanced computers, LED panels and high speed lease lines of internet. For better administration it has adopted ERP software.

Also the 200 plus community outreach programmes in collaboration with government and NGOs have proved more result oriented. The goodwill of the alumni and philanthropists has been translated into concrete actions by raising funds to the tune of INR 2.37 crores.

Students' achievements in university exams, research competitions, NSS, NCC, Sports and Cultural events, improvement in e-governance, increase in linkages, collaborations and functional MoUs, conduct of AAA, efforts for social justice, conservation of environment and inculcation of values are equally noteworthy.

Despite various constraints mentioned earlier, the institution has tried its best to excel in all its services and blessed with a supportive management, motivated faculty and office staff, supportive peer organizations, disciplined students and supportive alumni and excellent infrastructure facilities it will march towards greater excellence.



6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programs in which CBCS/ Elective course system implemented. Answer before DVV Verification : 13 Answer after DVV Verification: 6</p> <p>Remark : DVV has considered programs BA, B.Sc, B.Com, MA, M.Com and M.Sc.</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1689</td> <td>252</td> <td>332</td> <td>353</td> <td>207</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1716</td> <td>250</td> <td>332</td> <td>353</td> <td>207</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1689	252	332	353	207	2017-18	2016-17	2015-16	2014-15	2013-14	1716	250	332	353	207
2017-18	2016-17	2015-16	2014-15	2013-14																	
1689	252	332	353	207																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1716	250	332	353	207																	
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>13</td> <td>19</td> <td>27</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>4</td> <td>16</td> <td>25</td> <td>33</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	03	13	19	27	17	2017-18	2016-17	2015-16	2014-15	2013-14	01	4	16	25	33
2017-18	2016-17	2015-16	2014-15	2013-14																	
03	13	19	27	17																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	4	16	25	33																	
2.1.2	<p>Average Enrollment percentage (Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</p>																				

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3727	3771	3669	3635	3413

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1466	1533	1436	1431	1356

2.1.2.2. Number of sanctioned seats year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3951	3948	3920	3855	3723

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1690	1710	1687	1651	1666

Remark : DVV has made the changes as per provided admission report of first year students of each program by HEI.

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1978	1974	1960	1928	1862

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1543	1539	1529	1503	1452

Remark : DVV has made the changes as per provided number of actual students admitted under the reserved categories of SC, ST and OBC by HEI.

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

2.2.3.1. Number of differently abled students on rolls

Answer before DVV Verification : 5

Answer after DVV Verification: 0

Remark : Copy of disability certificate of differently abled students of 2017-18 not provide by HEI.

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	3	3	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	3	3	2

Remark : DVV has not considered award received from Maharashtra Granthottejak Sanstha in 2017-18.

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.4	58.42	5.8	5.67	30

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.4	58.42	2.25	5.67	23.68

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

27	14	24	10	04
----	----	----	----	----

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
15	11	19	04	04

Remark : DVV has not considered those journals which are not in UGC list.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
06	01	02	02	02

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	01	02	02	02

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., 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/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
50	40	44	36	31

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
36	28	34	29	26

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
05.35	04.76	06.88	07.68	07.24

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
7.70	7.52	7.37	5.62	5.64

Remark : DVV has made the changes as per Consolidated Extract of Audited Expenditure for purchases of books and journals duly signed by CA.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16.42	19.32	32.38	10.60	53.51

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
17.05	19.32	32.38	10.60	53.51

5.1.1 Average percentage of students benefited by scholarships and freships provided by the Government during the last five years

5.1.1.1. Number of students benefited by scholarships and freships provided by the Government year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1217	1620	1554	1486	1618

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1224	1620	1554	1486	1618

Remark : DVV has made the changes as per provided list of students benefited by Rajiv Gandhi Vidyarthi apghat Sanugraha Anudan Yojna,' UGC Schoiarship, Indira Gandhi one Gird child scholarship for 2013-14 and CHIEF MINISTER SCHOLARSHIP, STATE GOVERNMENT

SCHOLARSHIP To THE BEST CADET, AWARD OF SHYAM BENEGAL SCHOLARSHIP for 2017-18 by HEI.

5.1.2 Average percentage of students benefited by scholarships, freships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
57	48	126	150	135

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Sanctioned letters of students benefited by scholarships, freships not provided by HEI for the year 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18.

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
186	56	112	27	19

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
110	57	89	63	18

5.3.1 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) 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:

2017-18	2016-17	2015-16	2014-15	2013-14
13	22	12	12	05

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
06	09	07	04	03

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
26	19	25	24	24

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
26	19	25	24	24

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	01	01	01	01

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Report of the meetings/chapter held in 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18 not provided by HEI.

6.3.2 Average 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:

2017-18	2016-17	2015-16	2014-15	2013-14
19	24	16	12	03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
10	19	6	7	2

Remark : DVV has made the changes on a pro-rata basis for the provided list of certificate of teachers by HEI.

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	2	3	1	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Report of professional development / administrative training programs for the year 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18 not provided by HEI.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1.92	15.15	130	62.46	00

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4.54	124.67	171.21	45.16	37.15

Remark : DVV has made the changes as per highlighted extract of Grant received for Special Purpose and Khatu Natya Mandir Ext. Donation Fund duly signed by CA.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Report of quality initiatives by IQAC not provide by HEI.

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
08	08	08	07	02

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
04	03	03	06	01

Remark : DVV has made the changes as per pro-rata basis of provided report of gender equity promotion programs by HEI.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
01	00.9	02.70	01.00	01.30

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1.22	1.00	02.73	0.34	6.28

7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) <p>Answer before DVV Verification : C. At least 4 of the above Answer After DVV Verification: D. At least 2 of the above Remark : DVV has made the changes as per photo of Wheel Chair and Computer Facility provided by HEI.</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 987 1046 1122"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>05</td> <td>04</td> <td>11</td> <td>05</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1200 1046 1335"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>04</td> <td>02</td> <td>00</td> <td>03</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per report of initiatives provide by HEI. DVV has not considered NCC activities here.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	04	05	04	11	05	2017-18	2016-17	2015-16	2014-15	2013-14	03	04	02	00	03
2017-18	2016-17	2015-16	2014-15	2013-14																	
04	05	04	11	05																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
03	04	02	00	03																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1733 1046 1868"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>07</td> <td>06</td> <td>09</td> <td>06</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1946 1046 2080"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>03</td> <td>02</td> <td>02</td> <td>02</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	04	07	06	09	06	2017-18	2016-17	2015-16	2014-15	2013-14	01	03	02	02	02
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04	07	06	09	06																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	03	02	02	02																	

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>16</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>8</td> <td>8</td> <td>8</td> <td>8</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	18	16	13	13	13	2017-18	2016-17	2015-16	2014-15	2013-14	8	8	8	8	8
2017-18	2016-17	2015-16	2014-15	2013-14																	
18	16	13	13	13																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
8	8	8	8	8																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1978</td> <td>1974</td> <td>1960</td> <td>1928</td> <td>1862</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1543</td> <td>1539</td> <td>1529</td> <td>1503</td> <td>1452</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1978	1974	1960	1928	1862	2017-18	2016-17	2015-16	2014-15	2013-14	1543	1539	1529	1503	1452
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2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1059</td> <td>962</td> <td>954</td> <td>860</td> <td>883</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1062</td> <td>962</td> <td>954</td> <td>860</td> <td>883</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1059	962	954	860	883	2017-18	2016-17	2015-16	2014-15	2013-14	1062	962	954	860	883
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