



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SAHYADRI SHIKSAN SEVA MANDAL'S ARTS AND COMMERCE COLLEGE JUCHANDRA

**SANE GURUJI MARG, BEHIND KARAMVEER BHURAO PATIL SCHOOL,
POST JUCHANDRA NAIGOAN EAST TALUKA VASAI**

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Constitution of India endows upon all the Right to Education. The gross enrolment ratio has definitely witnessed a huge leap but yet there exists a wide disparity when it comes to rural areas. The ventures here are not profitable and hence quality is compromised. Moreover, changes are not accepted with ease. Against all odds, the founder and chairperson of the trust Shri Gopikishan Patil dreamt of providing higher education to all his children in the village at affordable costs.

He urged the people of the town to come together and uplift the cause of education, especially for girl children. His vision and zeal gave birth to our institution “Sahyadri Shikshan Seva Mandal’s Arts and Commerce College” in the vicinity of Juchandra village in the year 2009. The college was initiated with a handful of students i.e 52 in number. But this didn’t demotivate the management it continued its path of providing education to all despite financial constraints.

Proud to say, the institution bridged the gap by providing education to females who due to early marriages had their desires shattered. It empowered them, made them self-confident, and more importantly determined to let history not repeat itself. Although during the initial period college progression was hindered due to various socio-economic and political concerns, the fire ignited was strong enough to face and knock down these differences. Remember always, “Tough times don’t last but tough people do”.

With the perfect blend of people from all generations in the college development committee, the institute balances the beam of Technology and Traditions keeping itself intact to the ground but screeching through the skies. Patience and Pace are the two warriors enshrining this institution for the coming future. In building a strong team, everyone here aspires to each other’s strengths as a complement to one's weaknesses rather than as a threat to one’s position or authority.

Lastly, though the ripples were high, the institute has confronted these challenges bravely and the journey to shine towards a brighter future for all the students, stakeholders, and community at large.

Vision

“Knowledge has no Age Bar. When it comes to women empowerment, education acts as game changer blooming the individual and society to higher levels of confident growth. The college enshrines within itself “Empowering Women through Education”.

Mission

- Quality Education to all at an affordable cost.
- Sustain a caring and supportive environment for all the stakeholders.
- Foster a Comprehensive and All round development of an individual.
- Build not just degree holders but Educators.
- Maintaining high standards of integrity and ethical value propositions.
- Encourage dropouts to pursue education, especially women to ensure their independence.
- Ensure roots of cultural heritage remain intact while balancing the beam of economic and social

progression.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Centre for learners and has a positive image as Sahyadri College for its *discipline and decorum*.
2. The managing trust is known for its community outreach programs and for the "no donation policy " for all its educational institutes.
3. Blended Governing Body that is ready to accept change with an open mind.
4. Learner Centric Teaching Learning systems and excellent academic results at exit point despite most students enrolled are with average percentages.
5. Disciplined, Eager to soar higher and humble students have helped us climb the ladder gradually.
6. Strong Extension Enrollment Ratio.
7. Wide extracurricular activities and community outreach programs.
8. Enabling environment for the growth of faculties.
9. The well-established emotional rapport between the governing body, teachers, and students.
10. Participative management respects the opinions and decisions of the staff, students, alumni, and parents.
11. Digitalization of resources with ERP system for stakeholder management.
12. A center for lifelong learning and growth for both faculty and students.
13. Supportive administrative setup in the college office.
14. Strong support from the local community in form of donations and companies in form of CSR funding for infrastructure development.
15. The College maintains strong ties with Alumni by involving them in various activities and service contracts.

Institutional Weakness

1. Formal MOU for placement and internship is limited.
2. Research Culture in faculty and students is developing at a slower pace.
3. The overall number of faculties with Ph.D. degrees is less.
4. Non- Availability of Financial support from funding agencies for faculties' research-based activities.
5. The students have obtained their schooling from medium other than English so there exists a language barrier when it comes to winning awards at University Level and in Placement Camps
6. Limited scope for Placement and Recruitment.
7. The infrastructure is still not fully developed.
8. A limited number of academic courses.
9. Limited applications of students for government scholarships.
10. Low enrollment due to the existence of aided colleges in the vicinity.

Institutional Opportunity

The institute though naïve with a broad vision and adaptability to accept changes readily aims to harness this strength and walk on the path of turning weaknesses into strengths.

1. To increase the number of academic courses at UG and PG level
2. To enter formal MOUs for placement and internship.
3. Develop E-waste recycling systems.
4. Mainstreaming Alumni support services.
5. Developing Research culture through incentivizing and motivating teachers and students.
6. Modernization of ICT technologies on a wider scale.
7. Start with Value-added and Certificate Programs for students and initiate steps toward NEP 2020.
8. Explore the use of Open Educational resources at a higher capacity and work towards Universal Design for Learning.

Institutional Challenge

1. The college not being covered under 12b and 2f of the UGC Act, fails to apply for projects under UGC grants and ICSSR Research Projects.
2. Motivating students to undertake internships and research projects that the curriculum doesn't provide is a challenge.
3. Persuading students to use additional references often doesn't give the desired results.
4. Associating with industries for strengthening placement and internships involves several formalities.
5. To recruit experienced staff in an institute that is just a decade old is challenging.
6. Encouraging Students belonging to lower economic backgrounds to undertake paid certificate courses from the bodies like NISM, SEBI etc. is difficult.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum Enhancement The institute is affiliated with the University of Mumbai, it adopts its curriculum directly from that designed by its respective Board of Studies. Effective implementation and assimilation of the curriculum form the center stage of all the activities. The institute caters to students whose average entry-level scores range between 50-60%, thus creating an enabling environment is all pervasive. It ensures the curriculum so designed is well planned and executed through a consortium of activities suiting the needs of its students. The IQAC analyzes the strengths and weaknesses of the existing ecosystem conducts and deputed teachers for various curriculum-based workshops and organizes one-day workshops/ guest lectures for students. The Academic calendar acts as a blueprint in the process of curriculum planning delivery. The institute has developed a manual for curriculum based activities. To further complement and supplement the curriculum, add-on courses such as income tax return filing, GST returns filing and Transition made easy have formed an integral part over the period of time, thereby bridging the gap between theoretical and practical knowledge. The institute has also signed MOUs with industries and colleges to help depute students for internship and field visits.

University Representation - The faculty members are involved in university-related activities such as members of the board of syllabus framing committee, and assessment and evaluation activities.

Curriculum Feedback - The feedback mechanism is conducted in a blended model. The formats and types of questions were revised to incorporate the changes confronting the pandemic. The questions are translated into the regional language (Marathi) to ensure there is no misinterpretation and the feedback so collected is

authentic. Feedback collection from teachers continued through departmental and staff colloquium meetings through a questionnaire designed by the IQAC and reviewed by the NAAC advisors. The curriculum-based feedback is collected, analyzed, and presented by IQAC in the CDC meetings. Also, the suggestive actions and changes for putting forth for acceptance in the CDC meetings. The collected feedback is displayed along with the action taken report on the college website. The feedback is documented and forwarded to the affiliating body, The University of Mumbai.

Teaching-learning and Evaluation

The Institute is located in the village of Juchandra originally inhabited by the tribes of Adivasi and Backward communities, but with the efforts of the institute, the enrolment ratio in tertiary education has displayed an upward trend. Catering to the needs of the diverse student population, the IQAC deploys various strategies for an innovative teaching-learning ecosystem

Advance and Slow Learners: The year 2019-20 witnessed a change in the classification strategy of the advance and slow learners, wherein there categorized into Red (Advanced), Blue (Less advanced), and Green (Slow learners). The categorization was not based on an umbrella process but the average is calculated and then benchmarked using quartiles.

Mentor-Mentee Ecosystem: The institute has a two-way process one mentor-mentee for students, while the teachers to are allotted mentors to learn and upgrade themselves from senior faculties across the affiliating bodies. The manual acts as a blueprint for the same.

Teaching Methodologies- Experiential-based methods such as flipped classrooms, organizing games, project-based learning, and wide use of ICT tools are adopted by teachers in the process. The four Quadrant E-content delivery model is used for enhancing learning experiences during the pandemic. The year 2020 witnessed the institutionalization of E-content delivery for curriculum through a well-planned process. IQAC structured this process based on the ADDIE model. Faculties were also offered laptops and pen-drive to ensure the lectures are taken using laptops and not mobile phones.

Assessment and Evaluation System - Despite the fact that traditional programs such as B.A. and B. Com expect in few courses such as Foundation Course, Literature and Society, etc. don't involve mandatory internal Assessments, the IQAC continued with the practice by involving more summative and formative assignments. The MCQ's marks are visible to students immediately. During the year 2020-21 when MCQs were used for semester examination, IQAC implemented Bloom taxonomy in the examination pattern.

Attainment of Program Outcomes- The IQAC in collaboration with the Examination system has devised the procedure for measuring the attainment of PO, PSO, and CO based on direct and indirect methods in the ratio of 80: 20.

Research, Innovations and Extension

Research and Innovation – Research inculcates creative skills and problem-solving techniques amongst the learner. The institute in order to inculcate the culture of research and innovation has made efforts by conducting various workshops in the area of research methodology and intellectual property rights each year. The IQAC instilled a two-way process wherein peer-peer learning and mentor-mentee relationship is infused to achieve the

desired objectives. The teachers to their credit have papers published in UGC care and Scopus journals. Further, the students are encouraged to participate in Avishkar Research Convention and have secured Zonal Championship in the year 2017-18. A Research Seed Fund has also been created by the institute to encourage teachers and students to conduct independent research and prepare themselves for applying research-based projects at University and UGC levels.

Extension Activities – The institute has carved a distinct identity in the village, region and at the university level for its extension and community outreach programs. These programs help the institute strive toward the mission of achieving the holistic development of its stakeholders and instilling leadership skills amongst the students. National Social Service Scheme and the Department of Lifelong Learning and Extension are the two arm wings of the extension activities here. The average gross enrolment ratio under extension activities has been more than 50% of the total strength in the last five years. Extensive activities for environmental protection, AIDS awareness, National Festivals, and awareness campaigns on health and hygiene have been consistently organized. Collaborating with NACO and ICTC Rh it has worked towards, the” Getting to Zero” campaign.

Awards and Recognition- For its immense contribution to the local village and University level, it has received recognition for conducting blood donation camps across the western suburban railways at the University of Mumbai. The Vasai – Virar Mahanagar Palika, the local self-government also recognized the institution for its contribution under Swacch Bharat Abhiyan in the year 2017 and for supporting the food distribution campaign during COVID 19. The NSS program officer was also appointed as Contingent Leader representing the University of Mumbai in the State Level Republic Day Parade Program.

Infrastructure and Learning Resources

Over the years, an effective infrastructure has been built to provide a conducive teaching-learning environment. The College has AMC (Annual Maintenance contract) for major infrastructural facilities.

IT Infrastructure- The Institute frequently updates the IT infrastructure. The computers are upgraded by either purchasing new machines or by upgrading RAM. The institution located in the village of Juchandra, though it falls under the Municipal Corporation, is constantly plagued with power cuts. To ensure this doesn't act as a hindrance in the way of the teaching and learning ecosystem, the institution provides computer services through 25 stand-alone computers, 15 laptops available for student use, and 20 computers situated in the hybrid library for accessing electronic resources. The College also has a remedial language lab from Orel Technologies.

Security: - Fire extinguishers and CCTVs are located at strategic locations over the entire campus.

Special facilities for Divyangjan- It includes Special washrooms, Ramp, Provision for a Lift, Wheelchair, a Parking space, and Software for the visually impaired. The website is also made accessible based on Universal Design for Learning.

Facilities for sports: The institute has made sports equipment available on the basis of the feedback received from students and committees. Equipment for playing badminton, cricket, football, volleyball, and gymkhana facilities are available for use. The box cricket pitch, kho-kho, and kabaddi ground are also available.

Extra and co-curricular activities:

There is one multipurpose seminar hall in the College and an open Auditorium on the campus used for Annual

Day and other grand events.

Library - The institution has a hybrid library titled "Swayadaya." this is not only equipped with books and e-resources but tables are partitioned to ensure students can study without being disturbed. During COVID 19, the initiative of "Rolling the wheels of the library at your doorstep: Let the Learning go on" and the newsletter were initiated during the pandemic. The institute also has developed an OER page on the college website providing access to millions of resources across the world. The further library system is integrated with the student's app thereby reducing the paperwork.

Student Support and Progression

Aiming toward the holistic development of its stakeholders, the institute has made sure not only apt curriculum delivery but opportunities to grow and expand oneself are harnessed. The institute has a track record of 100% results in Bachelor of Arts right from the year 2017-18 and at the same time, every year students participate in various cultural events.

Cultural Activities – Participation in Youth Festival and Avishkar have turned out to be a norm for students and teachers. Balancing the beam between technology and cultural heritage for generation Z, the activities such as Folk Songs, Antakshri, Retro, Rangoli, and Mehndi have been the part and parcel here. This keeps us intact to the local community even more effectively while striving to climb the ladder. The college fest titled, "Savishkar" provides a platform for varied sports and cultural events for students enrolled here. Nearly the entire college participates in the events organized, to cite a few best out of waste, quilling, painting, hairstyling, food day, tug of war, Kho- kho, kabbadi, volleyball, cricket etc.

Alumni – The alumni act as mentors to the present students especially in the cultural activities and to its credit in the year 2019-20, the Alumni, local community, and students participated and won 1st prize at the State level in Folk Dance at National Open Youth Festival. Institute also ensures service contracts are given to alumni such as computer maintenance and repairs, photography for various events, etc. The businesses floated by the alumni are advertised on the college website.

Skill Enhancement – Programs and Workshops imparting social skills and guiding students towards competitive exams such as UPSC and MPSC are regularly organized in collaboration with various institutes/bodies. A student induction program on Universal Human Values is also organized.

Scholarship – To understand the glitches confronted by the students in applying for government scholarships, a research-based project was conducted by the students under the mentorship of the committee. The results were communicated to the concerned department. As such efforts were taken to approach NGOs, applications on the NSDL platform and Management funded scholarships were granted to deserving and single-parent students.

Governance, Leadership and Management

The Managing body lies at the apex of the institution whose vision is to empower women through education. At the same time, it strives to provide quality education to all at affordable costs. It further embraces integrating and upgrading all its stakeholders. To ensure this, governance policies and procedures are framed to create an enabling environment and its activities revolve under the umbrella. The standard operating procedures, perspective plan, and handbooks lay their foundation in its vision and mission. To cite, teaching and

non-teaching staff are encouraged to upgrade themselves and strive towards a multi-disciplinary approach.

The College Development Committee represents the opinions and voices of all the stakeholders in the education fraternity. The executive wing of CDC is the Internal Quality Assurance Cell (IQAC) which serves the twin goal of providing autonomy as well systematic handling of all the processes. The institute organogram represents the hierarchal process of the organization.

Quality Circles form an integral part of the management ecosystem in the institution. Apart from the regulatory roles of the various administrative heads, staff colloquium meetings are held and every member secretary of the committee places its needs and proposal as part of perspective planning. This helps to incorporate the opinions of all and leads to democratic management.

The IQAC organizes various seminars and programs for teaching and non-teaching staff to ensure cascading of knowledge. Various sports events and staff picnics too are organized thereby helping improve teamwork and create a healthy working environment.

The performance appraisal of teaching and non-teaching staff is through a prescribed format developed, revised, and reviewed by IQAC and CDC committee. The presentations are to be given by the teachers in presence of the panel or sent through voiceovers.

The institute has been largely funded by the local community and receives funds under CSR thereby highlighting the importance of the institute for the upliftment of the village.

The institute has always strived towards adopting and implementing technology and hence implemented a complete ERP system as well as an LMS system for its students, teachers, and staff.

Institutional Values and Best Practices

The Institute is committed to a strong value system with an emphasis on ethics. The discipline and safe environment on the campus have been the pillars of the institute.

Gender Equity

An integrated approach from the various stakeholders is undertaken to ensure society sensitizes women by conducting street plays in the vicinity on cross-cutting issues such as domestic violence, organizing videos and short films on Sexual Harassment of Women at Work Place, **Women Empowerment in her sight, etc.**

Cultural and Human Values

The institute has been instrumental in inculcating and maintaining cultural heritage, values, and the spirit of nationalism in the globalized world. The extension through well-planned efforts made sure the commemorative days are observed during the year.

During COVID -19, the feelings of happiness, sadness, loneliness, and fame were all evolving out of social media and its peers among students. To fill this gap institute conducted a 3-day induction program on Universal Human Values for all students, Workshops on Warli painting to cling to the cultural heritage, and forming diverse groups in various activities to learn tolerance and teamwork.

Environmental Consciousness.

The notices near the switchboards prevent wastage of energy. The use of LED lights instead of CFL bulbs, tungsten lamps, team and collaborative work in the same place, using the open-air gallery for conducting college-level meetings and functions, classes on the open stage in pleasant weather, and ward meetings under the trees reduce energy consumption. Most of the classrooms are constructed in such a way so that the whole classroom is enlightened with natural sunlight and also with the air. The presence of Solar panels on the campus helps in energy conservation. Electronic goods are put to optimum use through Repair and Reuse Practices. Electronic parts in condition are picked up and used in reassembling the devices.

The administration of our college has introduced some policies under which the use of plastics like plastic dishes or plastic cups in the college canteen is prohibited. This has reduced the use of plastic on the college campus. The institute has also well-drawn landscaping adding to the scenic beauty.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAHYADRI SHIKSAN SEVA MANDAL'S ARTS AND COMMERCE COLLEGE JUCHANDRA
Address	SANE GURUJI MARG, BEHIND KARAMVEER BHAURAO PATIL SCHOOL, POST JUCHANDRA NAIGOAN EAST TALUKA VASAI
City	Naigoan
State	Maharashtra
Pin	401208
Website	www.sssm.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Lalita Ghanshyam Mutreja	0250-8087888294	8149974905	91-8087888294	admin@sssm.co.in
IQAC / CIQA coordinator	Kirtikumar Patil	0250-9699558743	8169081667	91-9699558743	kirtikumar@sssm.co.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
Date of establishment of the college		20-08-2009		
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				
12B of UGC				
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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SANE GURUJI MARG, BEHIND KARAMVEER BHAURAO PATIL SCHOOL, POST JUCHANDRA NAIGOAN EAST TALUKA VASAI	Semi-urban	1.5	6000

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,Department Of Humanities	36	HSC	Marathi	120	34
UG	BCom,Department Of Accountancy And Commerce	36	HSC	English	120	106
UG	BCom,Department Of Accountancy And Finance	36	HSC	English	120	19
PG	MCom,Department Of Accountancy And Finance	24	Graduate	English	120	20

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				7			
Recruited	0	0	0	0	0	0	0	0	2	5	0	7
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				5			
Recruited	0	0	0	0	0	0	0	0	0	5	0	5
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	2	6	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	1	8	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		2	1	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	82	2	0	0	84
	Female	73	2	0	0	75
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	Female	15	0	0	0	15
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	7	6	0
	Female	4	6	6	3
	Others	0	0	0	0
ST	Male	3	7	8	1
	Female	8	5	6	9
	Others	0	0	0	0
OBC	Male	27	25	44	22
	Female	31	30	41	35
	Others	0	0	0	0
General	Male	40	45	16	11
	Female	14	37	24	19
	Others	0	0	0	0
Others	Male	0	1	0	0
	Female	0	1	0	0
	Others	0	0	0	0
Total		130	164	151	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Presently the institute caters to students under the Faculties of Humanities and Commerce, to strive towards implementation of NEP 2020 in its perspective plan it draws to work towards a dual degree. It aspires to collaborate with B.Ed. institutes, and Satellite colleges that shall provide a consortium of courses to the students. It would invite experts from varied fields and work towards a multi-cafeteria approach. Certificate courses from recognized institutes would further complement the multidisciplinary approach.
2. Academic bank of credits (ABC):	The institute is presently using a complete ERP and LMS system wherein a repository for semester-end grades is already stored. A comprehensive index is to be designed by the formation of an expert committee to monitor student progression from entry to exit level aligning the key concepts of NEP 2020.
3. Skill development:	The institute presently undertakes various skill development programs capable of churning entrepreneurs such as bakeries, beauty parlors, photographs, etc. In the coming period, it plans to collaborate with National Skill Development Corporation for conducting government-recognized programs in diverse areas.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Presently Institute has both Marathi – the regional language, and English as a medium of writing for students. It also strives to work towards teaching Upanishads, Vedic Maths, and understanding literature in various languages. Continuing such efforts plans to integrate these ideas into the curriculum through certificate courses.
5. Focus on Outcome based education (OBE):	The IQAC and Examination Committee calculates program attainment and further, it recommends integrating Bloom Taxonomy in Examination Pattern. Presently based on stakeholder feedback and consultation with experts, the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) for all programs are developed in a framework of Knowledge (domain-specific and technical knowledge) Skills/Competencies (domain-specific, technical and English), and Socially responsible and ethical behavior. student-centric teaching and learning methodology of educational program based on a set of outcomes.

6. Distance education/online education:

The Dextro LMS system is a holistic agile education ecosystem, that seamlessly integrates, in-person classroom training, virtual learning, and a cloud-based learning management system. The faculties have already contributed to developing OER and E-content for universities. The institute is also the center for IDOL, University of Mumbai. Further, the entire ecosystem is to work towards STEAM education.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
80	80	80	82	80
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
391	356	318	290	356
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
106	106	106	106	106

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
120	78	68	88	89

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	13	12	11	11

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	11	11	11

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 13

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
44.47	43.52	15.40	5.89	5.41

4.3

Number of Computers

Response: 45

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:

The institute is affiliated under the University of Mumbai, it adopts its curriculum directly from that designed by its respective Board of Studies. The entire process of ensuring effective curriculum delivery can be outlined through various subheadings

1. **Curriculum-based workshops/training programs:** With the sudden shift from blackboard teaching to virtual teaching, IQAC ensured apt training in E-content development was delivered to the teachers. The faculties were also encouraged to attend various training programs in this arena. For students, one-day workshops in respective subjects are also organized.

2. **Academic Calendar:** The Academic Calendar act as a road map for staff and students to conduct a year-round activity.

3. **Departmental Meetings:** The Departmental meetings are conducted at least once every semester, and the reports are forwarded to the IQAC. Primarily the meetings define the workload allocation, activities to be conducted, certificate or add-on courses etc.

4. **Timetable:** The Time table is prepared by the departments and forwarded to the IQAC for review and approval. With COVID-19 the timetable was modified wherein the lecture timings were increased to 60 minutes from the existing 50 minutes and each lecture was followed by 15 minutes break. This arrangement was done on the recommendation of the IQAC to reduce the impact of screen time and physical constraints of working on the electronic device continuously.

5. **Lesson Plan:** In year 2020-21 onwards the lesson plan was then recorded on the ERP system synced with the student's app too. The lesson plans are first presented at departmental meetings and then forwarded to the IQAC post which is shared with students.

6. **Syllabus Structurization:** In the year 2020-21 the IQAC in order to compliment effective delivery of content virtually in addition to lesson plan also introduced syllabus structurization that included web links, reading materials, posters, mind maps, etc developed by the teacher and those available on the repository against each topic. These links ensured students are able to study in the self-paced mode in case there are technical glitches.

7. **Syllabus Completion Report:** At the end of the month every teacher has to submit the syllabus completion report as against planned to the department head to understand deviations in planning and delivery if any.

8. **Daily Teaching Report:** Prior to the ERP system the daily teaching reports were recorded manually

in the prescribed format, however, post 2021-22 daily teaching reports were to be recorded on the system on a daily basis that can be readily viewed by the IQAC and the Principal at any given point of time.

9. **Bridge and Remedial Lectures:** Most of the students enrolled in the institution have done their schooling from mediums other than English, to bridge this gap, students are asked to attend a bridge course on English Grammar and Writing skills.

10. **Formative and Summative Assignments:** Formative and Summative Assignments are given to the student in the student app itself, formative tests in form of MCQ are given to students, while summative includes testing of knowledge, concepts, PowerPoint presentations, debates etc.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The institution prepares the academic calendar in line with arrangement of terms received by the affiliating university. The brief contents and dimensions of academic calendar are as below

Academic Calendar: Purpose and Objectives: It can include academic program planning, academic structure, organizational framework, institution-wide outcomes or competencies, and division or department goals and how they align to the overall Academic Planning. Academic calendar is also known as *educational master planning* or *academic master planning*. It helps us get organized, reduce stress, and achieve success. Academic Planner is prepared for

- as a road map for staff and students to conduct a year around activity
- Planning of conduction various activities by institutional level and observance of national festivals
- Benchmarking the activities
- Evaluating academic pathway and make a plan for success.

1.Prepared by: The individual academic calendar is prepared by the member secretaries of the respective committees and then forwarded to IQAC for final consolidation.

2.Approved by: Academic calendar is approved by CDC and IQAC Chairperson i.e. by the principal

3.When prepared: Academic Calendar is prepared in the beginning of the academic year.

4.Content of Academic Calendar

- Details of Working Days and Holiday Days
- Tentative Programs to Academics and Examination
- Celebration of National Festivals

- Schedule of Parents Meeting
- Tentative List of Extension Activities and Cultural Programs

(Observance of various days)

1. Communication

For communication with stakeholders Academic Calendar is displayed on College Website and shared on student's app.

To ensure the institution adheres to the academic calendar, IQAC prepares a consolidated monthly activity calendar that includes details of extracurricular activities and observances of days. Apart IQAC also prepares meetings taken for schedule on monthly basis. Examination Head too prepares an examination calendar. All the three calendars help to monitor and taken timely action in case any deviations are noted.

In programs and courses where internal assessment is required as per curriculum, the details are included in the academic calendar. Also, the timetable is shared at least 15 days prior to the examination. The syllabus and mode of internal examination is shared along with the lesson plans of the respective course.

File Description	Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**Response:** 100**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

Response: 2

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years**Response:** 32**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
6	9	7	6	4

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 96.63**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
306	493	333	253	265

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

1.3 Curriculum Enrichment

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

Response:

The institute adopts the curriculum from University of Mumbai, that infuses within itself substantial content concerning cross cutting issues pertaining to Professional Ethics, Gender, Human Values, Environment and Sustainability. The courses are mandatory in nature and involve substantial weightage is assessment process across the various semesters in the Undergraduate and Post graduate course. To ensure these topics are well illustrated to the students, following initiatives are taken by IQAC in collaboration with extension committee alongside the guidelines as prescribed by the affiliating body.

1. Gender Issues: Survey's measuring Socio – Economic Status of Women, Perception of Community towards acceptance of transgender through qualitative and quantitative survey, organizing of talk shows, seminars, deputing students to other colleges, Inclusion of local community especially women in organizing of programs etc.
2. Human Values: The institute conducts 7 days induction program on Universal Human Values from the year 2020-21 onwards across all the programs mandatorily and from year 2021-22 progressively across the undergraduate and post graduate courses. Students are also asked to make various presentations such as impact of frauds on the economy, scams and frauds in India etc.
3. Environment and Sustainability: Environmental Studies is a mandatory course amongst the students under commerce faculty. The course exposes students to various environmental issues and remedial actions. Every year students are asked to prepare posters that are exhibited on the campus walls and vicinity. Also, in the subject of foundation courses students are exposed to 17 Sustainable Goals.
4. Professional Ethics: Students enrolled in undergraduate courses across the curriculum are illustrated with help of case studies, debates and discussions.

To ensure students put in practice the various cross- cutting issues towards various strata of the society, the extension committee and community-oriented programs are organized for the students to cite blood donation camps, lake cleaning, best out waste competitions, preservation of cultural heritage and art, street plays collection and distribution of clothes and sweets in the mofussil areas, session on human rights, Vishaka guidelines etc. Students are deputed in adopted village, areas and local community to create awareness on topics like AIDS Awareness, Domestic Violence, Teaching students in school and colleges.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 13.95

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	12	12	8	10

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

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

Response: 100

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

Response: 391

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

Response: A. All of the above

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

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

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

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 57

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
130	164	151	100	139

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
240	240	240	240	240

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

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 42.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	40	48	50	44

File Description	Document
Average percentage of seats filled against seats reserved	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 and organises special Programmes for advanced learners and slow learners

Response:

“One size doesn’t fit all” paradigm implies for every educational institute across the country. Moreover, being situated in the village of Juchandra which is on the brink of urbanization, the diversity is complex. The IQAC constantly attempts to improvise its initiatives by molding them into the shape and structure of its students. To understand the classroom diversity and optimize their holistic development, the team in the year 2019-20 redesigned its policy for assessing the students in the category of advanced and slow learners. The key areas of improvement are listed below-

1. Students are classified into three categories i.e Red (Advance Learners), Blue (Less Advanced Learners) and Green (Slow Learners).
2. This classification is based on their entry-level performance. However, the classification is not standardized but is based on the mean percentage of the class rather than an umbrella benchmark. The descriptive statistics of entry-level percentage of the particular class such as First-Year BCom are accounted and based on those, 3 grids are formed. Similarly, the process is repeated each year for each class. This helps to penetrate deeper and lay focus on students enrolled on the institute rather than following a standard grading system. Based on this classification, activities are designed and executed.
3. Again, there is a continuous monitoring system wherein the role of mentors comes into the picture and students who may have underperformed in academics but tilt well towards other areas such as drama, art, marketing etc are assigned various activities.

Thus, the activities framed for the three categories are not exhaustive and restrictive in nature.

Following special activities are conducted for Advanced Learners:

(Category Red)

- Encouraging to participate in group discussions, workshops, seminars or other curriculum activities at college/ university level.
- Guiding the students for MBA entrance exams CET/CAT, UPSC/ MPSC, IBPS, and other competitive exams, especially for Third year students.
- Encourage students to participate in various competitions like quiz, poster presentations, Elocution competition Research Based Competitions etc.
- Enroling them as leaders in extension activities and encourage peer- peer learning.
- Participation in Certificate Courses.
- Involve them in organizing events

Measures taken for improving academic performance of the less advanced learners: (Category Blue)

- Remedial lectures / extra lectures/ Bridge Courses. are on the subjects in which the students.

- Encourage students to participate in various competitions like quiz, poster presentations, Elocution competition etc.
- Participation in workshops and seminars.
- Involve them in organizing events

Measures taken for improving academic performance of the slow learners: (Category Green)

- Remedial lectures / extra lectures/ Bridge Courses. are on the subjects in which the students.
- Bilingual explanation is imparted to the slow learners after the class for better understanding.
- Conducting formative and summative tests to identify their errors and rectify it.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 35.55

File Description	Document
Any additional information	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 teaching-learning process is a core part of the college/institution. We use both traditional and modern methods to make the student-centric with an effective learning experience. The experiential learning, participative learning and problem-solving methods facilitate lifelong learning and knowledge for our students.

PARTICIPATIVE LEARNING:

Ø Flipped classroom: This method helps teachers to prioritize active learning during class by assigning students to lecture materials and presentations for making the class productive and engaging students and teachers.

Ø Mind Maps: The teacher creates a central node on a Mind Map and provides students with the freedom to expand and develop ideas.

Ø Group Discussions: Groups are formed and a topic is given related to the latest events or the curriculum and students are asked to give their views or opinions about it.

Ø Group Presentation: The objective of this presentation was to think creatively and to teach them to coordinate among the team.

Ø Poster Making: Present the poster about any topic with an innovative style.

WORKSHOPS/ INTERNSHIP/ SEMINARS

Ø Periodical guest lectures on topics relevant to employment skills/knowledge, GST, IPR, Work Culture, Financial Literacy, Competitive exams and Artificial Intelligence.

Ø Our college provides internships at corporates or within the college to help them to understand the practical work process.

Ø The students are also given placement for part-time jobs which gives them practical knowledge of the work.

EXPERIENTIAL LEARNING

Ø Students are encouraged to take up innovative projects and assist teachers in conducting surveys..

Ø Students are also encouraged to participate in research conventions.

Ø Laboratory practical classes for Information Technology subject. Language lab: English/ Marathi students learning language through the use of technology.

Ø Surveys conducted: For management subjects like Marketing, Advertising, HR, Commerce and Foundation course. To understand advertising effectiveness/ Human resource problems/ consumer behaviour or understanding and analyzing social problems.

Ø Presentation of survey reports by students.

Ø Engaging students in fieldwork for social awareness campaigns like swachh bharaat abhiyan, making ecofriendly visarjan kund, Tree plantation, visit Anganwadi (Foundation Course Subject)

Ø Historical visit at Raigad Fort, Lohagad and Sinhagad (Department of Humanities)

Ø Survey on rural lifestyle and culture (Department of Humanities)

Ø Management games are conducted to develop team spirit, marketing skills, innovative ideas, persuading and negotiation skills and others.

PROBLEM-SOLVING METHODS

1. Case Study: It helps to describe, compare, evaluate and understand different aspects of a research problem. It will help the students to face the problems and provide solutions in near future at the

workplace.

2. Assignments: On every subject minimum 5-page assignment is given to the students along with practical examples.
3. Quizzes: At the end of the lecture, every faculty conduct quiz or question-answer session to identify the level of understanding of the concept by the students.
4. Trial and Error: Conducting tests and asking students to assess the test papers helps to identify the errors and rectify them. It helps students with self-improvement.
5. Simple problems are given to slow learners for clarifying concepts

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The year 2020 witnessed institutionalization of E-content delivery for curriculum through a well-planned process. Regular Training Programs for teachers were organized. IQAC structured this process based on ADDIE model. Faculties were also offered laptops and pen-drive to ensure the lectures are taken using laptop and not mobile phones.

We believed in not only mastering ICT skills, but also utilizing ICT to improve teaching and learning is of utmost importance for teachers in performing their role of creators of pedagogical environments. Being well equipped with the help of training programs, faculties used various tools for e-content development and sharing. E-content so developed was based on Four Quadrant Model, and tools used were kinemaster, OBS, PPT with voice-over, Mind maps, Jamboards, Pear Deck, Poster my Wall etc. The student app was used for sending and receiving students assignments and formative tests. In other words the LMS system so installed in the academic year 19-20 was used effectively. For online teaching licensed Microsoft Teams was used wherein recordings for 7 days was maintained. A repository was created so that self-paced studies is facilitated.

Following are key highlights of the ICT ecosystem available in the institute.

- The institute have made available the equipment like computers, laptops, Multimedia Projectors, Android Projectors, Android screen, Wi-Fi, LAN connected system and also well-equipped computer lab.
- The laboratory, Auditorium, and other conference Room are well equipped with ICT facilities.

- Our institute has complete ERP system with LMS known as SSSM app (Available on play store) through which faculties conduct MCQs tests regularly, send notes to the students with the help of this app.
- The students can submit the assignment through the SSSM App and also check their overall performance at just one click.
- They can check their online results of tests and feedback of assignment
- The faculties are provided hands-on training regarding PowerPoint presentation, creating videos, use of Mind Maps, and use of pear deck during lesson or after the lesson.
- The faculties have developed e-learning content for all the subjects- recorded lectures, PPT, videos, notes, and mind maps and created own youtube links.
- It helps our students in blended learning, flipped classroom and other e-learning projects.
- Even students are asked to prepare PowerPoint presentation or teaching them to create online videos or online survey (google forms).
- We also started with library at your door step, the students and fill the online form and order books online or online journals from college library.
- The Open educational Resources are made available on college website.
- Communication skills training facility enriched with ICT tools to make the students acquire proficiency in listening, speaking, reading and writing skills i.e provision of language remedial lab.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 39.1

2.3.3.1 Number of mentors

Response: 10

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	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:** 105.45

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	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. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 6.84**2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	0

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 3.51**2.4.3.1 Total experience of full-time teachers****Response:** 38.6

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The last five-year period i.e. 2016-17 to 2020-21 witnessed a drastic change in the examination pattern ranging right from courses with and without internal examination as per University guidelines to multiple choice questions held online. The examination made sure these changes don't pose any barrier to its students, parents and teachers, thereby delivering the details through orientation programs even for second- and third-year students each year, the inclusion of tentative schedules of examination in the academic calendar, holding parents teachers' meeting, displaying information on the website, notice boards, students' app and WhatsApp group with an intention to reach out to all the students. Teacher's training programs too were conducted especially while implementing bloom taxonomy in the Multiple-choice questions during the pandemic.

A brief outline of the mechanism at the institute level is highlighted below-

- Staff meetings are conducted periodically to review the evaluation process.
- Display term work marks at the end of each semester for students' information on their app to save paper before final printing and also deal with students' grievances if any.
- Revaluation of the second and third student examinations at no extra cost. For third-year University, norms are followed.
- Schedule of Class Assessment Test & Semester Examination and assignment is given in the Academic calendar which is displayed well in advance before commencement of the session.
- The course teachers display question banks in advance for the semester which is conducted for one hour as per planned.
- Evaluation methods and examination schedules are made available on the college websites.
- An examination committee is constituted every year to coordinate the internal and external examination activities and communicate to the students, teachers and administrative staff regarding examinations.
- Changes in schedules, patterns, and methods if any, are immediately notified to the students through notice boards and through classroom briefing by the concerned subject teachers.
- The subject teacher briefs the students in the classroom about their attendance and performance in the internal examinations.
- Students are free to interact with the teacher to resolve grievances if any, regarding the assessment.

- There is complete transparency in the internal assessment for each assessment method as described below.

Model Answers, marking scheme and level of difficulty are prepared by every subject teacher before valuation.

Class Assessment Test: For third-year prelims, assessment copies are shown to the students. Some questions have specific remarks of the valuer for awarding fewer marks.

Semester Examination: Valuation is done by the respective subject teacher within 10 days through a centralized valuation system. Sample Answer sheets are moderated by external moderators. Answer sheets are shown to all the students and answers are also discussed with the students (Learn from your mistakes). After satisfaction students put their signatures on the answer sheets.

Practical Examination: Evaluation is done with transparency based on different parameters like Teachers Assessment, Performance and Viva-Voce.

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

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The College adheres to all guidelines of the University. The College has developed a culture which is highly supportive of students and strives to create an environment conducive to learning. The mechanism developed to deal with examination grievances can be outlined as below:

1. Formation of Committee: A subcommittee is formed to deal with the grievances of the students relating to exams in case any grievances are received. Apart the institution has a regular Unfair Means Inquiry Committee. The committee meets at least once in per semester.
2. Awareness of Grievance Redressal Procedure: To make students aware of the grievance procedure the examination committee in the orientation program delivers the guidelines along with the schedule and process of submitted a grievance.
3. Provision of Complaint and Suggestion Box: The students can also submit their grievances through a complaint box installed on each floor.
4. Receipt of Photocopy of the internal examination sheet: Provision for the photocopy of answer sheet is made available on request and application of the student.
5. Feedback Mechanism: In the year 19-20 and 2020-21 specific feedback with regards to examination was introduced by the committee.

The key areas are listed below-

1. Time-table:

The timetables of all examinations are displayed on the Notice Board and shared on the app at least 15 days prior to the examination. The timetables are displayed well in advance to give adequate preparation time for the students. The College ensures that no student writes two examinations on the same day. In case the University examination falls on the same day as the College Allowed To Keep Terms ATKT (Backlog) examination, the timetable is rescheduled.

2) Question paper:

For the question papers generated by the College, the process, which ensures maximum security, is transparent among the faculty. QP codes and multiple sets are prepared. The Examination Committee gives a schedule for the submission of question papers to the faculties.

3) Revaluation:

Within the stipulated time as given by University Circulars, displayed in the Notice Board, students can apply for a photocopy of the answer paper for all theory, practical and internal examinations. The Examination Committee gives schedules regarding the time for application, evaluation and declaration of results. In the case of University examinations, the students can apply online to the University through the College administration and Principal. In the case of College examinations, a written application to Examination Committee is required.

4) Moderation:

University guidelines are adhered to. The Examination Committee draws up a schedule for moderation in coordination with assessment completion. University guidelines are followed to select the number of papers to be moderated.

5) Results: The results are displayed on App first and if any queries are raised, they are resolved and only then the final print is given to the students. This ensures the paper is saved and secrecy is maintained.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Program Specific Outcomes (PSOs) and course outcomes are communicated to the stakeholders of the

program by the following procedures:

Teachers:

- Teachers were made to attend the syllabus revision workshops as and when conducted by the affiliating body to make sure the program outcomes, program-specific outcomes and course outcomes are well understood.
- Curriculum-based workshops/ Guest Lectures are also organized wherein they are made known to newly appointed teachers.
- Most of them are documented in the syllabus copy and in courses where they are not framed by the University, they are framed by the faculties in consultation with cluster group and forwarded the same to members of the Board of Studies of the affiliating body.
- SOP for the same has been available to the teachers and at prominent places.

Students:

- Each year in the student orientation program conducted for all the three levels the respective course teacher acquaints the students with course outcomes in the beginning of the year.
- The outcomes are also displayed on the college website for reference.
- The copy of the Orientation presentation including the PO, PSO and CO is also shared with the students on their app.
- The course teachers many times during the lecture co-relate the assignments and internal tests with the course outcomes.

Parents :

- During the Parents Teachers Meeting the institute's Vision, Mission and Program Outcomes are made known to the parents.
- The Vision & Mission are stated outside the Principal's cabin and in prominent places.

Apart from communication efforts are taken towards the attainment of PO/ PSO and CO by blending together the Vision & Mission of the institute.

The Institution facilitates holistic growth of the students by developing their:

1. Intellect: The College supports the acquisition of knowledge by students through emphasis on interactive and participative learning.
- 2.. Sense of social responsibility through committees like NSS and DLLE
3. Employable skills: Career guidance and personality development programs are offered by the College. Internships and industrial visits throw light on the practical demands of the industry.

4 Interpersonal skills: College festivals, inside and outside, help in developing various organizational skills.

5. Motivation lectures, Skill enhancement activities and mentoring sessions are organized regularly to ensure the PO/CO are met.

6. Various course-specific activities such as live projects, departmental activities and certificate courses enable students to work towards achieving course outcomes.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Assessment for Attainment of POs, PSOs and COs is the process carried out by the institution, that identifies, collects and prepares data to evaluate the achievement of POs, PSOs and COs. The process is conducted by IQAC, Examination Committee and Department head collaboratively.

Assessment methods are categorized as follows.

Direct Method (80% weightage in final attainment)

This method displays the student's knowledge and skills from their performance in the continuous internal assessment tests and semester examinations. These methods provide a sampling of what students know or can do and provide strong evidence of student learning. The brief outline of the procedure is as follows-

- **Define POs, PSOs and COs** – Since the institute is affiliated with the University of Mumbai, PO/PSO and CO are available in the syllabus copy are adopted. If not they are framed by individual teachers in close consultation with the departmental teachers and IQAC co-ordinator.
- **Setting the POs, PSOs and COs Target Articulation matrix** – This matrix explains the level of correlation between CO and PO's and PSO. The matrix remains unique for each course across the program. The matrix is once again prepared by individual teachers in close consultation with the departmental teacher and IQAC coordinator.
- **CO Assessment (setting and measurement):-** This assessment is benchmarked by IQAC and Examination Committee. The weightage in final CO attainment where Internal Assessment & External Assessment (75%) are involved is 25:75.

Indirect Method (20% weightage in final attainment)

Indirect assessment is done through a program exit survey. It is conducted for students who have graduated from the institution for that year. A relevant questionnaire to evaluate the attainment of POs/PSOs is given in the exit survey form.

Procedure for the attainment of POs, PSOs and COs through Direct Method:

1. Mapping of CO and PO & PSO through Articulation Matrix.
2. Setting Target level of Attainment of POs/PSOs: Articulation matrix has been set with correlation levels of 3, 2, 1 and '-' which denotes high, medium, low and no correlation respectively of COs with POs/PSOs, then target attainment level for each PO/PSO is set.
3. Setting and Measurement of COs assessment: It is calculated in levels 3,2,1 for high, medium, and low respectively on the basis of a number of students obtaining greater than or equal to target marks in both internal and semester-end examinations.
4. Obtain POs/PSOs attainment table: Assessment of Internal and semester-end examinations are considered with the weightage of 25% and 75% respectively for the attainment of POs/PSOs.
5. Obtain POs/PSOs attainment table through indirect assessment methods
6. Final Attainment as per set weightage.

Further steps are taken to improvise on attainment levels.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 88.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
120	78	68	88	89

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

the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
120	79	86	104	114

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.26

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.12	0.42	0.15	0.25	0

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 0

3.1.2.1 Number of teachers recognized as research guides

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 26.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	0

3.1.3.2 Number of departments offering academic programmes				
2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	3	3

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Research inculcates creative skills and problem-solving techniques amongst the learner. However, students and teachers are naive in conducting quality research. Being an upcoming institute, the teachers to confront various challenges with regards to writing good research papers.

The primary Objective in developing this ecosystem is to -

1. To include teachers and students in various research-based activities and projects.
2. To provide hands-on experience in conducting research.

The IQAC has instilled a two-way process wherein peer-peer learning and mentor-mentee relationship is infused to achieve the desired objectives. The quest of learning about research is high in teachers with a view to upscale their career paths. Firstly, a pre-survey and informal discussion are conducted between the I/c Principal, Dr Lalita Mutreja who acted as a peer mentor and Dr Kinnarry Thakkar who acted as a mentor from the outside institution. The key areas were identified to ensure the learning process is streamlined. Based on which sessions were organized for faculties, Dr Lalita Mutreja conducted an informal discussion with faculty.

Teachers motivated students and under the Foundation Course subject, each student was allotted a survey/interview-based project. Mentors were then asked to identify students who were keen in conducting research projects and directed to IQAC and Research and Incubation Cell for in-depth learning and training.

The management too supported the practice by providing for necessary infrastructure support and policy changes such as issuing laptops to students involved in research projects. They were motivated to participate in research-based competitions and the entire expenditure was sponsored by the college inclusive of travelling and food. The students were also acknowledged and participation certificates were distributed by the management to boost their morale.

With the combined effort of all, the success can be evidenced through the following outcome:

- Two faculties were allotted with Minor Research Proposals from the University of Mumbai and Two from NGO's. Also research project has been sponsored by Asiatic Society of Mumbai and Two faculties have received funding from NGO.
- Two faculties submitted research proposals to the research centre and proceeded with PhD registration.
- Faculties have registered and completed their MPhil during their tenure with the Institute.
- The overall paper presentations at various conferences also displayed remarkable progress.
- The Institute has been awarded with Zonal Championship at Avishkar Research Convention 2017-18 and every year participates in it.
- Students were also hired for conducting a research study on customer satisfaction for Apollo Ingredients India Pvt Ltd in the year 2019-20
- Apart students were involved in conducting surveys of Knowledge of Dry and Wet Waste in Juchandra village, Anganwadi Centres in nearby vicinity as they were to be adopted by the CDC.
- In the year 2020-21 trainings too were given for Open Educational Resources and CS Dr Lalita Mutreja was granted a project of developing OER under the aegis of UNESCO OE4BW Program 2020

Thus the institute through its well-coordinated efforts balances the infrastructure and trained human resources requirement in this area.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 21

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	7	3	3

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

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

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

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

Response: 1.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	6	3	0

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

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 1.03**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	0	1	7

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

3.4 Extension Activities**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The institute has carved a niche for itself when it comes to serving the community, and primarily these strenuous efforts have helped institute grow in its length and breadth. Through its two arm wings i.e. NSS and DLLE leaves no stone unturned to serve its people. The institute also works in close collaboration with Red Ribbon Club and Rotary Club in organizing events for the community. This has created a strong bonding between the stakeholders and people residing in the vicinity. These programs have served two-fold purpose of fulfilling the social responsibility towards community and sensitizing the millennial population in the age of social media. The broad areas of extension and community outreach programs are listed below –

1. AIDS Awareness – The institute in collaboration with District Aids Prevention & Control Unit (DAPCU) Civil Hospital Thane and Palghar District, ICTC Rh Virar strives towards AIDS Awareness Programs with an objective, "Getting to Zero". Events such as poster making competition, seminars, workshops, lecture series, street plays, rallies etc are organized in the nearby schools and vicinity each year.
2. Gender Sensitization- The Women Development Cell every year makes sure sessions, workshops on sexual harassment, period shaming, domestic violence, health and hygiene, financial literacy programs, training programs on self-defence are carried upon in the institute and across the community.
3. Environment Consciousness – Swachh Bharat Abhiyan, Sanitation, Water for All, Tree Plantations, Use of Cloth bags, Cleaning of market areas, local temples, lakes etc have been the part and parcel

of the regular activities of the institute.

4. Donation Drives – Every year the students collect clothes, toys that are washed ironed packed along sweets sponsored by the management are distributed in the Adivasi Areas. Apart donation drives during Kolhapur Floods, COVID, Books and Note books are distributed. Apart the institute has set up library in Burudpada, the adopted village. The adopted Anganwadi too are taken care of in form of by provision human and financial resources
5. Life Skills – The institute conducts various sessions and activities for developing effective communication, use of technology, leadership skills, yoga, motivation, career guidance programs, entrepreneurship programs for students and stakeholders.
6. Camps- The institute in collaboration with various agencies conducts blood donation drives, eye check – up drives, ration distribution drives, pan card drives, voting card drives, beauty parlour and bakery training workshops etc.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 6

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	1	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 149**3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
21	38	36	30	24

File Description	Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response:** 40.07**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
130	164	151	100	139

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

3.5 Collaboration**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 58**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	16	14	12	6

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	1	1	1

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The institution, to ensure improved and quality infrastructure facilities for the students, moved into a new owned building in the academic year on August 14th, 2018.

Presently, the institution has 3, 1000 sq. ft. classrooms and 8 classrooms of 500 sq. ft. each, and the entire institution is WIFI enabled. Apart from that, it has 5 android portable projectors, 1 projector, 1 classroom equipped with an Android Smart TV, and a seminar hall with an interactive panel. In other words, it caters to 7 classrooms with ICT services and 1 common seminar hall. Also, while designing the infrastructure, care was taken to ensure each classroom has cross ventilation and enough sunlight.

Computer Lab: The institution located in the village of Juchandra, though it falls under the Municipal Corporation, is constantly plagued with power cuts. To ensure this doesn't act as a hindrance in the way of teaching and learning ecosystem, the institution provides computer services through 25 stand-alone computers, 15 laptops available for student use, and 20 computers situated in the hybrid library for accessing electronic resources.

Remedial Language Lab: The institution caters to the needs of students who have done their schooling in a medium other than English as their first language. The Institute in the years 2019-20 made sure to install a remedial language lab from Orell Technologies, but due to COVID 19, the pace couldn't be taken off. But today, this service has been put on iCloud. Further, the institution to widen the horizons of students' certificate courses are offered in this arena. Most of these courses are available free of charge.

Educational Resources: The year 2019 witnessed the complete ERP wherein students, teachers, and administration were facilitated with app and ERP links. The Student's App equipped students with notes, recordings, and study materials all throughout the year that acted as a repository. Further with COVID 19 smooth transition was enabled as the student's app was already used right from the beginning of the academic year. The year 2021 earmarked the beginning of OER for students and Teachers through various initiatives

Antenna : To ensure a WIFI network is available in all classrooms, not only high speed internet connections from two different vendors are available, but instead an antenna system is put across the entire institution.

Facilities for Recording Videos: Tripod stands with mobile holders and green backdrops are made available to ensure video recording for students and teachers.

CCTV Enabled : All the classrooms and common passages are CCTV enabled. This ensures not only discipline but a sense of security for all.

Library: The institution has a hybrid library titled "Swayadaya." this not only equipped with books and e-

resources, but tables are partitioned to ensure students can study without being disturbed. During COVID 19, the initiative of "Rolling the wheels of the library at your door step : Let the Learning go on'' and the newsletter were initiated during the pandemic.

Common Room: Girls' common rooms are made available equipped with sanitary pad vending machines and dispensers.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

The Institute with an aim to provide a holistic development of its students leaves no stone unturned to strive the balance between academics, technology, and cultural activities. Every year it not only conducts the Annual Day wherein not only students and their parents are invited but local villagers too from the part of the fest. Juchandra land is well known for its Rangoli artists and the institute maintains it ties through various collaborative initiatives. To boost these activities necessary infrastructure in form of materials and adequate trainings through experts are made available. The physical infrastructure available for Sports and Cultural activities is as below-

1. Playground.
2. Throwball & Volleyball net
3. Box Cricket pitch
4. Turf Area
5. Sports Equipment's such as Football, Cricket bats and balls, Stumps, Throw balls, Volley balls, Badminton sets, Javelian throw, disc, rope for tug of war etc
6. Kho-Kho Area
7. Indoor games like: Carrom board and Chess Board.
8. Cultural equipment and clothes
9. Drum sets and lezims
10. Gymkhana equipped with cycling machines, weights cross trainers etc.

Moreover, each year students along with the cultural incharge are deputed to buy the sports equipment' of their choice with a vision to involve them into the process. This creates an attachment for the institute and better utilization of resources. Apart students are assisted with Rangooli materials, resources for participating in various inter-collegiate events.

Human Resources:

Based on the input received from mentors and student's feedback training workshops in the interest areas

of students are organized such as Rangooli Workshops, Warli painting, folk dance etc are organized. Competitions such as mehendi, nail art, painting, best out of waste too are organized. Further institute makes sure all the entry fees, travelling expenditure, resources utilized for participating in the various inter-collegiate events are borne by the institute. The Alumni too forms the part of these events each year.

File Description	Document
Upload any additional information	View Document
Paste 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. (Data for the latest completed academic year)

Response: 61.54

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 8

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 451.36

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
13.20	136.34	57.40	31.01	54.89

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload 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 library is a social, informal, academic institution in our society. Society changes from under developmental to the developmental stage. The libraries have played an important part in the social, political, economic and cultural development of society. These had a significant role in the preservation and advancement of culture, informal and self-education, and reading for leisure. The institute shifted to its owned premises in the year 2018-19 and paid special attention for establishing and inculcating the culture of a well-equipped library. Hence on 17th Aug 2018, the library was inaugurated along with the local community members. This initiated the process of climbing the ladder towards the establishment of the resource centre. The additional books in the varied interest were purchased as well as donated by the Alumni and Social workers. By the end of 2019, under the CSR initiative of Sterling and Wilson Solar Ltd, the library was renamed as, "Swadhaya" – A hybrid library with 20 computers installed for student use.

Also in the year 2019, the process of digitalization was initiated with books being now under QR code scan and integrated with Student App

The key features in digitalization are:

1. Making entries for daily issues/return of books
2. Generating reports by applying various filters like a program-wise list of books, a subject-wise list of books or a list of reference books etc
3. Searching books by keywords like the name of the author, title of the book etc Regular updates of books purchased by the library. This feature too is integrated in Student's App
4. Finding the availability status of a book integrated into the Student App so saves paper and is available 24* 7
5. Maintaining the Membership details of Students and Staff members Generating Reports of the books issued
6. Preparing the list of Student Defaulters
7. Cataloguing, maintaining the database of books, member records and usage and book circulation with details of the fine calculated per day of default
8. Maintaining only the record of books and their usage

Further due to COVID 19 the process was hindered however following initiatives were taken to ensure Learning doesn't stop –

1. Issuance of E – Letters
2. The scheme, "Rolling the Wheels of Library at Your Doorstep"

3. Developing of OER page on the college website
4. Inclusion of N List Services

Apart the institute maintains journals, maps, CD'S for student reference.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 2.88

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
2.124	5.89	6.4	0	0

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 5.47

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 22

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Information technology forms a central stage of all the activities, moreover with COVID 19 this pace has been accelerated. The infusion of technology by and large has been enormous. The institute to keep in pace with the world around us ensures availability and regular upgradation of IT infrastructure.

- 1.AMC: The AMC for maintenance of IT infrastructure is done regularly. This leads to proper maintenance of the equipment's. Further if required RAM, SSD, Software's etc. are upgraded.
- 2.Provision of UPS: Considering power cut issues most of the computers are enabled with UPS back up while the server PC is under inverter backup.
- 3.Internet – The entire institute is under WIFI with antenna systems so that android projectors, interactive panel function well. LAN facilities are also available for computers, servers etc. Moreover, the internet facilities are made available from two service providers to ensure at least one function well. In case emergencies dongal facility is also made available. Both the internet connections have a speed of 50 – 100 MBPS. The internet connections too are supported with batteries that are connected to Solar panel.
- 4.Security- To ensure security, pop-ups, downloading and certain sites have been blocked. In case of outsider visiting and require internet on their systems guest login are made available. Exam control system and Administrative Office have a separate Lan connection that is not shared with teachers and common areas.
- 5.CCTV facility: The CCTV surveillance is connected to internet with live recording stored for 30 days on hard disk and mobile access to the management chairperson and principal through Super live plus Application.

6. Website: The institute has domain purchased from ERNET. The website is dynamic and accessible with screen reader facility, multiple languages and expansion of font size. The website is mobile friendly too.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 8.69

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 250 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 53.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
27.59	25.07	13.01	1.81	1.69

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	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 adopts a prescribed procedure for maintaining and utilizing various facilities available in the institute. The standard operating procedures for maintenance are maintained and revised as and when required. The SOP includes for infrastructure and audit too. An overview is stated as below –

- 1.Seminar Hall- The institute has a single seminar room, to avoid clash of usage, the notice of utilization is affirmed by the IQAC co-ordinator/ Principal.
- 2.Projectors: The projector booking is done through IT personnel. The institute however has maintained 6 projectors and hence the question of non – availability doesn't arise very frequently.
- 3.Library: A library manual is maintained alongside instruction manual to use the software. The manual includes weeding out policy, maintenance policy, allocation of books and fines.
- 4.Sports/NSS/Cultural Equipment – A separate stock register book is maintained and items below the price of Rs 5000 need no prior approval from Principal. The same can be decided by cultural committee head and reimbursed through voucher system. However, a separate sports budget for equipment's is maintained each year.
- 5.Infrastructure up-keep - A regular deep cleaning of building premises is maintained by hiring contract laborers from the local area once in a month on day of Sunday. Pest control too is conducted to ensure there are no bugs and termites.
- 6.Annual Maintenance Contract- The institute has AMC for maintenance of IT infrastructure and CCTV.

The institute makes sure students are represented and/or given responsibility to maintain sports, NSS, Projectors and cultural equipment's. This assures balance of authority and responsibility. Moreover, through internship programs in library this act as added advantage in upkeep and maintenance.

File Description	Document
Upload any additional information	View Document
Paste 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 last five years

Response: 4.11

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
12	10	27	0	22

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 3.11

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
35	10	5	4	3

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 54.42

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

2020-21	2019-20	2018-19	2017-18	2016-17
170	253	355	68	80

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 The Institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	View 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

5.2 Student Progression

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

Response: 25.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	18	27	18	20

File Description	Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 60

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 72

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

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 80

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	1	1	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	1	1	0

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 (Data Template)	View Document

5.3 Student Participation and Activities

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

Response: 18

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	5	3	4	3

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

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The students form the Centre stage of all the activities in the institution directly and indirectly and hence their voices need to be accounted. The institution firmly believes in holistic development of students and hence through participative management not only their feedbacks are infused but also instills leadership skills amongst all. The students are represented on following bodies -

- 1.Student Council
- 2.Internal Complaints Committee
- 3.Internal Quality Assurance Cell
- 4.College Development Committee
- 5.Cultural committee
- 6.Extension Committee
- 7.Library Committee
- 8.Alumni Association

The key areas where Students are actively involved is as below

1. Dissemination of Information to students and Alumni
2. Coordination in organizing Cultural events
3. Coordination in organizing Sports & Games for the students

4. Active participation of students in community outreach students.
5. Gathering and Communicating Feedbacks from students regarding websites, infrastructure facilities etc..
6. Recommendation for various add-on or certificate courses.
7. Use of Social Media for wider publicity of college activities.

Student activities are designed to allow students to become more involved on campus and offer opportunities in leadership, social responsibility, citizenship, volunteerism, and student employment. Students are encouraged to present their views in the form of seminars, group discussions, assignments etc.

The organization provides necessary support to the council members in organizing & coordinating the events. It encourages the students to develop their leadership skills through these activities. Student members in this council can become real heroes and competent managers in future by learning all these skills.

Few Examples: Every year the students organize events like Savishkar, Fresher's Party, Farewell, Convocation and Prize Distribution Day in close collaboration with Cultural Co-Ordinator.

Thus, the Institute uses the hub and spoke model is practised wherein the Teacher acts as a Hub coordinator and the Student Co-ordinators as Spoke. NSS leaders and Student Managers are appointed for Extension Committee. Student's are also involved in conducting survey's research projects etc

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 41.8

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	55	55	54	41

File Description	Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

Registration number – MAH 300/2021 PALGHAR

Alumni Association of College is a strong association established in 2015. Since then it enthusiastically working for betterment of the institution and student generation after generation. The college, being established in the rural and backward area of Palghar District, it works with the motto of “Education to All”, particularly Adivasi, downtrodden category and especially girl’s students. Our alumni have remarkably contributed to the progress of our college. We are proud to mention that our alumni are doing extremely well in various fields.

Aim:

To provide a good and strong bridge amongst the society, students, faculty and institute for mutual benefit and synergy.

Objectives:

To promote a lifelong relation and to act as a forum for the exchange of information among its members.

- 1.To exchange professional knowledge, organize technical conferences, seminars, workshops and training courses.
- 2.To provide career development and guidance.
- 3.To create interest and motivate the alumni to participate in the progress of the institution and make them contribute towards the enhancement of their Alma mater.
- 4.To create environment awareness leading to sustainable development involving students and alumni.

Areas where Alumni is actively engaged can be overviewed as below –

Cultural Programs- The Alumni association is largely engaged in activities of organizing cultural programs in the institution, tournaments etc. It also along with the students actively participates in the Open National Festivals, provides training, conducts workshops to students for promoting participation in Inter-collegiate events etc.

AMC- Annual Maintenance contracts in IT or purchasing of computers etc is done from students who have turned up to the entrepreneurs or involve them through service contracts of photography for events etc.

Providing Internships – The alumni of the institute provide internships to the students in their firms or through their known contracts.

Advertisements – The Alumni those who have turned up to be entrepreneurs their advertisements have been displayed on college website and made known to the various stakeholders.

Recruitments within the Institution. – Our Alumni have been recruited within the institution.

Library Access- The Alumni have been given access to utilize library resources.

Resource Persons – The Alumni too have been invited for conducting various sessions or casual talk shows with the present students.

File Description	Document
Upload any additional information	View Document

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document
Link for any additional information	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 and in tune with the vision and mission of the institution

Response:

Vision

Knowledge has no Age Bar. When it comes to women's empowerment, education acts as a game changer blooming the individual and society to higher levels of confident growth. The college enshrines within itself "Empowering Women through Education".

Mission

1. Quality Education to all at an affordable cost.
2. Sustain a caring and supportive environment to all the stakeholders.
3. Foster a Comprehensive and All round development of an individual.
4. Build not just degree holders but Educators
5. Maintaining high standards of integrity and ethical value propositions.
6. Encourage dropouts to pursue education, especially women to ensure their independence.
7. Ensure roots of cultural heritage remain intact while balancing the beam of economic and social progression.

The mission of the institute statement defines the Institute's distinctive characteristics in terms of addressing the needs of the society, students, the institute's value orientation, and vision for the future. The Vision and Mission of the institute are in tune with the objectives of higher education. The formal and informal arrangements in the institute to coordinate the academic and administrative planning and implementation reflects the institution's efforts in achieving its vision.

The reflection of vision and mission in its governance is ensured by

1. Policy Statements and Action Plan: The institute being in the growth stage, it enjoys the fruits of blending the creativity of the middle age- to young stakeholders along with experience and matured management, involved directly and indirectly in the preparation and adherence of policy statements and action plan. Further, the Institute makes sure the married females who at times have drop-out due to socio-economic reasons are able to again climb the ladder of education. For this, the vision and mission are well known to all the stakeholders and even in interaction with the community.
2. Formulation of action plans- The action plans are formulated in close consultation with the member secretaries of the various committees. This helps to include all the stakeholders thereby ensuring their say in the governance.
3. Quality Policy: The institute blending the beam of technology and cultural ties has ensured a complete ERP system with student app at no extra cost to the students. Further, it involves the suggestions of management, students, staff and members of the local community who have been an

integral part of the institute. Even during pandemic a plan for E-content Institutionalization was prepared, shared and implemented.

4. Policies for holistic development – The institute plans and practices ensure the students and its staff too are not restricted to the basic line of attaining a degree but encourage students to spread their wings outside the area by deputing them for various workshops, events, and seminars etc. Similarly, the staff is encouraged to continuously upgrade themselves and provide recognition for their achievements in the annual prize distribution.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Quality Circles form an integral part of the management ecosystem in the institution. Apart from the regulatory roles of the various administrative heads, staff colloquium meetings are held and every member secretary of the committee places its needs and proposal as part of perspective planning. This helps to incorporate the opinions of all and lead to democratic management. In case of decisions of new course application, infrastructure development and other developments involving a budget of Rs 3,00,000 or more the CDC and IQAC works in close consultation while in case of smaller amounts Principal acts as liaison between the committees and management. This helps to reduce the glitches of delay decision making and everyone has its say in the management.

The decision making system can be described wherein IQAC co-ordinator who is second-in-command are shouldered with the responsibility to implement decisions by coordinating academic, administrative, co-curricular, extra-curricular, extension activities and other activities.

Further member secretaries are appointed for various course who work in close consultation with the administration activities such as admissions, student enrolment, parent – student co-ordination etc.

Again Departmental heads are appointed for inclusiveness. Departments have freedom in matters such as Syllabus Distribution, Academic Planning, designing and running of add-on courses, implementing remedial programmes. Flexibility in internal evaluation schedule and evaluation pattern. Departments in consultation with the Principal can depute the faculty members for seminars, workshops or conferences.

For implementation of the academic calendar various Committees and Cells are constituted wherein Member Secretaries of each committee play an active role. The member secretaries of the said committee or cells have operational freedom. Their ideas, suggestions, innovations and recommendations have greater weightage in the planning and implementation of the most of the activities.

To ensure there is no communication gap, an open door policy is practiced in the institute. Moreover Peer-

Peer learning amongst the faculties has been high and this ensures smooth functioning and implementation of plan and policies.

The institute Perspective plan is prepared by forming a committee of internal and external stakeholders as well as made available at the website for feedback and suggestions.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Aligning the institution's short-term goals and objectives, the keys areas of strategic planning and its deployment can be traced as below –

1. Academic Tasks- The institute has progressively displayed marked improvements in the provision of structured education setting through constant revisions and incremental changes with IQAC forming its centre stage. The IQAC working in close collaboration with various committees ensures dissemination of timely information. To cite the Handbook on Vishaka Guidelines, Procedure for Grievances, and Handbook on Anti-Ragging is well communicated and made known to the students on the day of their orientation and displayed in College Library. IQAC through regular circulars and notices upgrades the teaching-learning ecosystem aligning its objectives with those laid down by affiliating University and NAAC quality manual. Thus the effectiveness of organogram is adhered too. Library Manuals, Student Manual and Teacher Induction Manual and Extension Manual form an integral part.
2. Administrative Tasks- Being affiliated to University of Mumbai, the newly recruits are imparted trainings based on University modules on handling portals, Enrolment and Eligibility procedures with job rotation as its key aspects. The Regular ERP trainings with help of ERP partner and its manuals too are prepared, shared and deployed.
3. Financial Tasks- The tri-fold approach of CDC , IQAC and Governing Body ensure the accounting ethics and regular audits are conducted. The SOP for the same has been laid down in close consultation with the auditor.
4. Physical Infrastructure – The SOP have been prepared, revised and communicated to various stakeholders.
5. Community and Extension Service – The NSS and DLLE manual as laid down by the agencies act as benchmark for conduct of activities.
6. Research – The institute to streamline its research deliverables prepared a research policy in the year 2019-20.
7. Environment Policy– The institute in the year 2020-21 prepared its environmental policy with an aim to strategize plans for waste disposal, landscaping and conduct of energy audits.

File Description	Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The institution follows decentralized and participative management with job rotation wherever possible. The well knitted organization structure ensures effectiveness at all levels -

The key positions and their functioning are listed below –

1. Governing Body
2. CDC Chairperson
3. Principal
4. IQAC
5. Head of Departments
6. Head Clerk
7. Member secretaries of various committees

RESPONSIBILITIES OF THE MANAGEMENT

- The Managing Trustee & Secretary shall be the controlling authority in respect of all administrative, academic and financial operations of the college.
- Associating with competent, dedicated faculty to implement effective quality policy and mission of institute through teaching-learning process.
- The institution maintains an effective internal coordination and monitoring mechanism with various departments and committees formed by the college for curricular, co-curricular, and extracurricular activities.

RESPONSIBILITIES OF THE PRINCIPAL

- Providing direction for programs through the institution's Vision and Mission.
- Single Point of Contact for the University of Mumbai.
- Providing inputs and implementing improvement initiatives as suggested by the Governing Body.
- Approval of budget on an annual basis and its expenses.
- Approval of quality policies framed by IQAC.
- Review of Department functioning through HOD meetings.
- Analysis and approval of staff performance appraisal
- Review of complaints/suggestions for corrective measures.
- Providing direction for establishing strategic relationships with Industry.

- Review and approve of co-curricular activities of the institution.
- Implementation of staff welfare measures.
- Approval of human resources requirements for the institution.
- Identifying, Planning, and Monitoring the Academic Performance Improvement initiatives.

RESPONSIBILITIES OF THE IQAC Co-ordinator

The internal Quality Assurance Committee Coordinator is directly responsible to the Principal for the development of quality culture in the institution. IQAC Profile - <https://sssm.ac.in/iqac.php>

RESPONSIBILITIES OF HEAD OF DEPARTMENTS

- Identify and prepare the POs & Cos. Identification of Curricular Gaps and organize relevant certificate courses, seminars, guest lectures, and workshops.
- Identification and provision of co-curricular programs and implementation of program outcome improvement Initiatives.
- Provision of subject allocation data to the faculties of their respective departments and maintain syllabus copy of the particular department. Planning, Procurement, and Utilization of reference books and ICT.
- Identification of class advisors, mentors, and allocation of students to Mentors. Monitoring the department function, review meetings, and class committee Meetings.
- Identification and monitoring of staff competency enhancement initiatives.
- Reviewing and monitoring the measures for slow learners and advanced learners.

RESPONSIBILITIES OF HEAD CLERK

- Maintain and manage college records in an organized manner.
- Keeping up with the records of both current students and those who have just been admitted, may help and support the admission process successfully. Maintain the pertinent documentation and constantly update the data for students in the ERP system.
- Prepare and maintain financial data for examining the expenses and for further planning.
- Record the payments that were collected during admissions, check that all fees have been paid, and advise the Principal of any changes
- Assists the Principal with college documentation work related to the University of Mumbai.
- Handling the attendance of employees, leave records, and the payment of salaries to the personnel
- Maintain and manage college premises neat, clean and hygienic.

RESPONSIBILITIES OF MEMBER SECRETARIES
- <https://sssm.ac.in/img/criteria/Committee%20Manual-min.pdf>

File Description	Document
Link to Organogram of the Institution webpage	View Document
Paste link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any 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:

The institution strongly believes in creating a culture conducive to all its pillars with the intent that as an individual progresses institution too climbs the ladder and vice-versa. Despite of the fact that staff experience is limited but the creative young minds are blended with the experience advisory board to ensure the progression of all. The institution has created an environment where not only teaching staff but also non-teaching are encouraged to pursue interdisciplinary courses and higher education.

An illustrative list of various welfare measures available to all employees indifferently are listed as below-

1. Financial assistance is provided to faculty to participate in training programmes, seminars, workshops, conferences and the publication of books.
2. Staff picnic: Once a year, a staff trip is arranged by the management for the teaching as well as non-teaching staff. The Management also takes care of all the financial expenses of this trip. This trip gives an opportunity for the staff to energize and rejuvenate their mind and body.
3. Travelling expenses for teachers to take students to participate in various programs
4. Support and help to participate and present papers in International conferences
5. Salary advances is given to needy staff members.
6. Recognition for achievements in the annual prize distribution

7. On the Teachers day celebration, every teaching and non-teaching staff are given gifts by the management and lunch is hosted by the Management every year.
8. Celebration of women' day by hosting a small get together
9. Paid leaves for faculty marriage.
10. A conducive working environment is provided on the campus in the form of Physical Infrastructure.
11. The separate vehicle parking lot for faculty.
12. Provision of laptops
13. Special programs on health and fitness, yoga and meditation, team management
14. Faculty members are allowed to use playgrounds on Sundays for themselves or their known persons in their presence.
15. Encouragement and incentives for pursuing higher education.
16. Free tea refreshments
17. Free Education of Teaching and Non-teaching ward in the institution and its sister concern.
18. On duty leaves for attending 5 days FDP/ Refresher Course/Orientation etc even during COVID 19
19. Seed Money is provided for faculties to encourage them to undertake research projects
20. The spouse or family member (Non-Teaching Staff) is given a job on compassionate grounds.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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: 40.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	6	2	3

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	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: 2****6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	1	0	1

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response: 20.55****6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	1	1	1

File Description	Document
Upload any additional information	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**Response:**

A performance appraisal system forms an important mechanism for quality enhancement. The performance appraisal reports are revised every year to ensure inclusivity of improvements and upgradation.

The broad framework for appraisal evolves the following key areas –

1. Teaching Learning

The teaching staff is assessed based on their subject-matter expertise, innovative teaching strategies, and teaching abilities. The student's feedback is gathered for evaluation purposes in relation to the topics covered, explanation clarity, and the use of innovative teaching techniques. Workload allocations and no of leaves taken are also accounted for.

2. Professional Development

Teachers must continually update their knowledge and pick up new skills relating to their area of specialization in order to effectively teach and learn. It acts as an evaluation mechanism for the appraisal and helps to motivate faculties to attend FDP, short-term courses, or guest lectures.

3. Research Paper/ Research Projects

The research is extremely pertinent to the educational system. The faculty's performance evaluation will be based on how many research publications or research projects they have completed.

4. Conducted Co-curricular and Extension Activities

Co-curricular activities should be organized by the teachers to give the students a stage on which to showcase their skills and impart knowledge. To create awareness among themselves or the society, extension activities should be carried out on a regular basis in relation to everyday social concerns.

5. Completion of Tasks or work before deadlines

Work completed on time or earlier is another factor used to assess the performance of the faculties. Academic records, reports on activities, other documentation, student evaluation work, and contributions to institute-related activity must all be kept up to date by the faculties.

PROCESS OF PERFORMANCE APPRAISAL

The formats are communicated to the faculties through a notice circulated. IQAC from the year 2018-19 made sure self-appraisal reports are collected every six months so that it creates a consciousness amongst the faculties of their improvements and helps them fill in the gaps.

Ø The performance appraisal is conducted every 6 months in the month of November/ December and June.

Ø The faculties are required to prepare 6 monthly self-appraisal PPT/ Word documents and submit them to the Principal.

Ø After the end of the academic year students' feedback is taken with respect to the teaching-learning.

Ø For their continued improvement, the Principal gives faculties confidential performance evaluations or feedback.

Ø Every 6 months, the eligible faculties are provided with an appraisal according to their level of performance, and they are given recognition for motivating other faculties.

NON-TEACHING STAFF- PERFORMANCE APPRAISAL

The performance of the non-teaching employees was assessed based on their abilities and expertise. Additionally, their performance is assessed based on how well they maintain academic and institute-related data and complete their task on time or ahead of schedule. The performance is evaluated on a yearly basis which is evaluated by the Principal & Management Committee.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution ensures transparency in all its financial matters. It, therefore, conducts financial audits in a regular manner. From the year 2019-20 financial ERP system evolved with regular upgrades each year to cater to the dynamic needs. The external audit is carried out by the chartered account each year after the accounts prepared by the college are made available to the auditor for finalization and filing of the accounts.

Keeping all the aspects in view, it conducts audits covering all financial and accounting activities of the Institute. This includes scrutiny of the following:

1. All receipts from fees, donations, grants, contributions, interest earned, and returns on investments.
2. All payments to staff, vendors, contractors, students, and other service providers.
3. All observations/objections are communicated through their report.
4. Chartered Accountant of the Institute conducts regular accounts audits and certifies its Annual Financial Statements. All Utilization Certificates to various grant-giving agencies are also countersigned by the CA. All Financial Statements have been certified by the CA.

The NSS accounts and Audit for funds received under CSR and the University of Mumbai scheme are audited separately apart from the final audit.

As the college was upgrading itself each year presently an internal auditor and technical guide for internal audit have been made effective.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 226.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
13.12282	65.82139	70.42876	42.09934	35.30222

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

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

Response:

Resource Mobilization Policy Sahyadri Shikshan Seva Mandal's Arts and Commerce College has a clear and well-organized financial management system, with the government and management serving as the primary sources of funding. The institution's goals and aims are the main emphasis of the resource mobilization policy, which also prioritizes quality, accountability, and transparency. The College Governing Board and IQAC oversee and coordinate the best use of the funds for the development of an ecosystem that is learner-centric.

The Principal, IQAC co-ordinator along with member secretaries of different committees (viz., research committee, placement cell, library advisory committee (for the purchase of books/journals), Extension Committee, Cultural committee, etc., submit the budget requirements for the coming academic year. The CDC committee prepares an annual budget estimate duly considering the proposals received and also the recommendations of the principal and management. All the major financial decisions are taken by the institute's Governing Body. But following a light but not tight policy, decisions within the permissible limit of Rs 2,00,000 are allowed to the principal. This has in fact helped to reduce the delay in decision making and progression has been enormous.

The key highlights are

- The institution is a centrally managed non-profit organization with governing body members, which ensures the income generated is spent optimally in the institution itself.
- The management supports financial association events, Faculty Development programs, seminars, workshops, and expert talks.
- The students' extracurricular activities are a key focus, and sufficient funding is provided for sporting and cultural events.
- The financial resources of the institution are:

CSR Funds

Student's Fee

College Development Fund

Grants Donations from the University of Mumbai or Individual

- Funds are optimally used for which it is sanctioned
- Transparency and accountability are ensured by conducting internal & external annual audits of the statements.
- **Grants received from statutory bodies** - After a stipulated period of time, the accounts for all the grants are audited by a Chartered Accountant. The audit report issued by the auditor with utilization certificates and all necessary ratified accounts is submitted to the concerned sanctioned authorities.
- **Academic and Administrative Audit**- Academic and Administrative audit is conducted by the team of Commissionerate of Higher Education Institutes. They inspect and provide a certificate of the audited matters.
- The institution has a strong financial advisory board for the Management of accounts and all the accounts sanctioned is audited externally. On behalf of the management, all daily transactions are verified by the financial advisor of the college.
- The Management has appointed the external auditor of the Management accounts. At the end of every financial year, they prepare annual financial statements and audit reports.

Various SOP's are also maintained for optimum utilization of human and infrastructure resources.

File Description	Document
Upload any additional information	View Document
Paste 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:

“Adversity is the master of all inventions” This is exactly what COVID 19 proved to us by accelerating the pace of use of ERP and LMS with a cutting-edge use of technology.

The Institute had begun its journey toward blended learning in the month of June 2019 itself. Fortunately, the institute had initiated steps toward LMS-based education from 2019-20. However, a holistic approach toward blended learning was important, thus IQAC initiated the process of institutionalization of E-Content Development and Delivery Mechanism. It helped the team to strive towards intense institutionalization of curriculum delivery using the Four Quadrant Model for curriculum delivery. The IQAC documented a policy on the E-content delivery mechanism by the end of the academic year 2020. The IQAC had shared a structured layout for the development of E- content striving toward planned efforts. Since the concrete foundation was infused amongst all, it now focussed on E-content development in the simplest form wherein faculties was asked to prepare PowerPoint presentations for at least 50% of their syllabus and prepare question banks for the same for the academic year 2020-21 in the months of May and June. Also, faculties were asked to undertake FDPs on E-content development which was reimbursed by the institution.

Identifying its weaknesses, the IQAC started building a research culture amongst the students and teachers right from the year 2017-18, Avishkar formed the centre stage of this process, through which not only students but teachers too were inclined towards research-based study. The faculties were mentored by experts on the advisory board and faculties from collaborating institutions. The IQAC organized workshops on research methodology for faculties and students each year, thereby instilling steps toward research culture. The faculties were further encouraged to go for research programs and PhD for a better infusion of research culture. Apart from formal workshops, peer-peer learning amongst the teachers remained an important way to accelerate this pace. The mantra of, **“Teach, Transfer and Translate”**. Further, in the years 2019-20 onwards a research seed fund was created to encourage faculties and students collaboratively apply for research projects.

File Description	Document
Upload any additional information	View Document
Paste 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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC being one of the most dynamic bodies in the institution acts as a connecting link between the academic and administrative ecosystem. The IQAC makes sure the institution's activities are in pace with the changing environment and are regularly updated to cater to the diverse needs of this millennial and Generation Z population. The IQAC in the year 2019-20 issued a curriculum-based SOP to serve the dual

impact i.e availability of material for the new recruits and quality delivery of the curriculum. Formative and summative tests were now delivered using the student app saving time, effort, and paper. Similarly, the reporting mechanism of the activities, faculty progression, and lesson plans were digitalized using the LMS system.

IQAC undertook the following key initiatives to meet the dynamic and evolving changes in the education ecosystem during COVID 19 are

1. Institutionalization of E-content Delivery Mechanism based on need analysis of faculties.
2. The institute conducted Midterm Feedback on TLC from the AY 2020-21.
3. Development of the OER page on the college website
4. Catering to the diverse needs of the millennial population who live in the age of technology and computer systems had decreased inclination towards the use of reference books or study materials moreover with COVID 19 the library was under cobwebs. The IQAC in close collaboration with Library Committee initiated the, " Rolling the Wheels of Library at your Doorstep"

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: A. All of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Enshrining within itself the vision of Empowering Women through Education, the institute has paid special attention to the holistic development of women. To foster a gender-sensitive campus and wider community, the institution's policies have strived to balance gender ratios across the hierarchical process. It strongly believes and practices, "Zero Tolerance" towards biases and sexual harassment that has been so vividly expressed each time vocally and in written form that zero cases have been registered to date in this arena.

The institute conducted a gender audit in the month of September 2021 from 2016-17 to 2020-21 apart from monitoring and maintaining data for each year based on parameters such as enrolment ratio, providing scholarships to students, inclusion in extension, and curricular activities, etc. The key focus areas are:

a. Safety & Security:

Ø The college's internal complaint committee, anti-ragging cell, and student grievance redressal cell are the grievance mechanisms that are explained to students during orientation programmes. The manuals too are shared and made available in the college library.

Ø Extensive surveillance networks 24x7 are installed at strategic positions in the College to ensure the security of students and staff with live visibility in the Principal's Office and Mobile of Key Management Personnel.

Ø Supervised by the faculty members for safety & Security.

Ø To keep order in the institution, the code of conduct for students and staff is presented to them at the start of the academic year and displayed on notice boards all-round the year.

Ø Female staff members accompany female students during college activities, field trips, NSS camps, and university festivals.

Ø WDC, NSS, and other committees organize self-defense training programs for female students and staff.

Ø Installation of Sakhi box for any suggestions or complaints, if any.

b. Counselling

Ø The counseling sessions are conducted in groups or at the individual level.

Ø The sessions are conducted related to sexual harassment- POSH Act, Health and Hygiene and

discussion on the problems faced by the girls.

Ø Awareness programs on Period Shaming are conducted.

c. Common Rooms

Ø The college has common rooms on each floor for boys and girls on campus.

Ø In 2019-20, the sanitary pad vending machines were installed in the girl's common room.

d. Programmes or Events

Ø The institution promotes gender sensitization through co-curricular activities like workshops, seminars, guest lectures, Chat shows, counseling etc.

Ø Women Empowerment Programmes such as:

a. Street Play and Poster Making Competition - “ Theme - Domestic Violence”

b. “How it Feels to be a Women”

c. Seminar on “The Sexual Harassment Laws & Remedies”.

d. Documentary on “Women Empowerment In Her Sight”

Ø **The college has also conducted a community outreach program on following**

a. A Series of Financial Literacy for Women in the Vicinity organized in collaboration with the Department of the Commerce University of Mumbai.

b. “Annaprasann Celebration” at Anganwadi with teachers and students.

c. Survey and Training Programs for Asha Workers in the vicinity

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Solid Waste Management

- On campus, organic waste is managed efficiently. Keeping distinct containers allows for the initial level of waste separation. For proper biodegradable, non-biodegradable, and electronic waste segregation, various containers are stored. The reduction of waste is the focus of committees. The waste is gathered in bins each day and dumped in a location where it may be processed into manure.
- Additionally, the organisation has held numerous training on how to use these strategies efficiently. Training programmes are conducted from time to time about the methodology of disposing of waste. A lecture on “Compost Pit” emphasises on the use of three bins Yellow, Green and Blue to infuse the concept of Reuse and Reduce are organized.
- In all areas, utilised single-sided paper is used for writing and printing. After their maintenance term is through, important and confidential reports and papers are shredded and sent for recycling.
- Metal, wood, glass and plastic scrap collected from libraries, offices and college campuses is given to scrap dealers for recycling.
- Signboards/Posters are displayed on the College campus for encouraging ideas of a plastic-free zone.
- Sanitary Pad Incinerators have been installed in Girl's Washroom.

Liquid Waste Management

- The liquid waste from the College is connected to the VVMC sewage system.
- Maintain leak-proof water fixtures.
- Minimize the use of water by constructing more Indian-style toilets instead of western-style toilets.
- Continued employment of a caretaker to take immediate steps to stop any water leakage through taps, pipes, tanks, toilet flush etc.

E-waste Management

- Every department and office is responsible for collecting and delivering all electronic waste, including CDs, batteries, fluorescent bulbs, PCBs, and other miscellaneous items, for safe disposal.
- The hard disc, CPU, displays, mobile phone charger, CD drive, and other useful components of electronic devices have been taken for reuse from the old PCs.

Note : The institute doesn't produce any bio- medical or hazardous chemicals and radioactive waste.

File Description	Document
Any other relevant information	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell / Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles

3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: B. 3 of the above

File Description	Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

The College promotes linguistic, regional, and cultural diversity among the students. Activities that promote communal harmony are undertaken frequently listed below are few for reference

Every year on August 9, the Adivasi people celebrate their day. Together with the humanities department, the cultural committee plans events. The students demonstrate the lifestyle of the Adivasi community, their rich culture in the form of traditional dance and talk about their way of life, including their primary foods, the crops they grow in their fields, the type of home they live in, their clothing, their occupations, and their geographic locations. This event creates awareness amongst the technocrats and sensitizes them towards the people living in tribal areas and encourages them to move towards an inclusive and enabling environment for all.

2. Gurupoornima- The students plan guru Poornima and share their opinions regarding their guru's teachings, or life lessons, as well as how appreciative they are to have such wonderful teachers in their lives.

3. Hindi Diwas - The department of humanities organizes Hindi Diwas which is on **September 14th** every year to commemorate the adoption of Hindi in the Devanagari script as one of the official languages of the nation. The department had organized an event – Poster Making and Elocution Competition on the theme “Hindi – Meri Bhasha Mera Swabimaan”. This will encourage students to express their thoughts with regard to our national language.

4. Marathi Bhasha Diwas - It is celebrated on February 27' every year across the Indian states of Maharashtra and Goa. The Department of Humanities- students organize events such as –the event will start with lezim and with Saraswathi puja and followed by literary performances. The event also includes a food day with the theme of Maharashtrian cuisine, and the students dress in traditional Maharashtrian attire. The younger generation benefits from this type of cultural engagement by being reminded of their heritage and becoming more conscious of students from other states or cultures.

5. Garba Day - Garba is a form of dance that originates from the state of Gujarati in India. The cultural committee organizes such cultural activities ensuring unity in diversity and tolerance towards each other's community.

6. Traditional Day

The celebration of India's rich cultural diversity on Traditional Day is commemorated which is organized by the cultural committee and it is typically a laid-back day at work. It's a day set aside for students to

dress traditionally from their state or other preferred culture. Everyone at the college comes dressed in their best ethnic attire.

7. Shivaji Jayanti

Shivaji Jayanti is celebrated as Chhatrapati Shivaji Maharaja's birth anniversary with great fervor is organized to create awareness in the young minds of the students regarding the valiant Maratha warrior, Chhatrapati Shivaji Maharaj. The Department of Humanities encourages students to perform powada singing which describes the life of the warrior king and commemorates his acts and achievements.

Festivals such as Christmas day, Buddha Purnima, Baisakhi, Onam, EID, etc are celebrated to promote the ideology of a Secular State.

File Description	Document
Link for any other relevant information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The institute organizes events throughout the year to sensitize students and employees toward their responsibilities as citizens.

The activities and events are conducted collaboratively or individually by various departments of the college and various committees such as NSS and DLLE. The extension committees collaboratively conduct activities with NGOs, social welfare organizations, clubs, etc.

1. Independence Day and Republic Day are celebrated with a theme related to social messages like "Zaara Yaad Karo Qurbani". The students are encouraged to present their point of view or give a message to the audience.
2. Shivaji Jayanti is celebrated and the students perform powada.
3. In order to inculcate constitutional duties in students, promote understanding of the constitution, and make students aware of the significance of Constitution Day, the institute also commemorates Constitution Day by organizing an elocution competition and a quiz competition.
4. Swami Vivekananda Jayanti (National Youth Day) is celebrated by conducting an elocution competition and poster-making competition with a theme of " Arise, Awake and stop not till the goal is reached."
5. In cooperation with UTI Infrastructure Technology And Services Limited, the college held Pan Card Camp registration for its employees, students, and residents of the neighborhood. The Pan Card was organised so they may later use it for banking, ITR, or as identity proof. A voter ID

Registration camp was also conducted for the staff and students to obtain their voter ID.

6. The College regularly organises blood donation drives, cloth donation drives, food day (Healthy and Nutrients), road safety awareness campaigns, and disaster management seminars. During disasters like floods in Maharashtra (Sangli & Kolhapur), donation drives were conducted to raise funds and other utilities for relief.
7. World AIDS and Human Rights Day are celebrated in order to inculcate moral values, ethics and empathy among students.
8. Poster-making competition on the topic of Organ Donation to create awareness of organ donation.
9. The college organizes free health check-ups for employees and students.

Environment-related Activities

1. The students are encouraged to participate in activities like tree plantation, saving food, saving water, Swachh Bharat Abhiyan- cleaning premises and cleaning lakes nearby the college
2. Rallies and anti-plastic campaigns were carried out, and cloth bags were distributed in the neighbouring residential neighbourhoods. Competitions like best out of waste for the purpose of waste management. Go Green Society – Waste to Compost.
3. Zero chemical food awareness campaigns and anti-tobacco day awareness campaigns were conducted.

COVID-19

During the lockdown, teachers and students were requested to sign the Janta Curfew Pledge to prove their civic duty. Students and residents were advised to stay at home to stop the virus from spreading by NSS and DLLE.

The distribution of masks to the students in the neighbouring residential areas came with instructions for them to make them at home.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

1. World Environment Day

World Environment Day is an effort to create awareness among the students and the society of the need to conserve the environment and the planet. The NSS & DLLE volunteers conduct rallies and tree plantation drives within the campus and in the near residential areas. The Institute has been recognized for its valuable contribution to Swacch Bharat Abhiyan by the local Municipal Corporation in the year 2017.

2. International Yoga Day

21st June each year marks the celebration of International Yoga Day under the aegis of the Extension Committee. The celebration not only includes theoretical knowledge but practical sessions conducted. The institute also conducts certificate courses for its students on yoga and meditation.

3. Independence Day

Independence Day is celebrated by hoisting the flag and students are given an opportunity to express their thoughts on the topic such as Zara yaad karo Qurbani, Covid Warriors- Tribute to frontline workers, etc.

4. Gandhi Jayanti

It is a day when we remember his values of Peace and Non- violence. Every year NSS coordinators and volunteers attend bhajan sandhya which is held at GateWay of India, Mumbai and a unit conducts rallies, poster-making competitions, sessions on Gandhian Thought, and World Peace day.

5 Constitution Day

The extension committee of the institute commemorates Constitution Day by holding an elocution competition and a quiz competition in order to instill in students a sense of their constitutional responsibilities and make them aware of the importance of the day. Interpretation and understanding of the preamble by student representatives form the center stage.

6. HIV/ AIDs Days

NSS & DLLE unit volunteers conduct rallies near college residential areas to create awareness among the students and society. Dec 1st – Dec 9th various activities in collaborations with ICTC Rh and Red Ribbon Club are carried out.

7. Human Rights Day

Human Rights Day is held annually on December 10 by the extension committee. The students are instructed to create a poster or rangoli to convey a message regarding the exclusion of inequality and discrimination, which includes people who are poor, children and youth, older people, people with disabilities, and members of racial, ethnic, and religious minorities, indigenous peoples, migrants, and LGBTQ community.

8. National Voters Day

National Voters' Day is organized by the extension committee to educate and encourage young voters to vote during elections. The institute also conducted Voter ID camps for the students to register for their voter ID which will enable them the right to vote during elections.

9. Republic Day

The institute celebrates Republic Day of India on 26th January every year. The flag hoisting ceremony is followed by a short cultural program.

10. International Women's Day

Women Development Cell and other departments celebrate Women's Day on 8th March every year, acknowledging the greatness of womanhood. Students are asked to create posters outlining the value of women in their life, which are then displayed in the classrooms and vicinity.

File Description	Document
Link for any other relevant information	View Document

7.2 Best Practices

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

Response:

Best Practice I- Emancipation of Rural Women through Education

Objective:

1. To address the prevailing notions of gender subtly.
2. To ensure the holistic development of females through education and participation in co-curricular activities.
3. Bring about change in the life of women by instilling entrepreneurship skills.
4. Involving women in the functioning of the college and acting as agents of economic change.

Context:

Historically power and status are gender-associated rather than a cohort of authority and capability. The patriarchal and wedlock system has eroded the individuality of women and advocated the powerlessness of women to a very great extent in rural areas. Efforts were directed towards female labor force participation and education but remained submissive to men. Nevertheless, female literacy has reached to its optimum but to remain relevant and reach higher, tertiary education is vital. Only 1% of the total female population reaches tertiary education in the country impacting potentialities to rise above the marks. And this figure is even more invisible in the rural outskirts and the cities on the brink of urbanization. Such is the land of Juchandra where the institute is located. Thus with a vision, "Knowledge has no Age Bar. When it comes to women's empowerment, education acts as a game changer blooming the individual and society to higher levels of confident growth. The college enshrines within itself "Empowering Women through Education". The institute through its strenuous efforts over the period of time and with the help of the local community and management, despite the pathway being tough the going had begun as women now realize their potentialities and life beyond "devotion" to their family and society. The institute thus creates an enabling environment conducive to education foreseeing economic empowerment of women in the long run.

While working towards this vision, the resistance was high especially amongst the married females and parents to allow girls to participate in extracurricular activities. But with the help of teachers and management, the parents were convinced over the period of time to let girls spread their wings assuring their safety. And today, such glitches though remain invisible to the world are overcome.

Practice

"If you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Women empowered means mother India empowered".

- PT. JAWAHARLAL NEHRU.

Women's education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources but in improving the quality of life at home and outside. With the same thought, the founder of the institute Shree Gopikisan Patil envisioned to, "Empower Women through Education". And taking his legacy forward the stakeholders have created a conducive and enabling environment for females to climb the ladder of success. The key areas where the seeds for holistic development of women are sown can be outlined below-

1. Motivating and Encouraging Married Females to Enroll for Graduation- Efforts have been taken to enroll married females to pursue their education and complete graduation. Setting an example for villagers, the daughter in laws of the family first stepped out of the house in the pursuit of education.
2. Organizing Programs and Workshops to promote Gender Equity- The Institute over the period have taken efforts to ensure gender equity and provide safety and security to them. The institute is known in the village for its discipline and being women-centric. Training programs on financial literacy were conducted across the village.
3. Providing Non-Government Scholarships to Girls – The non-government scholarships have been extended to the ratio of 2:1 for girls during COVID 19 to help curb the dropout ratio witnessed during the last two years.
4. Creating an infrastructure that ensures safety and health hygiene for women- The institute has set up CCTV coverage across the campus with access available to the key custodians of the institute. The establishment of Sakhi Box and Suggestion Box have been made available. Lastly in each

common room, a Sanitary Pad vending machine and incinerator are available.

5. Working in close collaboration with Asha workers of adopted Anganwadi – Asha workers have been often left out or little is known about their efforts to the society. To provide recognition to these unsung founders of the society, the institute has adopted Anganwadi centers in the nearby vicinity and invited them as a resource person for various programs. Further, they have been part of the celebrations of the institute.
6. Providing Canteen Service Contract to Self-Help group on,” No Rental Basis” - The CDC committee of the college decided to hand over the committee to Mahila Bachat Ghat who had always been an integral part of the college programs at no rent. The inaugural ceremony was held on 26th Jan 2020.
7. Conducting Gender Audit – The institute has conducted a Gender Audit as a good practice to evaluate and take necessary steps in this arena.

Evidence of Success

1. During the period 2016-17 to 2020-21: 11 females who were married have gained education during the said period.
2. The team has ensured that female students participate in various sports activities such as cricket, tug of war, and kabaddi. They are also deputed for intercollegiate events.
3. The institute in the year 2019-20 to encourage entrepreneurship skills amongst female students introduced, the “Women Entrepreneurship Award” for the year.
4. The College WDC has undertaken various seminars and programs on varied topics and paving its way toward gender sensitization.
5. Scholarships by way of management and Shree Shankara Hindu Mission provided scholarships to help curb the drop-out ratio on account of COVID 19.
6. The institute has made strenuous efforts to provide infrastructural facilities like Common rooms, CCTV, Sanitary Pad vending machines, incinerator, disabled-friendly washrooms, Sakhi box, complaint box, suggestion box etc.
7. The CDC has adopted 5 Anganwadi in the nearby vicinity and works in close collaboration with Asha workers. It provides the training as well as celebrates various festivals with them.
8. Understanding the needs of the women working in Khichdi House of Karamveer Bhaurao Patil School, it helped them establish a SHG and offered a college canteen on,” No Rental Basis”. It also conducted financial literacy sessions for them.
9. Apart students are motivated to conduct research pertaining to problems faced by women in rural areas.
10. An independent Gender Audit was conducted for the period 2016-17 to 2020-21.

Problem Encountered

The drop-out ratio had been high due to COVID 19 pandemic. Further due to COVID 19, the canteen came to closure, however, the CDC was actively involved in the distribution of food and ration in the vicinity. They were actively engaged in the same. To streamline this financial literacy lectures in multilingual content were delivered.

Resources Required

1. Increased women's participation in activities and support from local self-government.
2. Improved collaboration from NGO, Institute, and Local community.

Best Practice II - Using Learning Management System for Sustained Quality Education Ecosystem.

Objectives of the Practice:

The education ecosystem is one of the most dynamic and strongest pillars required for achieving individual society, nation, and world progress at large. This system has been multi-layered that is capable of creating, delivering, tracking, and reporting educational outcomes in real-time. These dynamics are no more elite but the need to penetrate down at the grassroots level is the need of an hour. Blending the institute's mission of providing quality education at affordable costs to all, UNESCO SDG Goal 4 i.e Quality Education and preparedness towards National Education Policy, the LMS so designed has evolved in a phase-out manner to integrate and assimilate the key objectives of the practice are enumerated below -:

- To enhance the effective and transparent teaching-learning process.
- To improve the accessibility of resources/ study material for both the learner and teacher
- To organize and maintain academic records of the institute and have learning analytics.
- Upskilling teachers in ICT for increasing the momentum of learning
- To strive towards a paperless working environment.
- To strive towards cost-effective quality education mechanism.

THE CONTEXT

“Technology will never replace great teachers, but in the hands of great teachers, it's transformational.” – George Couros

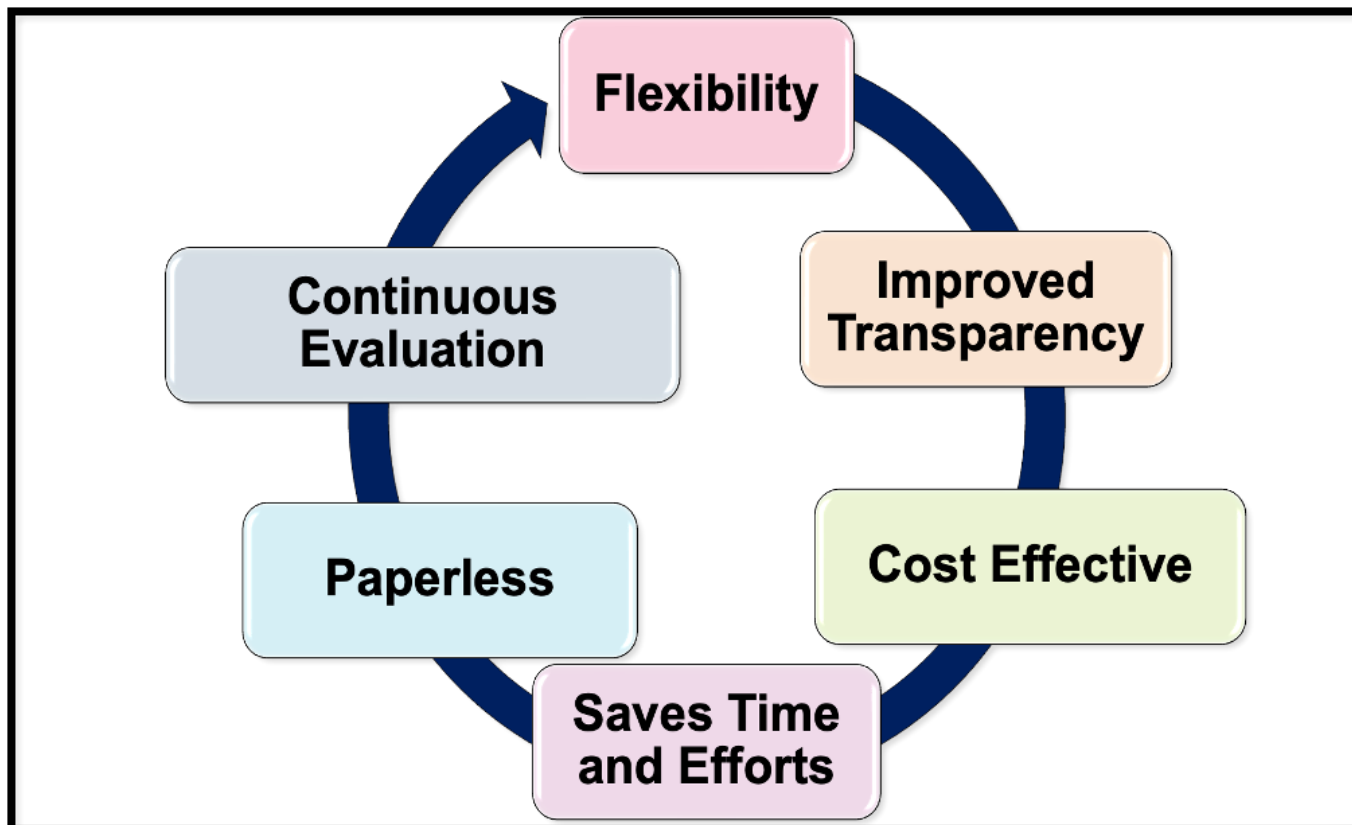
Today, the higher education institutes are catering to Generation Z who are flexible and technocrats, they accept changes but in their own way. This population is self-independent and doesn't wait for completing their graduation to start earning. And our institute caters to these students who are engaged in part-time jobs either to support their families or for their self-independence. On the other hand, the penetration of smart mobile phones is near about 90% and above. Thirdly the education ecosystem was moving towards the blended mode of learning even before COVID-19. Understanding these dynamics of the evolving education ecosystem in the institute, the IQAC proposed a complete ERP system with the inclusion of a Learning Management System for the academic year 2019-20. The LMS system equips both the learners and teachers with flexible and cost-effective means of sharing resources, helping institutes move a step closer to the provision of quality education at affordable costs.

But being in the rural areas of Juchandra village, where electricity load shedding and provision of internet services have been restricted, implementing this practice initially seemed difficult. However the preparedness and identifying the key areas of challenges, the entire LMS system was designed with a view to ensuring the system is mobile-friendly as well can be accessed from the web portal anywhere even if a student doesn't have a smart mobile. Secondly, the internet consumption was kept at a minimum and the app required no downloading of any software. Lastly, no technology is acceptable unless the users perceive it to be beneficial and easy to operate. To ensure this, IQAC paid special attention to regular training programs, availability of SOP, training modules, and continuous support from the implementing partner who has known the staff for the last 3 years. Thus all the implementing and acceptance challenges of shifting from the chalkboard to LMS were taken care of. Moreover, the pace was accelerated when the black swan- COVID 19 drowned the entire education ecosystem with uncertainty. In fact, this existing

LMS and ERP system proved to be a blessing as the pandemic changed the tables of the teaching-learning system in every nook of the country and our teachers and students already had the floor laid for the same at the beginning of the academic year 2019-20.

THE PRACTICE

The key areas of practice of LMS and its perceived benefits as envisaged by the team towards adoption are represented below – diagrammatically,



1. **Flexibility:** Most of our current students were pursuing part-time jobs or indulging in activities post lectures. With the LMS system at its disposal, teachers now start assigning formative tests to the students scheduled late in the evening or kept it open for 24 hours. Also, the students who missed their notes had quick anytime access to these resources on the student app. In the year 2020-21 the recorded lectures were made available for 7 days for the students for viewing and downloading purposes.
2. **Improved Transparency:** As students were equipped with student apps, teachers too were facilitated with the dedicated login IDs and users that could be logged in anytime and anywhere. The IQAC using a step-up process initiated the digitalization process wherein in the first phase daily teaching reports, assignments, attendance, and sharing of resources such as ppts, pdf, word documents, etc were made available. By the year 2020-21, lesson plans, recorded lectures, faculty wise information too were digitalized.
3. **Cost Effective:** The resource materials were shared with students, this helped to save the cost of buying textbooks. Also during COVID, the accessibility remained intact. Further no extra fees were charged to the student. Lastly in the year 2020-21, it made sure the data consumption of the app was minimized. The manuals and other materials too were shared with the students.
4. **Saves Time and Efforts:** The LMS system enabled quick assessment and records of the students thereby saving time and efforts of the stakeholders. The digitalization of maintenance has helped to

reduce time and costs for paper printing.

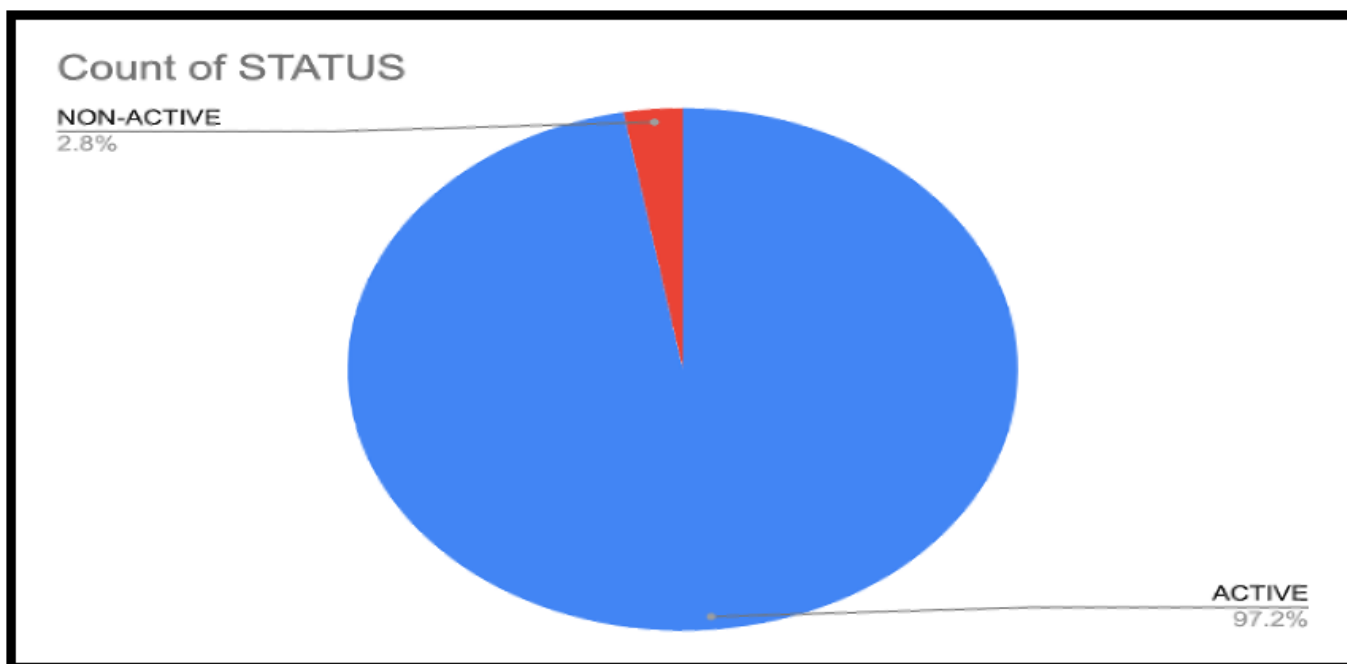
5. Paperless: As a way to minimize paperwork and lend our helping hand in protecting the environment the LMS system largely helps us to save paper and ink. To cite for formative and summative assignments no answer sheets have to be given to the students on another hand it also saves printing paper costs and ink. Grade cards to are made available in the app and kept open for queries before final printing, this once again reduced the cost of re-printing. Lastly, the library management system was also digitalized thereby scrapping the need for printed library cards.
6. Continuous Evaluation: The student's performance and its grade cards are made available to all the faculties, helping in designing remedial lectures and necessary action by the IQAC and the Examination Committee. The result analysis too was digitalized i.e learning analytics.

EVIDENCE OF SUCCESS

The faculty's regular assessments and assignments allowed the students who struggle with learning to advance in their studies. With the use of smart projectors, the students can grasp the concept more clearly, and the lectures have become more engaging.

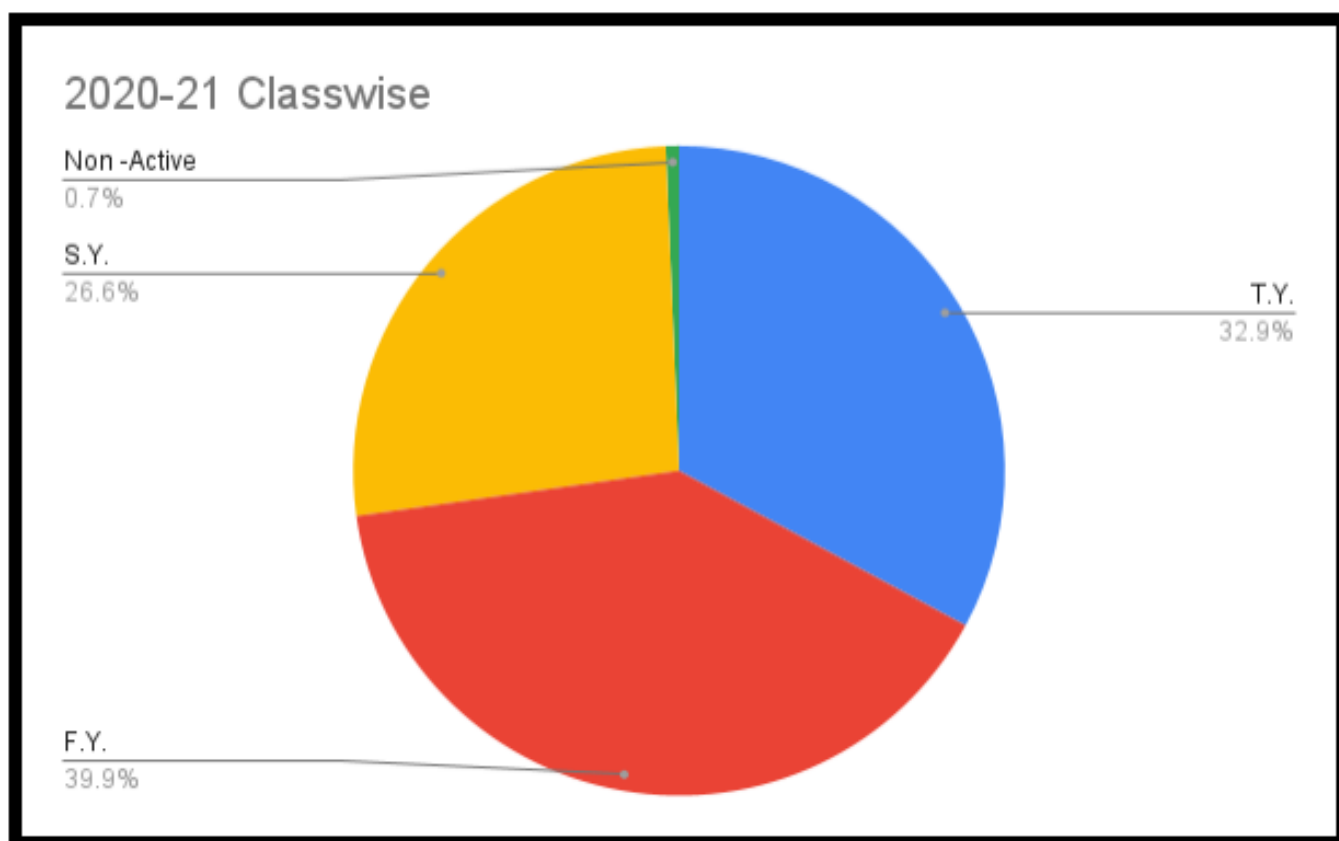
Data for App Usage by the Students & Staff Members.

1. Active and Non-Active Status of Student App: 2019-20



Source: Retrieved from data

2. Active and Non Active Status of Student App : 2020-21



Source: Data Retrieved from ERP partner.

PROBLEMS ENCOUNTERED

1. The students had experienced technical problems including bad network performance or no wi-fi at home
2. The students first struggled to comprehend how to use the app's functions, such as submitting assignments, finding notifications or notes, or even attending tests but with apt training and manuals the glitches were overcome
3. Even though staff members initially faced difficulties understanding the functioning of the LMS system, training was provided every month as and when the system had updated features.

RESOURCES REQUIRED

1. Web accessibility or a smartphone with internet facility for all
2. Improved availability of Internet Facility through Wifi or Antenna system for all
3. Readiness to accept change and apt training programs.
4. Regular up-gradation and changes to suit the needs of the diverse stakeholders.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Perpetuating Cultural Ties for the Generation Z

“ I feel like I can conquer the world with one hand when you are holding the other one” With this vision the torch bearers of the institute have strived to maintain the balance between technology and the roots of cultural heritage. Juchandra is known for its Rangooli and as the only higher education institute in the vicinity, it is our responsibility and mission to keep the legacy intact. Thus “Balancing Technology and Culture”- remains distinctive to the institute’s priority and thrust.

The ecosystem here holds the hands of all its stakeholders and the local community at large by bridging the gap between Generation Z and Generation X through cultural programs organized each year. The Annual Day here forms the common platform for the institute and the local community. The Annual Days is kept open for the entire village and is organized in association with Alumni.

At the institute level, maintaining diversity and cultural legacy is visualized as one of the most important parameters since it enables students to perform their abilities. The students passionately participate in college events like dance, singing, fine arts, plays or acts, Mehendi and rangoli, that allow the individual to be identified throughout the institution's cultural programs. During college events, the students also have unique ways of expressing their ideas through dancing, plays or shows, rangoli, and research. As a result, the institution aims for the students' holistic intellectual and cultural growth. The various initiatives taken over the period of time can be glanced through as below -

PARTICIPATION IN PERFORMING ARTS- FOLK DANCE & SINGING

- The students interested in dance were encouraged to participate in various levels of competition – college, zonal, university, state, and national levels.
- The cultural committee focused on students getting trained for folk dance and singing.
- The alumni who serve as instructors assist in training and inspiring the students to practice folk dance and singing in preparation for competitions at the collegiate or state levels.
- The cultural committee encourages students, especially girls, to participate in dancing and singing at the start of the academic year.
- The college provides financial assistance to obtain the resources needed for performing the dance and singing, such as costumes and musical instruments.
- The infrastructural facility like the hall or stage and sound systems are provided to the team for practicing purposes.
- The cultural team not only encourages participants to participate in the youth festival but also identifies known platforms to performing arts, but also at inter-collegiate or zonal level

competitions or open festivals with help of alumni and the local community.

FEW GLIMPSES OF AWARDS RECEIVED

1. Youth Festival –University of Mumbai- 2nd Prize (2019-20)- Indian Folk Dance
2. Brahma – Abhinav College- 3rd Prize (2016-17)
3. Nandi- HR College- 3rd Prize (2016-17)
4. STATE-LEVEL COMPETITION - RAJYASTAR YUVA MAHASATOV- 2ND PRIZE (2019-20)

FINE ARTS – RANGOLI, WARLI PAINTING, ON-SPOT PAINTING

- The college organizes a number of workshops to develop the student's artistic and creative abilities.
- The students are assisted by the alumni in providing training on fine arts such as Mehendi, rangoli, warli painting, and poster making.
- To identify the interest of the students in the fine arts they are given a chance to prepare decorative objects, rangoli, and paintings for classroom or campus decorating for occasions or events.
- Through this process, the cultural committee identifies the talented artists in the college and they are encouraged to participate in college, state, and university level competitions.

Participation in the Events:

- Youth Festival- University of Mumbai- 2nd Prize (2018-19)
- Intra- Collegiate Competition- SAVISHKAR
- Inter-Collegiate Events- UDAAN, SN College, Mauj, Jalhosh, etc

POSTER MAKING COMPETITIONS

For commemorative days like AIDs day, Human Rights Day, Constitution day, etc the extension committee conducts Poster Making competitions to express their thought about the same or give messages for creating awareness among the students and display it in the college premises. This intra-college event gives the students a platform to boost their confidence and ability to express their innovative ideas or messages through poster making.

Participation in the Events:

DLLE- UDAAN Fest

Cosmos Jalhosh- 2018-19

Youth Festival – Consolation Price

Mehendi

Mehendi Competition is held to inculcate among the learner's interest in traditional customs of India exhibited on various festive occasions. Especially female students are quite more interested to participate in this event.

Participation in the Events:

Youth Festival -2nd Prize (2018-19)

Intra- collegiate Events – SAVISHKAR

CERTIFICATE COURSE ON WARLI PAINTING

This course has the full potential to satisfy your hobby of learning the art. For the last five years, the college has provided warli painting certificate course to students who are interested to learn various forms of warli painting. Through warli painting one can relieve the culture of tribal community and can be displayed on various platforms to make aware of the culture of the society.

RESEARCH STUDY IN CULTURAL HERITAGE OF PALGHAR DISTRICT

In addition to cultural pursuits like dancing, music, and the fine arts, our institute is interested in learning about the cultures of the diverse people of the Palghar district.

The department of humanities conducted empirical research on specific cultures of this land

The research study was conducted on the topics:

1. Juchandra Gavatil Rangoli Parampara:

This research study emphasized the various forms of rangoli made and each form of rangoli indicates a particular meaning or it represents a message.

2. Adivasi warli samajache sankrutik Jeevan

In this research topic, the students visited the tribes of palghar district and interviewed them about the culture and lifestyle of the Adivasi Warli Community. The objective was to make aware the youth of this community.

3. Vasai Talukyaat Juchandra vibhagatil Lokkathancha Chikitisak Abyaas

In the research study, the tales are, since they have all undoubtedly been told and retold multiple times, and translated by different people in different times and places.

The institute also celebrates Adivsai Diwas each year to keep the young technocrats close to their roots.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

Sahyadri Shikshan Seva Mandal's Arts and Commerce College was established in 2009 with the objective of offering educational opportunities in the neighbourhood, particularly to girls. The institute has a focus on providing quality education to all at an affordable cost and on maintaining cultural heritage by balancing the beam of economic and social progression.

The institute aims at the holistic development of the students by following innovative teaching techniques, conducting workshops and seminars, providing special programmes for slow learners and providing personal counselling to the students. The class guardians always encourage students of their class to participate in various curriculum activities such as elocution, case study, debate, PPT presentation, etc. to boost their confidence and develop skills and knowledge.

Believing in the holistic development of faculties, the institute always keeps on encouraging the faculties to participate in various Faculty Development Programmes, Workshops/Seminars and Research conferences.

The institute has provided financial assistance to the students to complete their education through scholarships and CSR funds.

Apart from curriculum activities, the students are encouraged to participate in cultural and sports events at Inter-collegiate/ University/ State/ National level competitions. Financial and infrastructural support is provided to the students to participate in the extra-curriculum activities.

For an effective and smooth work process, the institute has implemented an ERP system for academics, administration, examination and library.

The Institute implements E-governance in all functions of the institution to provide a simpler and more effective structure of governance that encourages accountability and openness within the institution.

A variety of Add-on Courses are offered to students to give them an edge in today's job market.

The institute maintains a vibrant alumni association to uphold and foster the relationship with its former students.

To protect and conserve ecological systems and resources, the Institute has energy and environmental policies within the campus.

The institution believes in the inclusion of people with disabilities by promoting the rights and dignity of everyone.

Concluding Remarks :

The institute is leading through its vision towards **“Knowledge has no Age Bar. When it comes to women empowerment, education acts as game changer blooming the individual and society to higher levels of**

confident growth”.

The institute began by offering two traditional undergraduate programmes, such as B.Com and B.A. The institute started offering self-financing BAF and M.COM - PG programmes in 2021–2022. In the following five years, the institute also plans to provide a variety of professional and UG Programmes.

The institute has continuously upgraded the ERP system for the innovative teaching-learning process. The institute also opts for blended learning for the students. The students will be encouraged to attend various certified courses with reference to Finance, Marketing, Language and other related skills.

The institute has planned to join alliances with different institutions and sign MOUs for providing placement and internships to the students.

The institute is in the continuous process of increasing research work by the students and the faculties. Till 2020-21, many faculties have published research papers in UGC/ Scopus Journals. The institute has been effectively holding research workshop sessions for teachers and students, and it also makes sure that teachers participate in related seminars, FDPs, and workshops.

To support interactive/classroom pedagogical methods, the institute is well equipped with smart TV and projectors in the classroom. The smart board is installed and the smart class is been set up.

The institute has been made proud by winning many trophies in cultural activities and sports events. The institute looks forward to many such achievements. The institute will focus on training the students in cultural activities and in various sports events according to their interests.

The institute is proud of its alumni who have made a mark for themselves in various spheres of academics, business entrepreneurship, and corporate and public services.

The institute strives to fulfil its vision of imparting transformative education for the empowerment of young women and the promotion of a more just and human society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>78</td> <td>82</td> <td>111</td> <td>71</td> <td>99</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>40</td> <td>48</td> <td>50</td> <td>44</td> </tr> </tbody> </table> <p>Remark : Input edited as per supporting documents</p>	2020-21	2019-20	2018-19	2017-18	2016-17	78	82	111	71	99	2020-21	2019-20	2018-19	2017-18	2016-17	45	40	48	50	44
2020-21	2019-20	2018-19	2017-18	2016-17																	
78	82	111	71	99																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
45	40	48	50	44																	
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 11 Answer after DVV Verification: 38.6</p>																				
3.4.2	<p>Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years</p> <p>3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	6	6	1	1	0	2020-21	2019-20	2018-19	2017-18	2016-17	2	3	1	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
6	6	1	1	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
2	3	1	0	0																	

Remark : Input edited as Awards to the individuals and Awards local in nature such as Urban / local bodies / Panchayat etc can not be considered

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1378	2050	2109	1801	1233

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
130	164	151	100	139

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	3	3	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	1	1	1

Remark : Input edited as If the MoU is for three years viz 2011-2013, it shall be counted only once

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

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

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

Remark : Input edited referring data uploaded by HEI

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

4.2.4.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 28

Answer after DVV Verification: 22

Remark : Input edited referring data uploaded by HEI

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

5.1.2.1. Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
35	5	5	4	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
35	10	5	4	3

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
309	176	355	68	80

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
170	253	355	68	80

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	8	3	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	1	1	1

7.1.5

Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

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

Answer After DVV Verification: B. 3 of the above

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>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	2	2	2	2	2	2020-21	2019-20	2018-19	2017-18	2016-17	2	2	2	2	2
2020-21	2019-20	2018-19	2017-18	2016-17																	
2	2	2	2	2																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
2	2	2	2	2																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>391</td> <td>357</td> <td>318</td> <td>290</td> <td>356</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	391	357	318	290	356	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
391	357	318	290	356																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

391	356	318	290	356
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2.2 **Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
106	106	106	106	106

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
106	106	106	106	106

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	13	12	11	11

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	13	12	11	11

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13.20	136.34	57.40	31.01	54.89

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
44.47	43.52	15.40	5.89	5.41