SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

RAYAT SHIKSHAN SANSTHA'S KARMAVEER BHAURAO PATIL COLLEGE VASHI

SECTOR-15A, VASHI, NAVI MUMBAI - 400 703
400703
www.kbpcollegevashi.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rayat Shikshan Sanstha's Karmaveer Bhaurao Patil College, located in Vashi, Navi Mumbai, is a renowned educational institution known for its commitment to providing quality education and holistic development of its students. Established in the year 1979, the college is named after the social reformer and educationist Karmaveer Bhaurao Patil, who dedicated his life to the upliftment of the underprivileged through education. The college offers a wide range of undergraduate, postgraduate, and doctoral programs in various disciplines and is equipped with state-of-the-art facilities to support the academic and extracurricular needs of its students. With a strong emphasis on values, ethics, and social responsibility, the college aims to nurture well-rounded individuals who can contribute positively to society.

Karmaveer Bhaurao Patil College Vashi is an **Empowered Autonomous College** affiliated with the University of Mumbai and is recognized by the University Grants Commission. The college has a sprawling campus spread over 05 acres of land, which includes modern classrooms, well-equipped laboratories, a well-stocked library, sports facilities and a canteen. The college also has a dedicated placement cell that helps students to secure job opportunities in reputed companies.

The college has a strong research culture that is carefully nurtured by providing modern facilities and research grants. The research output includes high-quality publications and patents. Innovation and incubation is the latest endeavor which is realized in the form of an incubation center that is registered under Section 8 of the Company Act.

The college also provides various opportunities for students to engage in extracurricular activities, such as sports, cultural events, and social initiatives. The college has several clubs and societies, which allow students to develop their skills and interests outside of the classroom. NCC, NSS, and Extension activities help build qualities of discipline and service amongst students.

The college has received some prestigious grants from the Government of India viz. DST-FIST, DBT-STAR STATUS, and RUSA 2.0 under Component 8. Some of the noteworthy awards include- the "Best College Award" by the University of Mumbai in 2013 and the "Cleanest Educational Institute Award" for six consecutive years by Navi Mumbai Municipal Corporation under " *Swachchata Abhiyaan* ".

Vision

Vision Statement: To work for a 'Better Tomorrow' through the educational advancement of society while keeping social justice and social obligations in mind.

The vision of working for a 'Better Tomorrow' through the educational advancement of society while keeping social justice and social obligations in mind is focused on creating a future where all individuals have access to quality education and opportunities for personal and professional growth. This vision is rooted in the belief that education is a fundamental human right and a powerful tool for addressing social inequalities and injustices.

By working towards this vision, we aim to empower individuals from all walks of life to reach their full

potential and contribute positively to their communities and the world at large. This includes advocating for equal access to education, promoting inclusive and diverse learning environments, and fostering a culture of lifelong learning.

We recognize the importance of addressing social injustices and fulfilling our social obligations as members of society. This involves actively working to dismantle systemic barriers to education and advocating for policies that promote equity and fairness. It also means engaging in community outreach and service initiatives to support those in need and promote a more just and compassionate society.

In essence, the vision articulated here embodies a holistic and forward-thinking approach to education and social responsibility. It underscores the interconnectedness of educational advancement, social justice, and collective well-being, emphasizing the transformative potential of education in shaping a more equitable and harmonious society. Through a steadfast commitment to this vision, we can aspire to create a future where every individual has the opportunity to flourish, and where the principles of fairness and compassion form the bedrock of our collective endeavors.

Mission

Mission Statement: We strive to cultivate minds and build characters of the young generations by imbibing in them scientific temperament, organizational abilities, and human values.

The mission of our organization is to cultivate the minds and build the characters of young generations through a holistic approach to education that encompasses scientific, organizational, and ethical dimensions. We believe that education is a transformative force that can empower individuals to reach their full potential and contribute to society in meaningful ways.

To achieve our mission, we strive to provide educational experiences that are rigorous, engaging, and relevant to the needs of the 21st century. We believe that a scientific temperament is essential for navigating the complex challenges of the modern world, and we seek to instill in our students a curiosity for learning, critical thinking skills, and a passion for discovery.

We also recognize the importance of organizational abilities in today's fast-paced and interconnected world. Our students are taught to be self-directed learners who can manage their time effectively, set goals, and work collaboratively with others. We believe that these skills are essential for success in both academic and professional settings.

Our mission emphasizes the importance of ethical values, such as integrity, empathy, and respect for diversity. We believe that these values are essential for creating a just and compassionate society and we seek to instill them in our students through a variety of educational experiences, including community service, cultural awareness, and leadership development.

Our mission is to provide a comprehensive education that prepares young generations to be lifelong learners, effective problem solvers, and ethical leaders who can make a positive impact on the world. We are committed to creating a learning environment that fosters intellectual curiosity, personal growth, and social responsibility, and we believe that our students will be well-equipped to meet the challenges of the future with confidence and

resilience.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Empowered Autonomous Status:** It is Navi Mumbai's first autonomous college and one of the twelve empowered autonomous colleges of Mumbai University. Being autonomous the institute designs and develops its curricula to suit the industry requirements. NEP 2020 is implemented to offer multidisciplinary and interdisciplinary flavor to the students.
2. **Existence for 44 long years:** Rayat Shikshan Sanstha's Karmaveer Bhaurao Patil College, Vashi, is a renowned educational institution in Navi Mumbai that has been providing quality education in arts, commerce, and science streams since 1979.
3. **The beautiful sprawling campus with modern infrastructure:** Located in the heart of the modern city of Vashi, Navi Mumbai, the institute has a sprawling campus of 5 acres with a built-up area of ??10,000 sq. mts. and a playground of 10,000 sq. mts. The college has excellent computational facilities and high-speed internet.
4. **Student Centric conductive learning environment-** The college also has state-of-the-art infrastructure and facilities, including well-equipped classrooms, laboratories, and libraries, which provide a conductive environment for learning. Student-friendly learning environment with modern ICT tools of teaching is offered.
5. **Highly qualified & dedicated faculty members:** The college boasts of a team of highly qualified and motivated educators who are committed to providing the best possible education to their students.
6. **Computerized Open access library:** The Knowledge Resource Center is spacious and open access with separate study sections for three streams of education. IT integration in library management is very strong is very well stocked and is upgraded regularly.
7. **Focus on skill education:** Around 72 Value-added skill courses are offered by the institute for skilling and upskilling of the students to increase their employability. Technical skills, soft skills, and life skills are taught to students, apart from the regular curriculum.
8. **Enhanced research and innovation culture:** Research is an integral part of the curriculum that is supported by well-equipped laboratories and advanced instrumentation. A state-of-the-art incubation facility is available to promote start-ups.
9. **Examination system:** Transparent with modern IT integration and On Screen Marking.
10. **Promotion of sports and cultural activities:** has resulted in international, and national. and state-level awards.
11. **Value-based education integrated into education**

Institutional Weakness

1. Students from the vernacular medium:

Almost 60% of students come from vernacular medium, hence they have issues in English communication skills.

2. Crunch of infrastructure:

The crunch of infrastructure imposes limitations on starting new programs that are needed as the current industry requirements.

3. High teacher-student ratio:

As per the policy of the State Government, the student strength of one division is 120. This number is too large to implement some truly impactful teaching and facilitation methods in the classroom. The student-teacher ratio has to be reduced for an effective teaching-learning experience.

Institutional Opportunity

There are several opportunities the college can capitalize on to further enhance its reputation and standing.

1. Degree awarding college:

The institute has all the required credentials and approaches to become a **Degree Awarding College.** Being **Empowered Autonomous College,** the degree offered by the college will be of high value and acceptance.

2. **New programs & courses:**

The college can focus on developing new courses and programs that are in line with the latest industry trends and demands.

3. Consultancy:

The increasing number of research guides, advanced instruments, and valuable publications will create an opportunity for the institution to be a reliable agency in providing consultancy in various areas. The **"Centre for Research, Consultancy, and Technical Services"** is an FDA-certified facility that will soon be accredited by NABL. This will improve the number of consultancy projects handled per year.

4. Open and Distance Learning & Online Education: The college can leverage technology and reach a wider audience through online education. This will provide an opportunity for students in remote areas of the country to get education in advanced areas. This may generate revenue for the institute for future developments.

5. International partnerships:

The college can explore partnerships with foreign institutions and organizations to expand its academic offerings and provide students with a wider range of opportunities. Establishing international partnerships will provide global exposure to our students.

Institutional Challenge

The college also faces several challenges that need to be addressed to maintain its competitive edge.

1. **Rapidly changing educational environment:**

One of the major challenges is the rapidly changing educational landscape, which requires the college to constantly adapt and evolve to meet the needs of students and the industry.

2. **Student retention and engagement:**

The college also needs to address issues related to student retention and engagement to ensure a high level of academic performance and satisfaction.

3. **Decreasing demand for conventional programs:**

The introduction of new programs has resulted in decreased demand for conventional programs especially in basic sciences.

4. **Increase in number of educational institutes in the vicinity:**

There is a continuous increase in the number of educational institutes in nearby areas which imposes competition.

5. **Entry of foreign educational institutions:**

The entry of foreign educational institutions and their collaboration with renowned educational institutions may affect the progression of this institution. The institution runs many of the conventional courses. Adjusting to a rapidly changing educational environment can be challenging, but it's also essential to be updated and competitive in today's fast-paced world.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The comprehensive approach to curricular development employed by the institution is a testament to its commitment to meeting the needs of various stakeholders at local, national, regional, and global levels. Over the past five years, the institution has made significant strides in this endeavor by introducing five undergraduate and five postgraduate programs and establishing two Humanities Research centres. With a total of 1214 courses on offer, including 406 newly introduced courses, the institution has demonstrated a proactive approach to addressing specific needs.

The institution's emphasis on employability, entrepreneurship, and skill development is evident in its program design, which prioritizes these aspects. By incorporating modern technological advancements and offering training and workshops for entrepreneurship development, the institution is equipping students with the skills needed to succeed in a rapidly evolving job market as well as in start-ups.

The thorough curriculum revision process takes into account feedback from all the stakeholders, and suggestions from the Board of Studies, Academic Council, and Governing Body. This ensures that the

institution's curricula remain aligned with contemporary needs and graduate attributes. This commitment to continuous improvement is essential for staying relevant in a rapidly changing educational landscape.

The integration of cross-cutting issues such as professional ethics, gender, human values, and environmental sustainability across undergraduate and postgraduate programs demonstrates the institution's commitment to producing well-rounded graduates who are cognizant of broader societal issues.

The institution's alignment with the Sustainable Development Goals (SDGs) and the National Education Policy 2020 further underscores its commitment to preparing students for the challenges of the future. By focusing on life skills, technical expertise, soft skills, and scientific temperament, the institution is ensuring that its curricula are in line with contemporary educational frameworks.

The offering of 73 value-added courses over the last five years and the emphasis on research, fieldwork, and internship projects for experiential learning further highlight the institution's dedication to providing a holistic educational experience.

By meticulously revising the curricula to equip students with the necessary skills for global challenges and aligning with educational frameworks, the institution is positioning itself as a leader in providing relevant and impactful education.

Teaching-learning and Evaluation

The institute is dedicated to assisting students deprived of higher education, with 91% of students admitted in the last five years and 89.16% of reserved category seats filled out against sanctioned seats.

The institution has established a structured approach aimed at evaluating and supporting students across various learning levels, ensuring their holistic development in an inclusive environment. The framework involves assessments, programs, and strategies catering to slow, moderate, and advanced learners. The Knowledge-Assessment Test (KAT) is conducted at the start to gauge student knowledge. It identifies slow, moderate, and advanced learners, enabling tailored interventions.

Programs for Different Learners:

Slow Learners- Remedial classes, peer group studies, motivational lectures, and software integration (eg, Ace language) aim to improve their skills and understanding.

Moderate Learners- Focuses on enhancing writing skills, using specific software, organizing events, and introducing techniques to improve their abilities.

Advanced Learners- Provides opportunities for projects, workshops, and expert interactions, fostering their growth and placement prospects.

The Knowledge-Assessment Test evaluates the program's effectiveness, revealing improvements in subject understanding, skill development, and progression across learner categories, with slow learners progressing to moderate levels and advanced learners excelling.

The institute uses a student-centric method for a better understanding of the students.

Experiential and Participative Learning:

The institution promotes experiential learning through internships, industrial visits, creative thinking exercises, and subject-related events, while also fostering interpersonal and critical thinking abilities through debates and group activities.

ICT Integration:

ICT tools are being integrated across departments to improve teaching-learning processes, create a student-centric environment, and streamline assessment and examination procedures.

The institute employs effective Mentor-Mentee schemes to address students' academic and psychological issues, providing academic counselling, career guidance, career selection guidance, and mental health support.

Academic Calendar

The academic calendar guides teaching plans, ensuring syllabus completion and effective methods. IT integration streamlines examinations and minimizes errors. 71% of teachers are Ph.D. with over 15 years of experience. The institution establishes graduate attributes and aligns program and course outcomes, communicating these to students and faculty. The average pass percentage for the last year is 91.

Research, Innovations and Extension

- Research is an integral part of the curriculum at the UG & PG level, and there are six research centers in the institute. The laboratories of the science departments are regularly updated with advanced instruments and equipment.
- The institute has developed a **"Centre for Research, Consultancy and Technical Services"**- an FDA-certified research facility and a **Common Instrumentation Facility** to house high-end instruments. In the last five years, the institute has spent Rs. 165.40 lakh on enhancing the research facilities. Research grants of Rs. 81.8 Lakh were disbursed to 50 teachers and students in the past five years.
- **Research output: 154 papers** featured in the UGC CARE listed journals of which **139 research papers** showcased **in Scopus/Web of Science listed journals [the highest Impact factor: 10.1]**, **31 patents** were **published** and **one patent** was **granted** by the Australian Government.
- Well-defined Research Promotion Policy and Research Ethics Policies are initiated to develop and promote research cultures.
- The institution took the mandate for promoting invention, innovation, and incubation in 2018-19 and established a center named as "**Rayat Centenary Innovation Incubation Foundation**". It is registered as a company under Section 8 of the Companies Act, 2013.
- The college has established an **Institutional Innovation Cell** registered with the Ministry of Education, Govt. of India in 2020-21.
- An "**Entrepreneurship and Skill Training Centre**" was also established under the aegis of RUSA [MHRD] in 2019 and was inaugurated digitally by Hon. Prime Minister Narendra Modi. The center also conducts a variety of programs that can support entrepreneurship.
- **Innovation grant**- The students are motivated to choose research topics that are innovative and will add knowledge to the domain. An innovation grant of Rs. 18 Lakh is given to 9 selected novel projects to promote innovation and start-ups.
- The institute has implemented the National Education Policy in the current academic year and the

Indian Knowledge System is the compulsory course.
- The institute is known for the conduct of enormous extension activities which are in tune with its vision and mission. In this assessment period, 107 extension activities were conducted by NCC, NSS as well as all the departments.

Infrastructure and Learning Resources

The institution has an ideal infrastructure, encompassing administrative buildings, libraries, science, and research laboratories etc. providing students with an optimal environment for holistic development.

The institute facilitates infrastructure across various domains:

Academic: With 46 classrooms and specialized labs in science, research, computer, commerce, and languages ??including an E-laboratory and Psychology Laboratory.

Technological: Offering 16 computer labs, Wi-Fi across the campus, 39 smart classrooms, and a dedicated 110 Mbps internet line.

Sports and Fitness : Providing a 10,000 sq. mt. playground, indoor and outdoor sports facilities, and well-equipped gymnasiums for both boys and girls.

Cultural and Wellness : Furnishing spaces for cultural events, yoga center, and health care center equipped with essential medical facilities.

Additional Features: Including provisions for research, consultancy, SEM facilities, ramps for divyangjans, rainwater harvesting, effluent treatment plants, and various cells like IQAC, Grievance Redress, Women's, Career Guidance, Counselling, and Placement Cells.

The institution's central library, Dr. ND Patil Knowledge Resource Center operates with sophisticated software and houses a diverse collection of books, journals, periodicals, and digital resources, catering to academic needs.

The college's Information Technology (IT) framework is robust, with frequent updates in hardware, software, and bandwidth. Licensed software, antivirus protection, and ERP systems are employed. The institution operates under a comprehensive IT policy.

The student's computer ratio in the institute is 8:1.

The institution prioritizes infrastructure maintenance through committees overseeing routine repairs, cleanliness, and upkeep across departments. Preventive maintenance protocols are in place for laboratory equipment, IT systems, and firefighting units, supported by annual maintenance contracts with external agencies.

The college has also ventured into the development of its Media Center and Lecture Capturing Systems, enhancing online teaching methods and supporting faculty in generating e-content, significantly aiding remote learning.

During the last five years, the percentage of expenditure incurred on Augmentation, Physical and academic support facilities, and Library to the total expenditure excluding salary is 35.46%, 49.59%, and 3.73% respectively.

Overall, the institution's comprehensive facilities, technological advancements, and rigorous maintenance policies ensure a conducive learning environment, fostering academic growth, physical fitness, and cultural enrichment while adapting to evolving educational needs.

Student Support and Progression

Institute always takes the initiative to provide freeship to underprivileged students. The percentage of students who benefited from scholarship/freeship is 66.45.

The Competitive Examination Guidance Cell, established in 2010, is an active functional unit dedicated to informing and preparing students for various competitive exams. It covers a wide range of exams, including those for education entrance, government jobs, professional certifications, and language proficiency. This cell conducts workshops, seminars, and training sessions, aiding students in their exam preparations.

31 capacity development and skill enhancement activities for students are organized by the institute. 50.02% of students placed and progressed during the last five years. 87 students qualified for State/National/International level exams during the last five years. 189 students got awards in sports and cultural activities at the State/National/International level during the last five years.

Additionally, the institution fosters an active Student Council, ensuring representation in various administrative, co-curricular, and extra-curricular activities. This council conducts induction programs for new students and functions democratically, instilling constitutional values ??and rights among students.

Students also hold positions in several committees such as the Environment Consciousness Committee, Gymkhana and Art Circle Committee, NSS and NCC committees, Library Committee, Publicity Committee, Earn and Learn Committee, and more. Their involvement ranges from promoting environmental sustainability and coordinating cultural events to participating in social activities and advocating for students' needs.

Furthermore, students have representation on statutory bodies like the College Development Committee, Internal Quality Assurance Cell, Grievance Cell, and Internal Complaint Committee, participating actively and contributing recommendations during their sessions.

The institution's alumni association, registered in 2003, plays a crucial role in contributing to the institution's development. Alumni contribute to curriculum design, training and placement sessions, internships, industrial visits, research projects, guest lectures, workshops, fundraising, certifications, book donations, collaborations, incubation center development, and the functioning of the Internal Quality Assurance Cell (IQAC). The amount of alumni contribution in the last five years is Rs. 52.47 lakhs.

Their contributions span across various aspects of academic, co-curricular, and infrastructural development, showcasing a strong bond between the institution and its alumni, and contributing significantly to the holistic growth and progress of the college.

Governance, Leadership and Management

Institutional governance and leadership serve as guiding principles, steering an educational institution toward its objectives. These components ensure decision-making aligns with accountability, transparency and ethical conduct. By embodying the institution's mission and values, effective leaders inspire progress and innovation, propelling the institution toward its envisioned future.

Dynamic governance and leadership are visible through National Education Policy (NEP) implementation, sustained institutional growth, and active participatory management. The institution's vision and mission reflect a commitment to education as a tool for social transformation and equality. The institution ensures student representation, fair gender balance, and decentralized structures, dividing authority between academic and administrative wings to foster participatory management.

Teachers benefited from financial assistance to attend conferences and workshops during the last five years is 51.43%. Teachers undergoing online/face-to-face FDPs/MDPs/Refresher/Orientation programs during the last five years is 57.86%

Various institutional bodies facilitate efficient functioning. The Governing Body oversees institutional affairs, while the College Development Committee (CDC) recommends developmental measures. Administrative roles, supported by committees like IQAC, Academic Council, and Board of Studies (BOS), ensure curriculum design and overall quality enhancement. The institute offers welfare measures and avenues for career development for both teaching and non-teaching staff.

The institution mobilizes funds through various channels like sponsorships, consultancy services, alumni contributions, government grants. The generated funds support infrastructure, academic facilities, and student welfare, ensuring optimal resource utilization.

Quality assurance is monitored by IQAC, focusing on curriculum design, teaching methods, research, infrastructure and student-centric learning. Academic and administrative audits ensure compliance with established standards.

IQAC's contributions extend to internal audits and incremental improvements, aligning with set benchmarks. Through its efforts, the institution fosters transparency, innovation and continuous academic enhancement.

Internal and external financial audits, conducted regularly, ensure accountability and compliance with regulatory requirements. The Finance Committee oversees major financial decisions and rectifies audit objections, promoting financial control and accountability.

The institution's governance, leadership, financial management, quality assurance mechanisms and commitment to continual improvement underscore its dedication to providing quality education and fostering an inclusive and transformative learning environment.

Institutional Values and Best Practices

The college is working towards gender equity and inclusivity, aligning with the UN Sustainable Development Goal. The Gender Issue Cell promotes awareness, complaint mechanisms, and gender-sensitive activities. This includes integrating gender content into courses, promoting co-curricular involvement, and providing facilities

for women's safety.

Waste management initiatives align with UN SDGs on health, sanitation and environmental sustainability, incorporating comprehensive programs for solid, liquid, biomedical and e-waste management. Since last six years our Institute has been rewarded with the Best College Award for cleanliness by the Navi Mumbai Municipal Corporation.

The Green Campus initiative focuses on eco-friendly practices like restricted vehicle entry, promoting the use of bicycles, and banning single-use plastics. Efforts toward clean air, landscaping, and renewable energy align with sustainability goals, fostering a greener environment.

The college promotes cultural diversity, linguistic harmony and celebrates important days to create an inclusive environment. Programs like Value-Based Education, cultural festivals and socioeconomic harmony emphasize unity and responsible citizenship. Celebrations like Constitution Day and Mahatma Gandhi Jayanti further cultivate awareness and sustainable practices. These efforts collectively foster an environment where diversity is respected, inequalities are reduced and sustainable practices are ingrained into the fabric of the institution's ethos.

Institutional Best Practices:

1. Value-Based Education:

Value-Based Education Program is outlined to instill essential ethics and values ??among students. Rooted in Indian philosophy, the program aims to cultivate attitudes like love, cooperation and tolerance. By guiding self-development and decision-making, it contributes to students' overall growth. The practice includes structured modules, master classes, and faculty training, showing positive impacts such as reduced stress levels and improved behavior among students.

2. Internal Academic Monitoring Committee:

This practice focuses on Nurturing Excellence through Internal Academic monitoring, employing a meticulous approach to academic oversight. The Internal Academic Monitoring Committee (IAMC) oversees various academic aspects, including curriculum review, faculty development, and student support services. Their detailed checklist ensures compliance and quality, fostering a culture of academic excellence. Systematic monitoring aids in timely documentation, faculty guidance, and smooth academic operations.

distinctiveness

The distinctive area of ??the college is promotion of research and innovation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAYAT SHIKSHAN SANSTHA'S KARMAVEER BHAURAO PATIL COLLEGE VASHI
Address	Sector-15A, Vashi, Navi Mumbai - 400 703
City	NAVI MUMBAI
State	Maharashtra
Pin	400703
Website	www.kbpcollegevashi.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Shubhada Nayak	022-27663723	9869845255	-	principal@kbpcollegevashi.edu.in
IQAC / CIQA coordinator	Chandrashekhar Bhosale	022-27893710	9221765539	-	cdbhosale@kbpcollegevashi.edu.in

Status of the Institution	
Institution Status	Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-06-1979

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	28-05-2018

University to which the college is affiliated

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-05-1996	View Document
12B of UGC	01-05-1996	View Document

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

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	Department of Biotechnology Government of India
Date of recognition	19-09-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sector-15A, Vashi, Navi Mumbai - 400 703	Urban	5	9966.72

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	BCom,Department Of Commerce And Accountancy,	36	HSC	English	600	449
UG	BBA,Department Of Management Studies,Logistics and Supply Chain Management	36	HSC	English	60	23
UG	BMS,Department Of Management Studies,	36	HSC	English	144	138
UG	BBA,Department Of Management Studies,Capital Market	36	HSC	English	60	39
UG	BCom,Department Of Banking And Insurance,Banking and Insurance	36	HSC	English	60	31
UG	BCom,Department Of Accounting And Finance, Accounting and Finance	36	HSC	English	144	125
UG	BSc,Departm	36	HSC	English	36	35

	ent Of Micro biology,Medi cal Laboratory Technology					
UG	BSc,Departm ent Of Micro biology,Micr obiology	36	HSC	English	80	70
UG	BSc,Departm ent Of Micro biology,Medi cal Imaging Technology	36	HSC	English	30	28
UG	BSc,Departm ent Of Physic s,Physics	36	HSC	English	40	14
UG	BSc,Departm ent Of Chemi stry,Chemistr y	36	HSC	English	80	77
UG	BSc,Departm ent Of Mathe matics,Mathe matics	36	HSC	English	70	15
UG	BSc,Departm ent Of Computer Sc ience,Compu ter Science	36	HSC	English	57	55
UG	BSc,Departm ent Of Information Technology,I nformation Technology	36	HSC	English	144	137
UG	BSc,Departm ent Of Biotec hnology,Biot echnology	36	HSC	English	42	41
UG	BA,Departm ent Of Englis	36	HSC	English	32	32

	h,English					
UG	BA,Department Of Economics,Economics	36	HSC	English	40	39
UG	BA,Department Of Geography,Geography	36	HSC	English	35	35
UG	BA,Department Of Psychology,Psychology	36	HSC	English	37	36
UG	BVoc,Department Of Food Technology,Food Technology	36	HSC	English	50	14
PG	MCom,Department Of Commerce And Accountancy,Accountancy	24	BCOM	English	60	18
PG	MSc,Department Of Microbiology,Microbiology	24	BSC	English	20	14
PG	MSc,Department Of Physics,Physics	24	BSC	English	20	4
PG	MSc,Department Of Chemistry,Organic Chemistry	24	BSC	English	20	13
PG	MSc,Department Of Chemistry,Analytical Chemistry	24	BSC	English	40	10
PG	MSc,Depart	24	BSC	English	10	0

	ment Of Chemistry,Inorganic Chemistry					
PG	MSc,Department Of Mathematics,Mathematics	24	BSC	English	20	6
PG	MSc,Department Of Computer Science,Data Science	24	BSC	English	22	21
PG	MSc,Department Of Computer Science,Computer Science	24	BSC	English	20	10
PG	MSc,Department Of Information Technology,Information Technology	24	BSC	English	20	12
PG	MSc,Department Of Bioanalytical Science,Bioanalytical Science	24	BSC	English	20	5
PG	MA,Department Of English,English	24	BA	English	20	6
PG	MA,Department Of Economics,Business Economics	24	BA	English	20	14
PG	MSc,Department Of Geography,Geoinformatics	24	BSC	English	20	0
PG	MA,Departm	24	BA	English	20	9

	ent Of Geography,Geography					
PG	MA,Department Of Psychology,Psychology	24	BA	English	20	13
Doctoral (Ph.D)	PhD or DPhil ,Department Of Commerce And Accountancy,Business Policy and Administration	36	NET OR SET OR PET	English	6	2
Doctoral (Ph.D)	PhD or DPhil ,Department Of Microbiology,Microbiology	36	NET OR SET OR PET	English	10	5
Doctoral (Ph.D)	PhD or DPhil ,Department Of Physics,Physics	36	NET OR SET OR PET	English	4	2
Doctoral (Ph.D)	PhD or DPhil ,Department Of Chemistry ,Chemistry	36	NET OR SET OR PET	English	10	8
Doctoral (Ph.D)	PhD or DPhil ,Department Of English,English	36	NET OR SET OR PET	English	4	0
Doctoral (Ph.D)	PhD or DPhil ,Department Of Economics,Economics	36	NET OR SET OR PET	English	8	2

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	5				5				22			
Recruited	3	2	0	5	5	0	0	5	15	7	0	22
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				37			
Recruited	0	0	0	0	0	0	0	0	10	27	0	37
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				43
Recruited	36	7	0	43
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	5	6	0	11
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				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	2	0	3	0	0	11	4	0	23
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	4	3	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	9	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	18	0	27
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	38	0	52
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**
	7	10	0	17

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	1556	10	0	0	1566
	Female	1866	3	0	0	1869
	Others	0	0	0	0	0
PG	Male	177	1	0	0	178
	Female	225	2	0	0	227
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	11	0	0	0	11
	Female	8	0	0	0	8
	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	274	274	242	267
	Female	359	354	308	318
	Others	0	0	0	0
ST	Male	14	9	10	14
	Female	17	18	13	20
	Others	0	0	0	0
OBC	Male	318	340	325	326
	Female	409	400	380	383
	Others	0	0	0	0
General	Male	1041	1079	1072	1075
	Female	1218	1248	1269	1327
	Others	0	0	0	0
Others	Male	162	171	138	163
	Female	171	196	154	177
	Others	0	0	0	0
Total		3983	4089	3911	4070

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Accounting And Finance	[View Document](#)
Department Of Banking And Insurance	[View Document](#)
Department Of Bioanalytical Science	[View Document](#)
Department Of Biotechnology	[View Document](#)
Department Of Chemistry	[View Document](#)
Department Of Commerce And Accountancy	[View Document](#)
Department Of Computer Science	[View Document](#)
Department Of Economics	[View Document](#)
Department Of English	[View Document](#)
Department Of Food Technology	[View Document](#)
Department Of Geography	[View Document](#)
Department Of Information Technology	[View Document](#)
Department Of Management Studies	[View Document](#)
Department Of Mathematics	[View Document](#)
Department Of Microbiology	[View Document](#)
Department Of Physics	[View Document](#)
Department Of Psychology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	All the programs offered by the institute are designed to provide multidisciplinary and/ or interdisciplinary flavour to the students. This helps the students to get exposure to disciplines other than those chosen by them. The institution has prepared a policy for curriculum design and development which is implemented by all the departments. Each program structure is designed as per the UGC and NEP 2020 guidelines by dividing the courses into six different categories. They are major, minor, open electives, VSC/SEC, AEC, IKS and CC. Interdisciplinary courses are offered as elective courses. Students are given the freedom to choose courses from other disciplines as well. The institute also offers a wide range of Short-term courses for students that are

	targeted to increase the employability of the students. Entrepreneurship awareness courses, technical courses, Communication skills courses, and soft skills courses are also offered to provide opportunities for the all-round development of the students. Yoga, Dance, and Music courses are also offered by the institute. A specially curated course called" Self-development Programme in the context of spirituality" is a compulsory course for first-year students of all disciplines that train the students to develop a balanced approach towards life.
2. Academic bank of credits (ABC):	As instructed by the Ministry of Education, the institute has registered itself on the portal. Also, registration of all the students in the Academic Bank of Credits is done and their registration numbers are stored in the database of the institute. Both these steps are promptly done as this is essential for enabling the students' mobility across Higher Education Institutions. Also, this is going to help in a seamless integration of skills and experiences into a Credit Based system. At the end of the academic year, the credits earned by the students are deposited in their respective ABC accounts in proper formats.
3. Skill development:	Skilling, upskilling, and reskilling of students are necessary for aligning their skill sets with the current or future industry requirements. Skill Enhancement courses are an integral part of both undergraduate and postgraduate programs in the institute. The courses in this category are essentially focusing on technical/subject-related skills. Students are also allowed to choose skill courses from other disciplines and faculties in order to obtain a multidisciplinary flavour. Soft skills are imparted by conducting courses like English communication courses, Campus to Corporate courses, etc. Skills in upcoming fields like Fintech, Artificial Intelligence, Internet of Things, Business Analytics, Capital markets, Digital marketing, etc are also offered to the students. Life skills are developed by conducting a compulsory four-credit course called "Self-Development Programme in the context of Spirituality" for all the students in the first year of UG. A program of B.Voc. in Food Technology is also conducted in the college. Institute have also started BBA in Capital Market and Logistics & Supply Chain Management and B.Sc. in Medical Lab Technology & Medical Imaging Technology Programs. Research projects, On-the-job

	training, or internships provide an opportunity for hands-on training and to increase the competencies and proficiency of students. A special focus is given to developing entrepreneurial skills amongst the students by conducting Entrepreneurship development programs.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Marathi and Hindi are offered for all the undergraduate programs under ability enhancement courses. As most students are coming from vernacular mediums, they are taught in Marathi and Hindi whenever necessary. Indian Moral Philosophy Jainism and Buddhism, Charvak Vedic, and Cosmology modules are part of Philosophy courses. Indian Knowledge System generic & subject related is introduced according to NEP 2020. These courses cover topics like the Constitution of India, Indian Traditions, and cultures. Yoga, Indian Music and Dance are offered as additional credit courses. A Value based course called Self Development Programme is of 3 credits offered to all first-year students as an elective course under AEC. Many competitions and programmes based on Indian culture, music and dance are also conducted in the college.
5. Focus on Outcome based education (OBE):	All the programs are designed as per the Learning Outcome based Curriculum Framework document of UGC. Institute defined graduate attributes of each program. Programs are designed based on demonstrated achievement of outcomes expressed in terms of knowledge, understanding, skills, attitudes, and values. Undergraduate and postgraduate attributes are well defined, program learning outcomes are defined by keeping in mind the Graduate Attributes and courses are prescribed accordingly. Course outcomes are defined on the basis of Revised Bloom's taxonomy and the learning levels of the student. Course outcomes are mapped with program outcomes. Evaluation of attainment of outcomes is carried out by giving appropriate weightage and fixing the standard. The question papers and evaluation methods are designed in order to map the course outcomes. Mapping and attainment of the POs, PSOs, and COs are done with the help of specially designed software. The revision of curricula also takes into consideration the mapping and attainment reports. The POs, PSOs, and COs of all the programs and courses are displayed on the

	institutional website and communicated to students.
6. Distance education/online education:	The use of ICT in education contributed a lot to a new form of teaching learning and assessment activities. Teachers are using blended learning methods in which ICT-enabled activities are associated with classroom teaching. Some modules of a few courses are taught online mode. Students are doing online certificate courses by using online platforms like NPTEL, and Coursera. Institute has a lecture recording system through teachers-prepared video lectures which are used for teaching learning activities. Department created its own YouTube channels where lectures are uploaded. Each class has its own what's app group. E-contents are developed by teachers for teaching some modules of the courses. Science teachers prepared MOOCs. Central Library has provided N-LIST, a DELNET database through which students can access e-books and e-Journals. Preparation for offering distance education programs at the institute level is in process. In examination reform institute purchased On Screen Marking software for online assessment of answer sheets. The faculty members are preparing themselves to launch an online program/courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Clubs is set up in the college to promote electoral literacy in all age groups of the students through engaging and interesting activities. Electoral Literacy Clubs are especially being set up in college targeting the new voters, (in the age group of 18-21 years old) pursuing their graduation. The club will have teachers & students as its members. An Electoral Literacy Club is a platform to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarise them with the electoral process of registration and voting.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Students' co-ordinator and co-ordinating faculty members are appointed by the College and the ELCs are functional. ELCs are representative in Character. a. The club has students as its members. Students can register their names at the beginning of the academic

year and can become a member of the club and can work as a member till the completion of her/his graduation. b. Four teachers from the different Departments of the college are the members of ELC. They also act as Mentors to students. c. ELC is conducting activities under the overall guidance of the Executive Committee. The committee is responsible for • Planning activities for the ELC and developing the calendar of activities for the year. • Framing guidelines for smooth conduct of ELC activities • Supervising the conduct of activities as per the calendar • Facilitating the enrollment of students not registered as voters. 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Institute conducts a number of activities to create sensitization of students and employees by conducting constitutional activities like constitutional day, youth day, voter's awareness program and voter's registration drive for adopting the values, rights, duties and responsibilities of citizens. • The Electoral Literacy Club had organised the e-Quiz on Electoral Literacy Awareness on the occasion of International Youth Day. The e-Quiz was held on 12th August 2023. 480 students from various departments had participated in the Quiz. The e-Quiz was conducted through online mode in google form. The objective of the quiz was to promote the Culture of electoral participation among young and future voters. • 'The Electoral Literacy Club' in collaboration with National Service Scheme, celebrated the National Voter's Day on the 25th of January, 2023. Committee will be having assembly of all young student attendees and taking of the Voters Pledge by the same. The pledge is also publicized on Social Media Platforms.The program was initiated with an aim to remind the youth about their social responsibility as a voter. The inauguration was organised in the Conference Hall, where a total of 60

students, along with all the committee members, were in attendance. The glorious moment was when students from all the streams participated in taking the pledge within the college campus. Through this initiative in the college, we, being the citizens of India, were given an opportunity to pledge their loyalty to democracy by preserving the democratic ideals of our country and maintain the sanctity of elections in a free, impartial, and peaceful environment. • The ELC in collaboration with Department of B. Com. Banking & Insurance had organized a 'Seminar on Human Rights & Gender Sensitization. The seminar was held on Friday, 20th October 2023. The seminar was attended by 51 students. This will help students to explore global human rights institutions, law, and processes, and assess the impact of their interaction with national and local cultural practices and norms. • The ELC has organised Awareness Drive for Promoting Ethical voting. Create awareness among the voters by educating them to cast their votes without any inducement by spreading awareness messages such as "Vote with consciousness" "Vote without Note" "No Vote for Note"

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC has undertaken socially relevant projects by conducting awareness drives and Survey. • The ELC has organised outreach activity in collaboration with B.Com. Banking & Insurance Department to Voting Rights to create awareness among the voters by educating them. The activity was conducted on Tuesday ,22nd September 2023. The Main aim of activity was to make the citizens aware about the various electoral processes like how to make their votes, what are the qualification/ disqualification of being a voter and a candidate, nomination process, voting procedure, counting procedure, model code of conduct, electoral offences. Do's and Don'ts during the elections, rights and responsibilities of the citizens during the elections etc. • The ELC has also organised online Voter Registration Survey on 16th December 2023 for all the classes of undergraduate and post graduate programmes. Objective was preparing college students responsible for a robust democracy as it has long been the core mission of higher education. • The ELC Committee posted relevant content (event announcements, updates, results, initiatives, current affairs, online/offline

	contests, registration drives, etc.) regularly on a dedicated Facebook page and What's app groups. Committee is also using other online and social media platforms to broaden their reach.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Voters Registration Drive was organised on 7th & 8th December 2023 by the Electoral Literacy club in the college for students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts were made by ELC and college to register all, these students as voters. This event was organised with the objective to register themselves for the voter card so that more and more youth become potential citizen of India. More such activities and actions will be taken by ELCs as well as Colleges to institutionalize mechanisms to register eligible students as voters.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3983	4089	3911	4070	3966

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format (data	[View Document](#)

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1174	1457	1306	1270	1119

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format (data	[View Document](#)

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
68	58	53	52	49

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Certified list of full time teachers	[View Document](#)

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 81

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
240.04	348.90	114.84	176.22	283.89

File Description	Document
Provide Links for any other relevant document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

·   The objective of our institute is to use education as a transformative force that can empower individuals to reach their full potential and contribute to society in meaningful ways. To achieve this objective, we design our curricula to suit the local, regional, national as well as global developmental needs and implement them to equip the students with the skills and expertise needed to thrive in a range of professional settings. The curriculum delivery is through student-centric methods that instill a curiosity for learning, critical thinking skills, and a passion for discovery.

·   **Curricular Relevance to Local Needs:** Navi Mumbai is a planned satellite city of Mumbai that has been developed as a fully self-contained metro city. The institute has started programs and designed curricula to cater to different sectors developing in the city. The conventional programs that have already existed since the inception of the college are revamped to suit the dynamic development of the city. Curricula in accounting & finance, banking & insurance, and management studies are as per modern business requirements. The syllabi of computer science and information technology are continuously upgraded to suit the fast-changing pace of the IT sector. Courses in journalism, communication skills, and business economics increase the opportunities for students to work in the corporate sector. Medical laboratory and imaging technology courses cater to hospitals and pathology laboratories.

·   **Curricular Relevance to Regional Needs:** A large industrial area, the Thane Belapur industrial belt is in the vicinity of the institute. The curricula in Industrial Chemistry, Pharmaceutical microbiology, Bioanalytical science, Food technology, and Dairy technology are curated in consultation with the industry. A new program in the Capital Market is started by keeping in mind the proximity to the country's business capital- the Mumbai metropolis.

·   **Curricular Relevance to National Needs:** Rapidly growing sectors at the national level have prompted us to design curricula in Agriculture biotechnology, Clinical psychology, IPR, GST, Micro and macroeconomics, Stock market, and Investment management. Inclusion of National integrity, constitution, and societal responsibility in the curriculum of foundation courses is also for the cause of supporting national developmental needs.

·   **Curricular Relevance to Global Needs:** Courses in foreign languages, Molecular biology, Digital marketing, Import-export documentation, etc. added to curricula, to fulfill global developmental needs. The inclusion of courses in Artificial intelligence, Machine learning, Cloud computing, Environmental sustainability, Cyber security, etc. fulfills global demands like improved decision-making, cost reduction, safety, and security. A specially curated program on "Self-Development in the Context of Spirituality" is

aimed at developing future generations who have a balanced approach to life, are enriched with human values, and support world peace.

·   **Curriculum relevance in the POs-PSOs-COs:** The curricula are designed to align with program outcomes, program-specific outcomes, and course outcomes that encompass employability, knowledge, ethics, and skills. This comprehensive approach ensures that the curriculum meets the specific educational needs of local, regional, national, and global contexts, while also cultivating essential graduate attributes for a well-rounded education.

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

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

- The institute offers 38 programs in science, arts, and commerce faculties that are curated to improve employability, enhance skills, and imbibe entrepreneurship culture amongst students.
- Direct and indirect feedback from all the stakeholders helps in deciding to start new programs and designing and revision of curricula. The dedicated involvement of the expert in the Board of Studies and Academic Council is extremely valuable in developing and revising the curricula with the incorporation of current needs.
- In the last five years, the new programs started at UG level- B.Sc. Medical Laboratory Technology, B.Voc. in Food Technology, BBA in Capital Market, at PG level- MSc Data Science, MSc Geoinformatics, MA English, MA Clinical Psychology, and MA Child Psychology, at the doctoral level- Ph.D. in Economics and Ph.D. in English are started to the contemporary requirements suggested by the stakeholder.

- **Employability: The UG programs in Banking and Insurance, Accounting and Finance, Management Studies, Commerce and Accounting, Information Technology [IT], Computer Science [CS], and Food Technology are designed to suit the requirements of the relevant sectors. Similarly, the PG programs in Data Science, Bioanalytical Science, Clinical Psychology, IT, CS, etc. are continuously revised to meet the requirements of the industries and corporate sector.** Mandatory internships and research/field projects for all final-year students provide valuable insights into the current requirements of the industry.

- **The programs in subjects like- Physics, Chemistry, Mathematics, Microbiology, Economics, Geography, and English are developed to suit not only the industries but also the academic**

and research fields as they are integrated with technological advancements, current research tools, and methodologies.

- **Entrepreneurship: "Entrepreneurship as a career option" is an elective offered to all students who wish to explore the Start-up culture. All the programs in commerce faculty have at least one course offered in entrepreneurship. The college has a full-fledged incubation center viz. Rayat Centenary Innovation Incubation Foundation, registered under Section 8 of the Companies Act conducts training in design thinking, entrepreneurship awareness, and Boot camps. Interactions with young entrepreneurs and alumni who have their own start-ups offer a first-hand experience to the current students.**

- **Skill development: The programs include courses that focus on improving technical skills, soft skills, life skills and transferable skills. The institute also offers around 73 value-added courses of a minimum of 30 hours and add value to the learning process. These courses were conducted in collaboration with industry/training partners like- the American India Foundation, TCS, Mahindra Pride, Infosys, Quantum Learning, etc. A total of 12,220 students benefited in the past five years.**

· **The curriculum revision process:**

1. Feedback is collected from all the stakeholders to understand the contemporary requirements.

2. The Board of Studies comprising of experts from academia and industry designs the curricula by keeping in mind the aspects of employability, skilling, and entrepreneurship.

3. Rigorous examination of the curricula is done by the Academic Council who also check the alignment of curricula with graduate attributes.

4. The Governing body finally checks the transformative potential, and societal impact of the curricula and approves them.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 33.44

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 406

1.2.1.2 **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 1214

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

- The integration of socially relevant cross-cutting issues such as professional ethics, gender, human values, and environmental sustainability into the curricula is crucial for preparing students to address global challenges and aligning education with societal needs.
- Incorporating courses related to cross-cutting issues helps equip the students with the understanding to make ethical decisions, promote gender equality, nurture moral reasoning, and address critical environmental challenges.
- **Professional Ethics- related courses [96]**: It encompasses a set of values and rules that professionals are expected to adhere to to maintain integrity, honesty, and accountability in their work. The inclusion of professional ethics-related courses provides students with a foundation for ethical reasoning and responsible professional conduct and ultimately contributes to the overall reputation and credibility of the profession they will choose in the future. Apart from courses in general professional ethics, some specific courses focusing on ethics in certain domains are also included.

Examples of such courses include Ethics in Science and Research, Ethics and Governance, Bioethics and Biosafety, Genomic & Ethical Issues, etc.

- **Gender-related courses [34]:** Such courses integrated into the curriculum promote gender equality, awareness, and understanding. Examples of these courses include Gender studies, Women empowerment, Gender & communication, Organizational behaviour, and Gender & intersectionality.
- **Human values-related courses [34]:** These courses help students develop a strong sense of social responsibility and moral values that can guide their actions throughout their lives. "Self-Development Program in the Context of Spirituality- A Practical Approach" is a unique course that is offered to all first-year UG students across all streams. This course is specially curated to integrate human values among students.

- **Courses related to environment and sustainability [69]:** They equip students with the knowledge and ability necessary to address critical environmental challenges and promote sustainable practices. Topics in this area include Environmental sciences, Sustainability studies, Climate change and adaptation, Environmental Policy and Law, etc.
- **Sustainable Development Goals [SDGs]:** The 17 SDGs are integrated into the curricula of all the programs spanning all the faculties. By incorporating sustainability principles into various disciplines, students can develop a holistic understanding of environmental, social, and economic issues. This approach not only equips them with the knowledge and skills needed to contribute to sustainable development but also fosters a sense of responsibility towards the planet and its inhabitants. Some of the topics covering the SDGs are Sustainability Studies, Renewable Energy and Energy Efficiency, Water Resources and Management, Food Safety, Economic Policies for handling poverty, etc.

- **Curricula are aligned with the National Education Policy – 2020**, focusing on enriching life skills, technical skills, soft skills, scientific temperament, and Indian knowledge. The NEP 2020 is implemented for the first-year UG and first-year PG classes. The approach is multidisciplinary as well as interdisciplinary giving flexibility to the students to choose courses across faculties. This supports the all-rounded development of the students.

The integration of these cross-cutting issues into the curriculum not only aligns education with societal needs but also equips students with a holistic understanding of global challenges and the skills needed to address them.

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

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 73

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 92.11

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 35

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 38

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

Response: A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 91.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
1689	1760	1400	1754	1757

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

2022-23	2021-22	2020-21	2019-20	2018-19
1943	1863	1803	1803	1763

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 89.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
1029	894	914	1178	905

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

2022-23	2021-22	2020-21	2019-20	2018-19
1205	963	1220	1219	911

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

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The institution understands that learning abilities differ to a great extent even among students of the same

class. A policy is in place to cater to these differential learning needs. This policy specifies the objectives, procedure for assessing learning levels, and implementation of special programs for the holistic development of each student.

The Standard Procedure for Assessment of Learning Levels:

1. The Head of the Department prepares a schedule for conducting the "**Knowledge-Assessment Test" (KAT)** at the beginning of the academic year.
2. Students are informed in advance about the test schedule.
3. The questionnaire for KAT is based on the knowledge students are expected to have gained in the previous academic level of the respective course.
4. The Course Coordinator prepares the Question Paper giving uniform weightage to questions of differing in their levels of difficulty.
5. Based on the KAT score, the students are classified as Slow-, Moderate- and Advanced Learners.
6. The course coordinator prepares and implements a schedule for special classes, specifying modules, methods of teaching, innovative techniques, activities, and assessment methods.
7. The progress of each student is monitored through CIE scores, observation of overall performance in class, and the impact of special programs conducted.

Special Programmes for Slow Learners:

- Slow learners require handholding and are given Remedial Lectures, Motivational Guest lectures, and Mentoring. This improves their subject knowledge, boosts their confidence, and hence improves their performance.
- Peer Study Groups are formed. Advanced learners are teamed up with Slow Learners. This allows a subtle way of improvement in interpersonal and intrapersonal skills.
- "Ace Learning" Software is installed in the college to enhance the LSRW skills of students.
- Other activities are undertaken for Slow Learners: Role-play, Group Discussion and Games (Vocabulary building), Field visits, and Camping. These activities enhance linguistic-, intra-, and interpersonal skills.

Special Programmes for Moderate Learners:

- Since Moderate Learners are progressive, support systems like installation and use of software (ACE Language, Python, Logisim) serve well. Nonconventional methods attempted are conducting sessions on writing skills (Reports, Letters, and Dialogues), Organising Fests and exploiting Smart Techniques of Teaching and Learning.

Special Programmes for Advanced Learners:

- Advanced learners are given the opportunities to explore their potential. They are involved in the organization of workshops, fests, etc. They are encouraged to be a part of innovative projects, and research conventions, participate in intercollegiate competitions, and enroll in additional internship programs.
- Other activities undertaken for Advanced Learners include expert guest lectures, Group discussions, Debates and Mock interviews.

The outcome of Special Programmes:

- Remedial teaching helps Slow Learners to get a thorough understanding of the subject, thus improving academic performance.
- Multiple mentor-mentee interactions allow the student to become aware of the difficulties and work actively on self-improvement.
- Training programs, Workshops, Debates, and Group Discussions hone intrapersonal and interpersonal skills.
- Progression of students from slow- to moderate learners and moderate- to advanced learners has been observed.
- There has been a surge in participation and winning at Aavishakar Research Convention.

Advanced Learners achieve better scores and are decently placed with National and International firms of repute.

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

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

Response: 58.57

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

1. **Experiential learning:** Learning through doing is the most effective way of learning. Hence experiential learning is an integral part of the curricula at our Institution. The programs are meticulously designed to include Skill-Based Courses, Internships, On-the-Job Training, Industrial Visits, etc.

- **Skill-Based Course:** Subject-related Skill-Based Courses aimed to improve employability, are run.
- **Internship:** Final-year PG Students (Psychology, Food Technology, and Microbiology) are required to complete an internship in the relevant field.
- **Industrial Visit:** The Department of Economics, Commerce, BMS, BAF, and Chemistry organize visits to relevant Industries.
- **Research:** Conditioning to the Research culture begins at the UG level and students are encouraged to participate in Competitions and Research Conventions. PG students are required to complete a research project as a part of their curriculum.
- **Publications and Patent:** Students are encouraged to publish their research work. Mentors provide the necessary support and guide the students to publish research articles and file patents.

2. Participatory learning: Participatory learning is provided by conducting Academic Fests, Intercollegiate events, and other activities.

- **Group discussions:** These are an integral part of most courses taught at various levels. Students get trained to express their views, speak in public, and build confidence.
- **Academic Fest:** All departments organize Festivals relevant to their subject, (Examples-LIT FEST: Department of English, TECH FEST: Department of IT). Faculty members provide guidance, approvals, and minimal support; while the students shoulder the complete responsibility of organizing Fests. The students thus benefit by learning the intricacies of organizing events, and exploring the freedom to showcase their art.
- **Intercollegiate Events:** The students are actively involved in the organization of events like Competitions, Workshops, Seminars, etc. Assisting the organizing committee gives students ample practical lessons.
- **Newsletters and Magazine Publications:** Students are invited to publish their literary articles, poems, artwork, etc in the Newsletter and Annual Magazine.

3. Problem-solving methodologies:

- **Case Studies:** Case Studies of Agile software development and Women Entrepreneur NYKAA were done by students of the Computer Science- and Economics Department, respectively.
- **Research Projects:** At the undergraduate level the projects are optional, but for postgraduate students, it is mandatory to conduct individual projects for 6 credits. The research problem challenges the students and they learn to explore the possible solutions and gain knowledge.

ICT Tools and E-resources Usage:

- The institution has installed EyeRIS software - a multi-touch interactive and data storage system, in 31 classrooms. EyeRIS shares classroom content in PDF form, elevates the students' engagement in the classroom.
- All faculty members use electronic resources like e-books, e-journals, YouTube links, Animated software, Educational software, Zoom, Google Meet, Virtual lab, PowerPoint presentations, etc.

ICT devices used are LCD Projector, Smartboard, Laptop, Tablet pen, etc.

- The institution has established a Central library that facilitates an Online Public Access Catalogue (OPAC) for teachers and students.
- The library furnishes e-resources through the National Library and Information Service Infrastructure for scholarly content{N-List} being jointly executed by the e-Shodh Sindhu Consortium, INFLIBNET Centre, and the INDEST-AICTE Consortium. It also provides DELNET which provides access to the Union Catalogue of Books and Periodicals, etc.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The Mentor-mentee policy specifies the scheme, objectives, mentor responsibilities, and outcome of the mentor-mentee program. Due to the interactive and transparent communication, the students feel supported and safeguarded.

Highlights of Mentor-Mentee Scheme:

- Students' Information is collected through two forms- Form 1 (Once) and Form 2 (Monthly).
- Form 1 collects data related to the Academic background, Career aspirations, Socioeconomic status, and SWOC analysis of the student. Form 2 collects data related to Psychology, Health, and Finance issues.
- All data collected in written/oral form is considered confidential and handled with utmost care.
- Based on the data, the issues faced by the mentee are identified, and appropriate (Academic/ Career/ Psychological) counseling is provided. An adequate privacy policy is followed by all counseling cells.

- Mentor-mentee meetings are conducted **once** in month.

- The mentor monitors the progress of the mentee.
- The Institution's mentor-mentee ratio was **1:29** in the latest academic year.

Academic Counselling:

- The mentor keeps the record of mentees' attendance status, performance in CIE, and practical and summative evaluations. This helps identify the problem areas and work on them to provide pathways for successful and timely completion of their academic goals.

Career Counselling:

- The Career Counselling and Placement cell conducts motivational lectures, and personality development courses and guides the mentees about various career opportunities available in the **Government Sector (UPSC, MPSC)** and private sector (**Banking, Industries**), **Entrepreneurs/Start-up sector** for choosing the best career option.
- Career Guidance and Placement Cell has signed functional **MOUs** with the American India Foundation, Mahendra Classroom, DBM India Garware Institute of Career Education and Development, University of Mumbai, etc.
- Workshops on Personality development, Counselling sessions on Aviation Career, Microsoft and IBM Skills, Six-Day Training Programme on Employability, Soft Skills Digital marketing, Campus Recruitment Drive, and Job Fairs were organized for UG and PG students.

Psychological Counselling:

- The counseling cell of the Department of Psychology organizes an Induction program for mentors. The mentors receive an orientation to Handle Psychological Aspects, to know the mentee thoroughly to assist them, in resolving their issues like mental health, depression, anxiety, loneliness, bullying, and exclusion.
- **"Healing Hands"** is an initiative by the Department of Psychology to bridge the gap between individuals and the community and maintain a fine balance in life. Various workshops were organized under the "Healing Hands Initiative" for instance: "Addiction- causes, consequences and recovery skills", and "Exam anxiety-In My Control". Similarly, a Microskills Webinar on the Assessment of mental health awareness and work-life balance was organized.
- Other activities done for psychological well-being in general, include Art therapy, Dance therapy, and Counselling services to Individuals, Groups, and adolescent students on college premises.

- All data generated through the activities of the counseling cell are kept confidential.

Outcomes:

- **Academic counseling** elevates students' confidence, develops new skills, helps identify and achieve career goals, and correct gaps in generic skills and knowledge.

Psychological counseling alters students' perspectives on problems in life. They experience a reduction in stress and anxiety and find relief.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

The Institution has a five-year perspective plan inclusive of Vision, Mission, Objectives, and Strategic plans to achieve the set objectives.

Preparation of Academic Calendar:

- Institution's statutory body IQAC collects details of major events, proposed syllabus completion dates- from Deans, Schedule of CIE, SEE, and result declaration from the Deputy Controller of examination, Schedule of Association's activities, Students' council activities, and Parent-teacher meeting proposed in the new academic year. It also takes into account the terms of the University of Mumbai and UGC guidelines to finalize the Academic Calendar.
- The academic calendar specifies the commencement date of online admission, orientation program, regular classes, and the annual working period of the teacher i.e. each semester consists of a minimum of 90 working days.
- The Academic Calendar is made available on the college website and is also provided to all staff members.

Teaching plan:

- All departments prepare the five-year exclusive perspective plan which signifies the extended scope of the Department's research, articles, books, and patent publications and maximum placement of the students.
- The Head of the Department prepares an academic plan and assigns roles and responsibilities to all faculty members.
- Teaching plans are prepared in advance according to the Programme Objectives and Course Outcomes approved in BOS meetings which specify the schedule of modules, content, teaching methods, techniques, and tools as per the content of the course, learning outcomes, and assessment methods.
- The course coordinator submits the teaching plan to the Head of the Department and also shares it with students.

Adherence to Academic Calendar and Teaching Plan:

- The Head of the Department collects inputs on syllabus completion from the course coordinator by filling up an undertaking form for syllabus completion, to review adherence to the teaching plan in execution.
- The implementation of the teaching schedule, conduct of theory and practical sessions, lecture adjustment, and other planned activities are monitored by the Head of the Department.
- **Internal Academic Monitoring Committee (IAMC)** reviews adherence to the academic plan of the department. The IAMC visits each department twice a year, audits the overall functioning of the Department, and prepares a report specifying the lacuna. The committee assigns stipulated time for compliance and subsequently submits the compliance report to the Head of the Institution.

Class Cancellation: The institution has prepared a class cancellation policy that specifies the protocol for class cancellation and adjustment when events and classes overlap.

- Faculty shall report to the Head of Department and Head of Department shall report to the Principal to cancel a lecture in an emergency. If the faculty cancels the lecture without giving intimation to the authority, the Principal takes corrective measures.
- Faculty members shall report to the Head of the Department or Vice Principal in advance, regarding absences caused by professional obligations/ illness/ personal responsibilities/ other reasons. Also, s/he shall make a provision for a substitute teacher, or alternate learning activity should be arranged in advance.

The Institution's adherence to the academic calendar ensures qualitative improvement in the teaching–learning process.

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

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 89

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	62	60	61	59

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 65.43

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

Response: 53

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 15.28

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1039

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 91.84

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 45

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 16

2.5.1.1 *Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
17	14	13	14	22

File Description	Document
Result Sheet with date of publication	[View Document]()
Policy document on Declaration of results (if any)	[View Document]()
Institutional data in the prescribed format (data template)	[View Document]()
Exam timetable released by the Controller of Examination	[View Document]()
Provide Links for any other relevant document to support the claim (if any)	[View Document]()

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.16

2.5.2.1 **Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	08	00	00	10

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3983	4081	3911	4081	3975

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document]()
Provide Links for any other relevant document to support the claim (if any)	[View Document]()

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

IT integration in the examination system opened new avenues to maintain uniformity, reliability, and efficiency, minimize human intervention, and minimize errors in the evaluation process. IT integrated Examination Management System has strengthened the confidentiality and standardization of the examination process.

Improvement in Examination Management System: The Institution has an established IT integration in Examination that facilitates Students admission registration, Roll number allocation, Digital class attendance, Subject schedule, Digital ID, Exam fees, Timetable setting, Seating arrangement, Hall ticket with a digital photo, Exam attendance sheets, Supervision summary, Answer sheets with barcode scanned for Digital Evaluation, Answer sheet allotment to examiner and moderator, Error-free marks entry, Computing CIE and SEE Marks, Result Processing, Notification to students regarding result published, passing certificate and Online grievance registration for reevaluating.

Significant Reforms in Examination Management System:

- As a requirement of NEP, all students have created their ABC number (Academic Bank of Credit Account) to avail facilities of for academic credit accumulation and redemption.
- The institution had a three-year MOU with Digital Edu Private Ltd effective from 2018 to 2021.
- The institution had an MOU with MasterSoft ERP in 2021-2022 to facilitate the EMS.
- Installation of RISO software to compute CIE and SEE marks for accurate calculation of earned credits, SGPA, and CGPA of students.
- CCTV surveillance system installed in all classes and examination cells helps curb the incidence of malpractice in offline mode of examination.

The institution has installed **Onscreen Marking System** (OSM) software for evaluation from mastersofterp.in. The examination cell uploads the results on the CIMS website, students get a notification of the declaration of the result on their "Student Diary" application.

Features:

- One-time scanning eliminates the physical handling of answer sheets
- Bar codes used on answer books bring confidentiality to the evaluation.
- Evaluator evaluates as per their convenience
- Error-free marks entry (No human intervention)

- It diminishes the result processing time from 45 days to just 10 days.

IT integration in Continous Internal Assessment:

- Continuous Internal Assessment includes Online tests, Assignments, Online quizzes, Students' seminars, Coursera- MOOC courses, Mini-projects and Viva-voce examinations.
- Login ID and password is provided to students for registering and gaining online admission and to appear for CIE.
- The CIE and SEE timetables are uploaded on the college website in advance.
- Teachers upload exhaustive question banks on Digital Edu software eight days before the commencement of the examination. Digital Edu software facilitates the shuffling of questions and options.
- Digital Edu software facilitates online proctoring of examinations to collect authentic responses from students.
- The examination cell uploads the results on the college website and issues a Grade card to students.

IT integration in Semester End Examination:

- During the COVID-19 period, the institution had taken a major initiative for IT integration by conducting postgraduate Programmes SEE Semester IV on Google Classroom.
- The course coordinator uploaded the question papers on Google Classroom and proctored them through ICT tools Zoom, and Google Meet.
- An assessment was done through the KAMI software.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The institution has identified POs, PSOs, and COs in coherence with the Graduate attributes, Vision, Mission, and Objectives adopted by the Institution.

The institute regularly assesses and evaluates the attainment of POs and COs to ensure that the curriculum is effectively preparing students for their future careers and further education. This process

also allows for continuous improvement and refinement of the curriculum to better meet the needs of students and the demands of the industry.

- The Deans and Heads of Departments define the POs, PSOs, and COs, and the Board of Studies, and Academic Council meticulously review and provide their suggestions for the assurance of achievement of POs, PSOs, and COs.
- PSOs are defined by considering the Graduate attributes, feedback, and suggestions from employers, alumni, and academic experts.
- COs are defined according to Revised Benjamin Bloom's Taxonomy
- POs, PSOs, and COs are published on the Institution's website.

Communicated to students:

- The Institution organizes the *Diksharambha* an orientation program for first-year students and acquaints Graduates attributes, POs, PSOs, and COs to them.
- A hard copy of the syllabus with learning outcomes (POs, PSOs, and COs) is made available in the departments.
- The Course coordinator presents a comprehensive explanation of the POs, PSOs, and COs to students, before the commencement of the content of the subject.

Integration of POs, PSOs, and COs into the assessment process.

In the pursuit of ensuring the attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), we employ various direct methods. These methods include Summative Assessment (SEE) through Semester End Examinations, which carries a weightage of 60 marks, and Formative Assessment (CIE) encompassing Unit Tests, Assignments, presentations, Projects, MOOCs, Internships, etc with a weightage of 40 marks.

To effectively map COs with POs, the institution has established a criteria matrix based on levels of high, moderate, low, and no mapping. Furthermore, attainment criteria have been set based on the SEE marks, with different levels defined for PG and UG programs.

The evaluation of attainment involves the consideration of SEE marks with average weightage to all COs and separate weightage for CIE. The fixation of average SEE marks in respective courses and the percentage of CIE marks for attainment is crucial.

Outputs include the number and percentage of students who have secured marks higher than the average SEE marks and the CIE marks, as well as the calculation of the attainment level of COs to POs. The outcome is deemed achieved if the calculated attainment level meets or exceeds the predefined criteria.

To facilitate this process, the institution has implemented the 'Mastersoft ERP software,' which features an Onscreen Marking system (OSM) and supports Outcome Based Education (OBE). The built-in OSM system provides inputs for summative and formative assessment marks, enabling the institution to effectively track the attainment of courses.

Thus, the institution's meticulous preparation of COs, POs mapping, and attainment criteria, coupled with the utilization of advanced software, underscores its commitment to ensuring the successful attainment of educational objectives.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 91.31

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 1072

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.91

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The research facilities in the institute are upgraded frequently to suit the demands of the dynamic nature of the research projects. Research is an integral part of the curriculum at UG, and PG level. There are six research centers in the institute viz. Physics, Chemistry, Microbiology, Commerce, Economics, and English. The laboratories of the science departments are regularly updated with advanced instruments and equipment. The library is continuously enhanced with relevant journals and books in hard as well as soft copies. **Turnitin** software is purchased for checking plagiarism in research publications and dissertations.

Apart from the departmental laboratories, the institute has developed a **"Centre for Research, Consultancy and Technical Services"- an FDA-certified research facility** that is equipped with modern infrastructure and research facilities. The center is an ISO 9001:2015 certified facility that will soon acquire the prestigious NABL certification. The institute also harbours a **Common Instrumentation Facility** to house high-end instruments to offer a one-stop arrangement to cater to the diverse needs of the research.

The details of the research facility are given at the link below:

https://kbpcollegevashi.edu.in/uploaded_files/Final_-institution%E2%80%99s_research_facilities_are_frequently_updated_year_wise_.pdf

The institute's commitment to fostering a robust research culture is evident through the allocation of large funds for enhancing the research facilities, providing research grants to teachers and students, and organizing conferences and seminars, etc. In the last five years, the institute has spent Rs. 165.40 lakh on enhancing the research facilities. Research grants of Rs. 81.8 Lakh were disbursed to 50 teachers and students in the past five years. The grant under Component 8 of RUSA, also helped substantially to elevate the research infrastructure of the institute.

The impact:

The tangible outcome of these actions is evident through the considerable increase in the number of research publications and patents. With **154 papers** featured in the UGC CARE listed journals of which **139 research papers** showcased **in Scopus/Web of Science listed journals [the highest Impact factor: 10.1**], the institute has solidified its scholarly impact. Furthermore, among its achievements, **32 patents** were **published** and **one patent** was **granted** by the Australian Government. The number of research centers and research scholars has also increased in the past five years. H-Index of the institute is currently 18.

To cultivate a vibrant research culture, we organize national and international conferences and seminars tailored to specific research areas. Participation of teachers and students in workshops, seminars, and conferences is also financially supported. Every year, the researchers are felicitated for their contributions in terms of publications and patents by IQAC.

A well-defined Research Promotion Policy was initiated in 2018-19 to develop and promote research culture and increase the research output in terms of publications and patents. This comprehensive research policy that governs both teachers and students outlines guidelines for conducting research, sharing facilities, data management, ownership, publications & patents, and plagiarism, etc. The institute also has a stringent Research Ethics Policy explaining the ethical responsibilities of the researchers. Both policies are ratified by the Governing Body of the college and are accessible on the institutional website.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 23.8

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	3.2	20	0	0.60

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 11.11

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 09

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 28

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.35

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

Response: 28

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
Copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 11.76

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 8

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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

Response:

The institution took the mandate for promoting invention, innovation and incubation in 2018-19 and established a centre named as "**Rayat Centenary Innovation Incubation Foundation**" that was inaugurated on 28th June 2019**.** It is registered as a company under Section 8 of the Companies Act, 2013, since June 2022, which is located at Kharghar, Navi Mumbai. It is state of the art Incubation Centre with the built-up area of 2372.20 Sq. Mts. The principal aim of the centre is to conduct scientific research, training and innovation which can result in impactful entrepreneurship.

Four major verticals and facilities offered are:

1. Start-up incubation: Idea to business mentoring, Single Window documentation, Total business support.
2. Co-Working space: Co-working space having capacity of 114 seats.
3. Skill Trainings – Tailor made trainings on Design thinking, Entrepreneurship awareness,Product Design and Development, Advanced Automobile Engineering, CAD Engineering and Fundamentals of Automobile etc.
4. R&D – Product design & development, Product testing & Validation, IPR related support.

The college has established an **Institutional Innovation Cell** registered with the Ministry of Education, Govt. of India in 2020-21. The cell conducts a variety of programmes to promote innovation. Many activities were conducted to promote entrepreneurship like- National workshop on Emerging Trends in Entrepreneurship Research, workshop on Setting up the Food Processing Unit etc.

An "**Entrepreneurship and Skill Training Centre**" was also established under the aegis of RUSA

[MHRD] in 2019 that was inaugurated digitally by Hon. Prime Minister Narendra Modi. The centre also conducts a variety of programmes that can support entrepreneurship.

Entrepreneurship as a Career option, Digital Marketing are the electives offered to the UG students as a part of curriculum.

IPR cell is established in the institute which has conducted **ten** workshops particularly on Intellectual Property Rights and related topics for students of different departments. IPR is included in the curriculum of every program of all the streams.

Innovation grant- Research is an integral part of the teaching-learning activity conducted at UG, PG and PhD levels. The students are motivated to choose research topics that are innovative and will add knowledge to the domain. Innovation grant of Rs. 18 Lakh is given to 9 selected novel projects to promote innovation and start-ups.

Large number of invited talks by the young entrepreneurs are organized to motivate the current students to consider start-up as career option.

Students and teachers are motivated to publish the research papers and patents to transfer the knowledge. In past five years total of **144 papers** were published in the UGC CARE listed journals of which **128 research papers** showcased **in Scopus/Web of Science listed journals the highest Impact factor being 10.1**. Thirty-two patents are published and one Australian patent is granted in this assessment period.

The institute has implemented National Education Policy 2020 in the current academic year i.e. 2023-24 and **Indian Knowledge System** is the compulsory course for all the first year UG students. The curriculum is curated to offer exposure to the rich Indian culture and heritage of which every Indian should be proud.

File Description	Document
Upload any additional information	[View Document](#)
Link for Any other additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**

3.Plagiarism check through software
4.Research Advisory Committee

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 2.25

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 18

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.3

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

Response: 2

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

Response: 162

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

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.99

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 80

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

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 11.13

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 16.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 79.7

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
14.88	15.65	13.62	19.48	16.07

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
CA certified copy of statement of accounts as attested by head of the institution	[View Document](#)
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

The institute is known for conduct of enormous extension activities which are in tune with its' vision and mission. The extension activities are conducted by NCC, NSS as well as all the departments. Through these activities, students have gained a deeper understanding of the challenges faced by the community and have been able to contribute positively towards addressing these issues. This has not only enhanced their social consciousness but has also helped in their overall personal growth and development. The extension activities have provided a platform for students to engage with real-world problems, fostering a sense of responsibility and empathy towards their fellow citizens.

Some of the extension activities are conducted in collaboration with civic bodies like- Navi Mumbai Municipal Corporation [NMMC], Navi Mumbai Police, Municipal hospital as well as NGOs like *Stree Mukti Sanghatana*, *Vatsalya* Orphanage and Old-age Home etc.

Every year, birth anniversary of our beloved founder **Padmabhushan Karmaveer Bhaurao Patil** that falls on 22nd September is celebrated as **"Joy of Giving Week".** Blood Donation camp is organized in collaboration with NMMC hospital as well as fruits are distributed to the patients in the hospital. Students visited a Tribal Residential School in Palghar district and distributed books, cloths, daily needs, food as well as games to the kids. Teachers and students contribute voluntarily for this activity.

NCC cadets wholeheartedly participated in the beach cleaning activity organized by Navi Mumbai Police Department titled " *Punit Sagar Abhiyan"* on 5th December 2022. They also participated in the *"Swachchata Abhiyan"* organised by NMMC on 8th January 2023.

Our institute unit of Lions Club conducted diabetes screening and awareness camp and recorded the largest number of screenings in IEA World Book of Records on 13th November 2022.

In July 2021, a huge flood affected the Mahad and Chiplun area of Konkan in Maharashtra. Kits containing food, water, cloths, and medicine supplies [153 in number] were immediately taken to the flood affected area on 31st July 2021.

During Covid-19 period, Free RT-PCR testing camps and vaccination camps were conducted in collaboration with NMMC. NSS students volunteered at the vaccination centres for data entry and reception activities. Massive food packets distribution was conducted by the institute unit of Lions Club. The college started online psychological counselling facility for general public who were facing psychological issues like, anxiety and depression due to the pandemic.

In recognition of the extraordinary extension work and help rendered to the society on various occasions, the college has received many appreciations and some awards for the same. For instance Gold activity award by Lions clubs international for conducting medical camp in 2019-2020, district level best volunteer award to Rajesh Gawade and Pranjal Warkhade presented by NSS University of Mumbai in 2021-2022.

The outcomes of extension activities in the neighbourhood community have had a significant impact on sensitizing students to social issues and promoting their holistic development.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

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

Response: 86

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	31	12	14	11

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

3.7 Collaboration

3.7.1

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

Response: 40

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

1. teaching – learning, viz., classrooms, laboratories, computing equipment etc
2. ICT – enabled facilities such as smart class, LMS etc.
3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.

Response:

The institute has an imposing infrastructure spread over 20,000 sq. mt.. and is located in the heart of the twin city of Vashi, Navi Mumbai.

- The college is dedicated to endow with the utmost level of facilities for holistic development. The college has beautiful and clean campus area.
- The college has an administrative wing, Library building & main building containing science laboratories, Research labs, Departments of Commerce and Department of humanities.
- The college buildings comprise **9966.72 sq.mt**. of construction to provide curricular and extracurricular activities facilities.
- Total built-up: **9966.72 Sq. mt**. (**107, 281 Sq. ft.**)
- The built-up area per student is **26.81 Sq. ft.**

- **Classrooms: 46**

- **Laboratories : 36**
- Science laboratories: **19** (including **04** Research laboratories)
- Psychology Laboratory: **01**
- Computer laboratories: **16** (Including Commerce lab: 01, Tally lab: 01, English Language laboratory etc.)
- English Language lab: Developed for improvement of Communication Skills. It contains 1 + 40 computers with **ACE language** lab software.
- **ICT Facility:**

To strengthen IT education college has developed **16 Computer laboratories** with 481 computers.

The whole campus of the college has Wi-Fi facility for the use of students.

Smart classrooms: 39

- sufficient bandwidth is provided for the students with **110 Mbps** internet leased line facility and a -**1200-user cap.**

- **Sports Facilities:**
- There is a playground of **10,117.14 sq. mt**. with facilities for outdoor games.
- Total Playground Area:is **108900 in Sq. ft.**
- The playground area per student is **27.21 Sq. ft.**
- Out Door Games Facilities: Tennis Court, Basketball, Football, Volleyball, Kho-Kho, Kabaddi & Cricket.
- Indoor Games Facilities: Carom, Chess, Table tennis, Wrestling, Taekwondo, Kick-boxing

- **Gymnasium facilities**

- **For Girls:** Motorized treadmill (Magnum), Upright bike (Magnum), Dumbbell rack, Barbells, Rubber dumbbells, Rubber weight plate, Bar.
- **For Boys:** 8 Station multi-gym machine, self-curl machine, round weight blocks, dumbbells, lifting bar, adjustable dumbbell bar, mechanical walker, treadmill, conversion machine.

- **Auditorium**: Spacious air-conditioned auditorium with 4108 sq. ft. area., enable Sitting capacity-280
- **NSS Department:** Office space with cupboards, PC & printer.
- **Cultural Department:** For preparation and performance of cultural events, college provided musical instruments: Tabala, Dholki, Harmonium , Public Speaking & cordless mikes etc.
- **Yoga Centre**: Yoga practice also conducted in yoga center, Yoga center has 900 sq. ft. open space.
- **Health Care Centre**: With Equipment and medicines which are necessary for medical emergency.

- **Other Facility:**

- A Centre for Research, Consultancy and Technical Services.
- SEM facility is also available for microstructural analysis in the college.
- Adequate infrastructure for the Examination department.
- Women's hostel with all facilities & modern amenities.
- Joint instrumentation facility is also available in the college.
- Ramps and other facilities are available for Divyangjans in the campus.
- Rainwater harvesting plant.
- Effluent Treatment Plant for the treatment of effluents created by Chemistry, Microbiology and other science laboratories.
- The committees such as IQAC, Grievance Redress Cell, Women's Cell, Career Guidance Cell, Counseling Cell and Placement Cell.
- The college centralized library of 7000 sq. mt which is fully automated with Library software

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

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

Response: 35.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
43.70	167.23	21.29	38.05	142.42

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college has well equipped, spacious & fully computerized library with an Integrated Library Management Systems. The central library of the college is known as Dr. N. D. Patil Knowledge Resource Centre which is powered by MKCL's LIBRERIA software.

- **LIBRERIA** software is a premier state of art Library Management System. The software is designed to automate all functionalities and operations of library according to international standards.
- **LIBRERIA Software Modules and Function**
- Various Modules of Libreria software and their functions are listed below.

1. **Accessioning** - Accessioning of books, Edit of Accession, Change the location of books, Delete Accession.

2. **Circulation** - Books Issue, Books Return, Books Renew, Books Reservation.

3. **Book Management**- Book Entry, Book Search.

4. **Book Bank**- Book Bank Issue, Book Bank Return.

5. **Reports**-Master Report, Accessioning Report, Circulation Report, Administration Report.

6. **Masters**- Publisher Location, Subject, Language, Currency Lending Policy, Membership Category etc.

7. **Serial Management** - Serial Entry 8 OPAC Searching the Books on Online catalogue.

- To get utmost access & use of Library Holdings, OALS made available. OPEN ACCESS LIBRARY SYSTEM facility is available for all the students' & faculties for self-study.
- Free Internet Section with a gallery of Karmaveer Bhaurao Patil, Dr. Babasaheb Ambedkar, and Dr A. P. J. Abdul Kalam Books has been created for the users.
- Two Circulation Counters and User Tracking System are also made available.
- Library provides Book Bank Facility to the needy students.
- The special facility of **Dnyansadhana Night Study Centre** is also available in our library for needy students.
- B. C. Book bank Scheme
- Separate Reading Sections
- Periodicals & Journal Sections
- News Paper section
- **Central Library Collection as on 31st March 2023 (Books, e-resources & Database)**

Sr. No.	Book Type	Number
1	Text	62196
2	Reference	27757
	Total	**89953**
Book Titles (Unique): 22912		
Other Resources		
Sr. No.	Name	Number
1	Journals & Periodicals	73
2	Newspapers	17
3	CD's	1461
4	**N-LIST** (e-Resources Database) e-Books	1,95,809+
5	**N-LIST** (e-Resources Database)	

		e-Journals	6,293+
6		**DELNET** (e- Resources Database)	
		1. List of Journals	40,000+
		2. Full Text e-Journals	
		3. Thesis/Dissertations	5,000+
			1,00,000+

- **Some Special Features of Library**

Availability separate internet sections.

Users of library has been provided the barcoded library tickets.

QR code has been generated & displayed in the showcase.

Library is under CCTV surveillance.

Users tracking system fixed in the library for the readers.

Details of Subscription and Membership to e-resources. The Library has an institutional membership of NLIST.

The annual membership subscription of 5,900 /per year.

The library facility is available for the outsiders of the college.

- **Activities conducted by the Library**

Dr. A.P.J. Abdul Kalam Readers Club

KBP Vachu Aanande Telegram Group

Best Reader (Physical Library Users & Library e- resources users) Competition for students & Teachers.

- **Per day uses of Library by stakeholders.**

Total users per day for academic year 2022-23 are: **719/day**

- **Amount spent on purchase of books and journals (Library Expenditure)**

Sr. No.	Year	Library Expenditure(in lac)
1	2018-19	9.34
2	2019-20	9.33
3	2020-21	4.35
4	2021-22	9.20

| 5 | 2022-23 | 11.23 |

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 3.73

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
11.23	9.21	4.35	9.33	9.34

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

1. Our Institution frequently updates the IT facilities as per needs to be in sync with Technology developments in education.

- The desktop computers, Laptops with suitable LAN and Wi-Fi internet connectivity updated regularly.
- There are 39 smart classrooms installed with **Eyeris** facility. Seminar halls and auditorium is also updated with IT facilities like **Eyeris**, LCD projectors, LAN, Wi-Fi etc.

- Licensed software and antivirus protection are frequently installed and upgraded for computer systems.
- Mastersoft ERP software is used to administer the entire admission, attendance and examination system.
- The college website is updated regularly.
- The IT Committee provides a roadmap for the decisions made on the purchase of IT-related equipment, including computing systems, servers, softwares, hardwares and amenities like Wi-Fi and cyber-security.
- There are 16 computer labs with a total of 481 computers and 36 laptops.

1. **Updating in WI-FI and computing facilities**

- The offices, departments and labs all have feature modern computer systems.
- College purchases computers, laptops and other IT equipment annually as per the students' enrolment ratio.
- **Lecture capturing System** with **Video conferencing** Facility is also available in campus.
- The institution has also set up our own **Media Centre** for upgrading the **online Teaching-Learning** process.
- On campus, there are 26 Wi-Fi access points with a 110 Mbps internet leased line facility and a -1200-user cap.
- The old 20 M lease line of Wi-Fi connection is upgraded by replacing it with **70bp mbps ION lease line. 40 mbpss** additional SEM line of TIKONA network.
- The sufficient bandwidth is provided for the students with **110 Mbps** internet leased line facility and a -**1200-user cap.**
- The Internet Speed per student: For downloading – 46**.21**, for uploading -49**.28**
- The college has fully computerized library with an Integrated Library Management Systems **(ILMS), LIBRERIA** software & **OALS** (Open Access Library System) made available to get utmost access & use of Library Holdings.

1. **Policy Document on Information Technology**

- IT policy covers: Software Installation and licensing, Updated antivirus software, Email account usage & social media policy.
- IT infrastructure maintenance-Ageing/replacement policy
- Procurement, installation, maintenance policy.
- Cyber security policy and provision

- future demand planning and installation
- **The budget allocation and spending for last 5 years is Rs. 4,174,924/-**

- The policy also exists for upgradation of IT facilities and provide a sufficient bandwidth for the students.
- IT policy updates frequently as per the need of institution.

1. **Information showing updates in the IT facility**

Sr. No.	Heads	Previously available	Updated
1	Library	MKCL LIBERIA, N-LIST	MKCL LIBERIA, N-LIST, DELNET, User tracking System, OURIGINAL (URKUND) Plagiarism detector software, D-Space- Software
2	Examinations	Digital edu. (Server based)	Master Softer ERP (cloud based) Online Screen Marking (OSM)
3	Computers	420	481
4	Servers	03	03
5	Laptops	20	36
6	LCD Projectors	20	45
7	Routers	10	23
8	CCTV	100	160
9	Smart Classrooms	10	39
10	Internet facility (Band width)	20 mbps	110 mbps
11	Number of Internet connections	01	03
12	Lecture Capturing System	Not available	Installed 02 systems - Commerce & English Language Lab
13	Media Centre	Not available	Installed Updated Media Centre

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.3.2

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

Response: 8.28

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

Response: 481

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

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

Our institution has provided adequate infrastructure for e-content development which provides technical support to teachers and other experts for the development of e-Content, which do not seek to replace traditional teaching and learning, but are expected to supplement them.

- **Media Center**

Our College has developed a Media Centre by considering the importance of online teaching in the pandemic situation. The media center is well equipped with audio visual facility, mixing and editing facility, lecture capturing system and related hardware and softwares for e-content development.

Media center is developed in the 10 X 10 feet room in the library building at ground floor. It has smart panel display of 75 inches with touchscreen and inbuilt VC tool. Its interactive software is bifurcated into two parts – digital tool and **AI** tool. **AI** tool is for digital external application like PPT, you tube, videos, excel, PDF etc.

Configuration of BenQ Smart panel Display:

RM7503-75 Inch

Whiteboardning software designed for Higher education

- **Octa core processor**
- **9 H Tampered Glass**- 9H hardness glass, which is extremely scratch-resistant, wear-resistant and has good durability.
- **IPS technology-** Independent view from any angle.
- **8 GB Ram/ 32 GB** Internal Memory
- **Touch point 40** – which ensures more accuracy.
- **Speakers** - 2 x 16 watts speaker
- **Android 11**- With Android -11 , users get Device Right Management Supports, enabling content creators to directly play their Digital/ Teaching content on BenQ Board using the Web Browser.
- Inbuilt Microphone 8 Array
- **Windows OPS**-5i processor, 8 GB Ram, 512 GB SSD, windows 11 pro
- **Germ Resistant layer on Panel** – Only panel for safe health of teaching faculties and students to prevent spread of diseases through fingers and display.

The Media center engages the students, retention of knowledge, create a interest in the subject matter.

- **Lecture Capturing System:**

The college has installed two well equipped lecture capturing systems in the Library building with all facilities like recording, conferencing and mixing etc.

The specification of the system

1) Aver PTZ camera: - Full HD camera with 12X zoom with PTZ facilities,10 presets available. Can be used for lecture recording and conferencing

2) Avermedia Wireless microphone: - Digital microphone with inbuilt noise cancellation feature.

3) V Store recorder: - Recording device with 1TB hard disk. Supports MP4 and other video formats

4) Mixer: - audio mixer for mixing students Mike and teachers Mike audio with computer audio.

The Lecture Capturing systems are used potentially for the Teaching–learning process during the pandemic situation (COVID-19). The faculties from our institute have recorded 350 lectures, prepared the e-content and provided it to the students on online platforms.

- The total **e-content** developed by our faculties **- 350**
- **The following are some e-content developed by our faculties.**

Sr. No.	Name of Faculty	Subject	Link
1	Dr. Vivek Bhoir	Commerce	https://youtu.be/6BQVJa7V4Nw
2	Dr. Paresh Gaikar	Physics	https://docs.google.com/presentation/d/1FsO3qwGK2ACmZ1hbVDE9UI6R4TuPxXgc/edit#slide=id.p14

3	Mayuri Nikam	Primary Memory (FYCS)	https://docs.google.com/presentation/d/1Kp5TGMdYi8u6P3rEZ3K4wsSrUlrtsEjT/edit?usp=sharing&ouid=106565030496788137533&rtpof=true&sd
4	Dr. Manisha Abhyankar	Computer Science	https://docs.google.com/presentation/d/1j7j09lGqt0g6P_sJBwPWZeEHhimzgkAL/edit?usp=sharing&ouid=106565030496788137533&rtpof=true&sd=true
5	Dr. Gajanan Dhanorkar	Maths	https://www.youtube.com/watch?v=PFWEMlMWQWY
6	Mr. Dattatray Bhosale	Interest and aanuity	https://youtu.be/zjDC_VV3D7o

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 49.6

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
145.94	149.49	69.66	102.21	109.96

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The institution has its own policies and procedures for the maintenance. The College has established a separate committee for the maintenance of Infrastructure.

Purpose/ Need of Policy: The physical and academic facility provides the basis for the equitable allocation and efficient utilization of facility based on the critical needs of educational, research and administrative activities.

The scope of policy for maintenance includes the following categories of facilities on the college-owned buildings/ locations:

- Academic & administrative offices
- Classrooms/ seminar halls
- Resource rooms
- Gymnasiums, sports facilities
- Library & study rooms
- Meeting & conference rooms
- Academic & research laboratories
- College garden, common space and storage space.

Routine repairs are required to maintain the physical status of both civil and electrical instruments which are handled by the in-house electricians and Mason. Routine maintenance in the Library is also required to maintain the quality of the books and other necessary things. **Library** staff is responsible for the routine maintenance of books. Every year, new textbooks and titles are added to the library's

resources and books as per demand. Vacuum cleaning, dusting and Pest Control are done regularly. Books are bound at regular intervals.

Gymkhana and Garden committees are responsible for the maintenance of the playground and garden respectively. The College has agreements with external agencies for the maintenance of certain Equipment and instruments.

The Physical Director is in charge of the various **sports facilities** such as courts, playgrounds and indoor sports including the gymnasium. Maintenance services are done regularly for these facilities, such as cutting grass, line marking, ground topdressing, and aeration.

Laboratory assistants, outside experts and attendants are specially trained to maintain routine laboratory instruments as well as gas connections, fire extinguishers and electricity connections. Computer technicians are responsible for maintaining computers and other information technology facilities. All computers have their Antivirus updated, upgraded, and installed.

Preventive Maintenance: Laboratory staff or teachers regularly calibrate most traditional tools and equipment. Sensitive tools and equipment are placed in dust free AC laboratories. Voltage stabilizers have been installed to prevent damage to sensitive equipment due to voltage fluctuations. A generator has been installed for rare power outages. Computers, desktops and laptops have been updated with antivirus software. For Fire safety, firefighting units have been installed in the buildings wherever necessary.

Breakdown Maintenance: Two technical experts appointed for breakdown maintenance in the IT department. The institute strives to reduce the number of breakdowns in various systems. Laboratory staffs and other college staff have been trained by the firefighting department on how to handle firefighting units during accidental situations.

Sr. No.	Purpose of AMC	Agency
1	Providing and support Computing services	Digital Edu
2	Maintenance & update of IT facilities.	1. Mr. Hemant Madhavi 2. Mr. Kalpesh Sapkal (Appointed for IT maintenance)
3	Pest control Services	X Throw Facility Management LLP.
4	Maintenance of Air Condition units, Water cooler, Water purifier.	Shubham Enterprises, Mumbai
5	Maintenance of CCTV	Digital Telecom
6	Cleaning of Water Tanks	Amar services Pvt. Ltd.
7	Routine maintenance (Housekeeping)	Glow Shine Enterprises

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)	

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 66.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
1969	3966	3868	1761	1739

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

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Competitive examination guidance Cell is one of the functional and active cell in this institution established in 2010. The cell creates the awareness among the students by a variety of activities. Competitive exams are structured tests of students to evaluate knowledge, abilities, and aptitude in a

variety of areas, and are frequently used to select candidates for educational institutions, jobs, scholarships, and other opportunities. The Cell creates the awareness among the students in the following types of competitive exams:

1. Entrance Exams for Education:

Students are informed to such types of exams which are used for admission to educational institutions such as colleges, universities, and professional courses. Examples include SAT, GMAT, MCAT, SET and NET etc.

2. Government Job Exams:

The awareness has been created among the students about the government job exams. These exams are conducted for recruitment to various government job positions at local, state, and national levels. Examples include UPSC, MPSC Civil Services, SSC CGL, IBPS PO, RBI Grade B, Police, railway, etc.

3. Professional Certification Exams:

They are informed about these exams validate the skills and knowledge required for specific professions. Examples include Cisco CCNA, Microsoft certifications, CFA, CMA, CPA, Banking etc.

4. Language Proficiency Exams:

These exams test a person's proficiency in a particular language. Examples include TOEFL, IELTS, DELF, JLPT, etc.

The main aspect of the cell is to motivate the students for the preparation of the exams which they prefer. Cell organized various workshops and seminars to create awareness about competitive examinations in last five years.

Here are some potential features and functions of a competitive exam guidance cell:

1. **Study Materials:** The cell might provide study materials, including books, practice papers, previous years' question papers, and online resources to help candidates prepare effectively for their chosen exams.
2. **Workshops and Seminars:** Organizing workshops, seminars, and training sessions to educate candidates about exam patterns, time management, effective study techniques, and stress management.
3. **Expert Guidance:** Offering one-on-one guidance and counseling from subject matter experts or mentors who can help candidates create study plans tailored to their strengths and weaknesses.
4. **Mock Tests:** Conducting mock tests that simulate the actual exam environment to help candidates gauge their preparedness, identify areas for improvement, and manage exam-related anxiety.
5. **Online Platforms:** Providing online platforms or websites with resources such as video lectures, practice quizzes, and discussion forums for candidates to interact and learn from each other.
6. **Current Affairs Updates:** Sharing updates on current affairs, general knowledge, and relevant news to help candidates stay informed and prepared for up-to-date knowledge.
7. **Time Management Strategies:** Advising candidates on time management techniques to help

them effectively allocate their study hours and cover all necessary topics.

8. **Motivational Support:** Providing motivational talks and success stories of past candidates to keep current aspirants inspired and motivated throughout their preparation journey.

9. **Updates and Notifications:** Keeping candidates informed about exam notifications, application deadlines, and any changes to the exam pattern or syllabus.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.1.3

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

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 50.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
613	844	604	582	521

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

5.2.2

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 1.38

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
52	23	7	3	2

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 179

5.3.1.1 **Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted**

as one) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
80	14	06	21	58

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

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The presence of an active Student Council and student representation on academic and administrative bodies/committees of an institution is crucial for fostering a collaborative and inclusive educational environment.

Formation of active student council:

In order to have student's representation and engagement in various administrative, co-curricular and extra – curricular activities, it was decided to form the student council. Our institute management decided to select class toppers from the respective course/streams also representation from NSS, NCC, girl and socially weaker section as a member of student council.

Student council arranges Deeksharambha activity (Student Induction Program) for fresher, felicitation of meritorious student, etc. Student council functions on democratic principles which helps in inculcating constitutional values, rights, duties and responsibilities.

Representation on Academic and Administrative Bodies/Committees:

There are student representatives in various bodies/committees including:

1. Environment consciousness committee

The role of a student in the Environment Consciousness Committee of a college involves actively participating in initiatives and campaigns that promote environmental sustainability, awareness, and responsible practices within the college community and beyond.

2. Gymkhana and art circle committee

A student's role in the committee involves active participation and contribution to the planning, execution, and coordination of various events and programs that enhance the college sports and cultural environment.

3. NSS and NCC

With the help of student council, more than 50 social activities were conducted by institute. Activities including blood donation camp, COVID vaccination camp, daily needs donation to flood affected area, etc.

4. Library committee

A student representative on the library committee serves as a voice for the student body, advocating for their needs and ensuring that the library remains a valuable resource for all students.

5. Publicity committee

The role of a student in the publicity committee of an institute involves actively promoting events, activities, and initiatives to the student body and different social groups; it plays a crucial role in creating awareness, generating interest, and maximizing participation in various college events.

6. Earn and learn committee

The role of a student in the "Earn and Learn" committee of a college involves actively participating in programs that allow students to gain practical work experience while studying.

7. Student development program

For the spiritual and emotional development of students, institute runs the value based education course SDP. In this program student representatives are actively participated.

Along with above mentioned committees, few more committees also involves student representatives such as innovation and entrepreneurship development committee, extension activity committee, special cell, research promotion and ethics committee, anti-ragging and internal complaint committee programs

Student Representation on Statutory Bodies:

Student's representation on the following statutory bodies:

1. College development committee

2. Internal quality assurance cell
3. Grievance cell
4. Internal complaint committee

The sessions of the above committees involve participation from student representatives. Students are encouraged to recommend quality initiatives during IQAC meetings.

Incorporating student representation into academic and administrative bodies fosters a sense of leadership and responsibility among students which ultimately helps in creating a more student-centric learning environment.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 52.47

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
11.91	10.22	12.94	9.88	7.52

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Alumni play a crucial role in contributing and engaging with the development of their alma mater through various resources. The college has an active alumni association that was registered in 2003 (Reg. No. F/11788/Thane). The alumni significantly contribute to the development of the institution by engaging in academic, co-curricular and extracurricular activities which play a pivotal role in the development of the current students. Following are some noteworthy contributions by alumni:

1. Curriculum design and Development

Alumni provide unique insights and perspectives that contribute to the ongoing improvement and

relevance of the curriculum. Each department of our institute has included prominent alumni in their Board of Studies to impart various global updates into the curriculum.

2. Training and placement

Alumni with their experiences, networks, and insights provide valuable guidance and support. Around 75 training and placement sessions were organized.

3. Internships and Industrial visits

With the help of our alumni, internship program was included in curriculum which is benefitted to students to develop their analytical mind. In every year for UG and PG classes, industrial visits were arranged.

4. Research projects

Alumni working in R&D section of industries collaborated with current students to work on research projects. Such collaborations enhances practical learning experiences.

5. Guest Lectures and Workshops

Alumni invited to deliver guest lectures or workshops on industry trends, career development, and personality development. Sharing real-world experiences give students a better understanding of the professional world and the skills required. Total 32 alumni delivered talk to students which was beneficial to students.

6. Fund raising

Alumni financial donations have a major impact on the quality of education delivered by an academic institution. In last five year our institute received 52.47 lakh rupees which was beneficial to fund programs such as scholarships, research, and infrastructure development.

7. FDA certification & NABL accreditation

Our institution is involved in consultancy field of different laboratory testing. The alumni with expertise in FDA regulations or NABL (National Accreditation Board for Testing and Calibration Laboratories) accreditation standards provide valuable insights and guidance to the institution.

8. Books donation

To inculcate the reading habit, more than 100 books (text books and reference books) were donated by alumni.

9. Collaboration and linkages

Our institute lies in the heart of industrial area, we have an active MoU with Thane-Belapur Industries Area (TBIA), with the help of them institute runs various activities. These collaborations can benefit the institute in various ways, including research opportunities, funding and community engagement.

10. Development of incubation center

The development of an institute's incubation center is supported by alumni in various ways such as mentorship and advisory roles, networking opportunities, resource sharing, conducting training and workshops, promotion and publicity.

11. Functioning of IQAC

For improving the academic quality of the institute alumni suggestions are very important. For the smooth functioning of IQAC, our alumni being invited members constantly supporting to the institute.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institute follows the thoughtfully crafted Vision and Mission that is aimed at development of not only cognitive capabilities of the students, but also social, ethical, emotional capabilities and disposition. The Vision and Mission statements are as below:

Vision: To work for 'Better Tomorrow' through the educational advancement of society while keeping social justice and social obligations in mind.

Mission: We strive to cultivate minds and build characters of the young generations by imbibing in them scientific temperament, organizational abilities, and human values.

The Vision and Mission of the institute has been aligned to that of the parent institute. The institutional governance and leadership are in conformity with the vision and mission of the institution and its impact is visible in various institutional practices.

The governance of the institute reflects a decentralized structure, empowering various statutory bodies to plan and manage actions that align with the institute's vision, mission, and objectives. These bodies comprise representatives from management, industries, government, university, other colleges, teaching and non-teaching staff, students, and alumni. The institute values the opinions, views, and suggestions of all stakeholders obtained through a robust feedback mechanism.

The institutional practice like distributive leadership is evident by the roles and responsibilities given to heads of departments and other institutional committee heads. There are 44 committees functioning with complete autonomy to realize different objectives and goals decided in the institutional perspective plan. They share the accountability of monitoring the adherence of various aspects like following the academic calendar, attending to grievances of students, conduct of various statutory meetings as per requirement. This elutes the ready responsiveness for timely addressing the issues in the college.

The governance has always focused on sustainable growth of the institution and expansion of the institute with special reference to quality education, number of programs offered, research and research output, and infrastructural augmentation to support curricular, cocurricular and extracurricular activities. This has reflected in increase in placement and progression, research paper publications, patents, awards and recognitions to the institute and to the students as well. The conferment of "**Empowered Autonomous Status"** by the Mumbai University is an indication of sustained growth of the institute.

The institute implemented the NEP for first year of undergraduate and postgraduate programs in

2023-24. The programs offer enormous flexibility and multidisciplinarity across disciplines. The courses focus on developing life skills, technical skills, soft skills, scientific temperament. apart from acquainting the students with rich Indian culture and knowledge system. The Value Education Courses are curated to inculcate human values like, compassion, empathy, love, and ethics, which help in building strong characters. Community service, NSS and NCC are offered as elective courses to realize social duties towards the less represented and underprivileged sections of the society.

The Perspective plan focuses solely on development of trained human resource to suit the local, regional, national, and global needs and are equipped with human values and organizational skills. The Vision is revisited, and Perspective plan is amended after carefully evaluating the progress in accordance with the Vision and Mission.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

After the conferment of Autonomy in May 2018, the institutional perspective plan was carefully articulated for the five years (2018-19 to 2022-23) and it has been effectively deployed. To deploy the plan, the institutional bodies, including statutory bodies, departments, and committees, are efficiently working to achieve the educational goals of the institute. These bodies ensure that the academic and administrative processes including appointments and Career Advancement Schemes are effectively implemented.

The statutory bodies involved in the efficient working of the institute include the Governing Body, Academic Council and Board of Studies, College Development Committee (CDC), and various institutional committees. The Governing Body is responsible for approving all institutional affairs and policies, while the Academic Council and Board of Studies develop curricula and teaching and learning evaluation techniques. The CDC recommends measures for the development of the college and approves

the annual budgetary provision.

Major reforms in the evaluation process are done which include, On Screen Marking set-up, software-based mapping of POs and Cos, System generated question papers, etc. Technology integration in teaching-learning is achieved through the installation of interactive boards, lecture-capture systems, Learning Management Systems, etc.

Ten new programs and 82 Value-added courses were started at various levels, i.e. UG, PG, and Doctoral, where the curricula were designed by the BoS, refined by the Academic Council, and finally approved by the Governing Body.

The Institutional Quality Assurance Cell (IQAC) plays a crucial role by internalizing and institutionalizing quality processes within the institute. It also suggests improvements in the teaching-learning process, research development, infrastructural development, etc.

Additionally, the IQAC has formulated policies on quality, student support, welfare measures, IT, research, entrepreneurship, infrastructure, and placement, etc. which are approved by the Governing body and published on the institute's website.

Internal Academic Monitoring is done very diligently in every semester and is based on 34 parameters of departmental functioning.

Research Promotion and Ethics Committee promotes research by giving seed money. Rs. 45 lakh were disbursed to teachers and students, which has helped improve the research output in terms of quality publications and patents. The research facilities are upgraded considerably by providing advanced instrumentation.

The Internal Complaint Committee, Grievance Redressal Committee, and Anti-ragging Committee function proactively to ensure the safety and security of the students.

The administrative setup is led by the principal, who is supported by the Registrar and Office Superintendent who oversee administrative work and allocate duties to supporting staff.

The appointments and promotions of permanent teaching and non-teaching staff are conducted according to the rules and regulations of Mumbai University, the State Government, and the UGC. Temporary appointments are done by the parent institute.

IQAC plays an important role in the process of Career progression through CAS by collecting the Performance appraisals of the teachers and conducting the entire process. A total of eleven teachers have been promoted to Professor, Associate Professor and Assistant Professor and four non-teaching staff have also been promoted as Office Superintendent, Librarian, Head Clerk, and Laboratory attendant in the last five years.

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

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

      1. **Administration including complaint management**
      2. **Finance and Accounts**
      3. **Student Admission and Support**
      4. **Examinations**

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

1. IQAC forms Staff welfare committee & CAS committee that have effective welfare measures for

teaching and non-teaching staff and avenues for career development. Staff Welfare committee works for creating good working atmosphere and to help the staff contribute towards the ultimate vision of the college. IQAC of the institute look into the career development of faculties by assessing the faculty members at their academic and research level every year and if the index is low then IQAC encourage them for improvement at all levels.

2. IQAC promotes and supports Career progression through CAS as per the rules of UGC and the Government of Maharashtra. Assistant Professor, Associate Professor and Professor Promotion for each grade are done on fulfillment of the qualifying conditions and the Academic Performance Index based PBAS requirements. The API for the promotion of the faculty member is calculated based on academic, administrative, research and co-curricular performance. The application for promotion is done by online mode. For promotion of candidate from Assistant Professor to Associate Professor and Associate Professor to Professor minimum API requirement is 60 and 110 respectively. CAS committee appointed by University of Mumbai appraises the performance and approves the promotion of the candidate. Non-teaching staff has five different levels of selection and selection to each level is based on the qualification required and the performance appraisal of the staff.

The following effective welfare measures and career development avenues are provided for the teaching and non-teaching staff –

A. Welfare Measures

1) **State Government Welfare Meaures**

- Medical Reimbursement
- Maternity, Medical, Duty, Casual leaves
- NPS/DCPS,GPF etc.

2) **Welfare Measures by Management-**

- Rayat *Sevak* Welfare fund
- Felicitation by the management for outstanding achievement of the employees.

1. **The Rayat *Sevak* Co- Operative Bank Ltd. Satara-**

- Personal, Home, Festival, Education, Vehicle and Gold loan
- Compensation up to 15 lakhs after the death of shareholder

4) **College Welfare Measures-**

- Seed money for research activities.
- Funding for organizing various seminars / conferences / workshops to the departments.
- 144 faculty members supported to financial assistance to attend FDP/workshop / conferences during last five years.
- The orientation / induction is also organized for newly appointed faculty members and staff on quality measures.
- Promote teachers to Ph.D./PDF degree.
- 162 faculty members attended Faculty Devlopment Programmme (FDP), Orientation/Induction

and Refresher Courses, short term courses by online/ offline mode.

- Annual free health check-up camp.
- Health center facility.
- Felicitation of staff for academic and professional achievement.
- Grievance Redress cell.
- Admission to ward on a priority basis and provision of installments to pay fees.
- Gymnasium, Yoga facility and meditation center.
- Training on laboratory and fire safety, computer literacy, Advance excel *etc.*
- Provision of College Uniform and washing allowance for non-teaching staff.

B. Avenues for Career Development-

- Orientation programme for teaching and non- teaching staff.
- Conduct a variety of Training Programmes to enhance the technical and soft skills.
- Workshop on ICT tools for effective teaching- learning.
- Financial support to conduct and attend FDP/workshop for teaching staff.
- Provide ICT facilities, advanced instrumentation facility.
- E -content development facilities for teaching staff.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.3.2

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

Response: 51.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	49	01	01	43

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

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 57.86

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
20	48	45	47	02

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	**[View Document](#)**
Institutional data in the prescribed format (data template)	**[View Document](#)**
Copy of the certificates of the program attended by teachers.	**[View Document](#)**
Annual reports highlighting the programmes undertaken by the teachers	**[View Document](#)**
Provide Links for any other relevant document to support the claim (if any)	**[View Document](#)**

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Institute has approaches for mobilization of funds and the optimal utilization of resources -

1. Institute refers Policy for implementation of strategies for mobilization of funds and the optimal utilization of resources. The institutes have a mechanism for calculation of the financial requirements through the annual budgets and ensure the effective and efficient utilization of the funds raised.

2. Institute has a Financial Management and Purchase committee which is constituted of Principal and other representatives of the college prepares resource mobilizing strategy as per SWOC, needs, targets, and plans accordingly. The committee prepares annual institutional growth-oriented budget obtained from each of the department before the commencement of academic year and verify the budgetary provisions for each department considering various academic, research, extension, and administration activities. The annual institutional budget and keeps before the College Development Cell and Governing Body for scrutiny and final approval.

3. Tution Fee – The foremost source of income for the institution which is derived from the tuition fees collected from the students.

4. Sources of Funds-

1. To minimize the dependence on income obtained from tuition fees, the funds are raised by renting the infrastructure to governmental and non-governmental agencies to conduct the training sessions, examinations and evening courses, elections during holidays and in vacations. The funds are also generated by providing the infrastructure on a rent to companies like Perkin Elmer, American India Foundation, Krystal Security Agency]. The institute has *Dnyansadhana* night study centre for outsiders. The college runs in three shifts is also helping in generation of revenue.
2. Sponsorship for various student initiatives like technical fest, workshops, seminars conducted by the department.
3. Institute has Centre for Research and Consultancy Services that provides testing facilities and consultancy services to different industries and institutes which are undertaken by the faculties.
4. Institute has a center for Air Monitoring set up by Maharashtra Pollution Control Board.
5. Alumni contribution is also one of the major fund raising sources.
6. The donation from individuals and philanthropist is also a source of fund.
7. At Rayat Centenary Innovation and Incubation Foundation, the activities and facilities for which institute charge for Co-working space, Skill development training, conducting conferences and a multipurpose hall for professional events/meetings etc.
8. The hostel fee also a major part of the funds earned.
9. Government grants - Being an aided college, the institution receives grants like University, UGC Autonomous, RUSA, DBT-STAR College Scheme, B.Voc. *etc.*

The surplus of funds generated by these sources is utilized back efficiently into the institution for providing high-quality academic facilities, research promotion, infrastructure and welfare measures of students and teachers. The optimal utilization of different resources and funds *viz.* STAR DBT, BC book bank Category, RUSA, and Autonomous college grants are utilized 100% for Student welfare and academic support, Infrastructure development, Research project MRP, Salary & remuneration *etc.* The committee regularly monitors the utilization of sanctioned funds. Internal and external audit monitors the utilization of funds and also verify that whether the fund is utilized as per the Fund Mobilization Policy.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 131.85

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
36.86	11.83	4.92	28.64	49.595

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Institute has grown an operative Financial and Accounting System with sound control mechanisms and accountability. The institution conducts external and internal audits for both Government and Non-Government funds regularly to maintain the transperncy in finance and account. Institution conducts internal and external financial audits regularly as per the guidelines of Rayat Shikshan Sanstha, Funding agencies. The institution also conducts Government audit.

The mechanisms of these audits are given below:

Internal Audit

Internal audit conducted twice in a year by the parent institute – Rayat Shikshan Sanstha that uses the knowledge of laws which helps in safeguard of organization by analyzing compliance, trnasperncy in finance and account, risk and the potential is improved. It ascertains whether the management policies and guidelines for accounting are properly implemented and financial information is represented fairly and accurately.

Auditor examines and verifies the revenues generated in terms of fees, grants, donations, rents from the use of space of the infrastructure etc. as against the expenses incurred and the assets purchased or written off and bills, vouchers, receipts, cash book and asset register etc. All the accounts checked and verified to monitor the accounting procedure, maintenance of account and entries made in the books.Internal audit report submitted by the auditor. If required, the account section takes corrective action based on the report.

External Audit

- External audit conducted at the end of the year by the C.A. M/s Kirtane and Pandit, Pune.
- Examines the balance sheet, expenditure account, utilization as per grant letter.
- Verifies the excess income over expenditure or vice versa as the case may be.
- Institute conduct external financial audit for all the grants received from Star DBT, *Rashtriya Uchchatar Shiksha Abhiyan*, Autonomous College, University etc.

Government Audit

- Government audit by the Regional Joint Director and Account Officer from Audit department of Higher Education.
- Government auditors express their opinion on the conduct and maintenance record and true view of the state of affairs of the Government funded projects.
- Audit covers income and expenditure, payment and receipt, the assets and liabilities, statutory payment etc.

Role of Finance Committee

Financial Management and Purchase Committee meet regularly to take major financial decisions. Audit notes raised are regularly discussed the finance committee and rectified. The annual budget is presented the committee meeting at the end of the year.

Audit Objection and Rectification

 Example- If the auditor finds any non-satisfactory note such as unavailability of vouchers, quotations, advance given against salary to non-grant staff, bills of furniture repairs, signatures on salary book etc. then the auditor mentions & informs it to the institute in the form of written audit note and then the institute do the compliance of the same in a given time and   recorded as compliance note.

The audit notes suggested by auditor are discussed with finance committee, which allow the management to take corrective action immediately. The objections are rectified by the account department and report with explanation is submitted to Finance committee. The action taken report is then submitted to the auditor for further rectification

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has

contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

Internal Quality Assurance Cell, the most efficient body that meets regularly to address issues, policies and strategies for quality improvement and enrichment. It is composed of Principal, coordinator, faculty members and representatives of management, society, alumni, student and office staff. IQAC examines the institute's various qualitative activities and quality improvements based on stakeholders' feedback and teacher participation.

All non-statutory committees and departments carry out the plans approved by the statutory authorities. Each department has its own committee which consists of all faculty members, an alumnus and a representative from another university, industry or research institute that design the curricula.

IQAC has made important contributions to the institutionalization of quality assurance methods and processes. IQAC worked efficiently for conferment of Autonomous status and the institute received it in June 2018.

Following are the outcomes after the Autonomous status-

1. Curriculum design and freedom of development in line with autonomy and NEP2020. The courses enable students to acquire relevant specialist knowledge. 90 skills enhancement courses are introduced, focusing on students' employability, entrepreneurship and skills development.
2. Teaching and Learning – New programs are introduced: M.A.- Economics and English, and M.Sc. -Data Science and Geoinformatics. BBA- Capital Markets, BBA- Sports Management, B.Com. - Logistics and Supply Chain Management, B.Sc.-Medical Laboratory Technology. Mastersoft ERP is used for examination preparation and On Screen Marking software is used for effective and transparent marking system.
3. Research and Development – By providing seed capital, the culture of research among teachers is promoted and the impact of research is demonstrated in the submission of research papers in UGC CARE recognized journals. Motivating teachers to write a book- chapter, publish a book and register and apply for a patent.
4. Installation of media center, English Language and Commerce laboratory for lecture capturing and e-content development facility.
5. Online feedback system using Mastersoft ERP and increase in placement and progression of the

students.

6. Number of teachers participated in various Faculty Development Programs with financial support is increased.

7. Installed water collection tanks for air conditioner water, which is used as distilled water in science laboratories. Green army project is working for minimizing the effect of global warming.

IQAC has prepared a plan of action for quality enhancement at the beginning of the academic year and the outcome attained by the end of year.

- Institute conducts internal and external academic and administrative audit regularly.
- Preparedness for upcoming NAAC by organizing various workshops, guidance talks etc.
- IQAC established a training and development program for both teaching and non-teaching staff and felicitates the recognition of outstanding achievements by teaching and non-teaching staff
- Faculty orientation on 'Curriculum design and development as per NEP 2020' and students' induction programme.
- IQAC also processes visible in terms of incremental improvements since the last NAAC accreditation.
- The institute was recently awarded the Empowered Autonomous College by the University of Mumbai on June 29, 2023

There is overall exceptional institutional incremental improvements and comparison of outcomes in the previous [third cycle of NAAC accreditation] and this cycle of accreditation is observed.

File Description	Document
Upload any additional information	[View Document](#)
Provide the 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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

Institution reviews its teaching-learning process, its structures and methods as well as its learning

outcomes at regular intervals by IQAC in accordance with established standards. Structure and methods of pedagogical behavior through regular feedback on the teaching-learning process, teachers' and curriculum feedback, feedback analysis, result analysis, academic and administrative audit (AAA), departmental review meeting and faculty self-evaluation are effectively used for monitoring, evaluation and review academic and administrative processes at secondary and main levels through IQAC. It helps to improve the quality of education by smart classrooms & seminar halls facilities to the ICT-enabled for Teaching-learning and to maintain transparency in the evaluation system by Online Screen Marking through ERP-Mastersoft, Implementation of the curriculum based on the paradigm of Outcome Based Education for CO-PO Mapping and PO attainment.

Following are the new programs introduced for enrichment and enhancement of quality education of stakeholders-

• B.Voc. (Food Technology)

• M.Sc. (Data Science), (Geoinformatics)

• B.Sc. (MLT) and BBA (LSCM).

Feedback System-

The IQAC regularly collects feedback using Mastersoft ERP from feedback Committee from students on curriculum, teaching-learning methodology, learning opportunities, faculty competencies & campus facilities from stakeholders for every semester. Feedback analysis is further used to improve the curriculum to meet local, regional, national and global needs and the principal meets with teachers individually and takes corrective action. During the Covid-19 pandemic situation, feedback is collected on online teaching from teachers, students and parents. To improve the online teaching-learning process the traditional classroom teaching methods were replaced by online teaching methods via the LMS Platform eg Google Meets, Google Classroom etc. The assessments of each semester are generally analyzed by the Examination Department. A results analysis is also carried out in each department for out-going students. In order to improve the success rate, preliminary measures such as support coaching and peer education are increased.

Quality Enhancement and Enrichment Program for Teachers and Students:

• IQAC ensures teachers' participation in orientation/refresher programs and online portals such as SWAYAM, NPTEL and Coursera.

• Curriculum Trainings: IQAC organized a series of programs to improve the quality of education and strengthen faculty, autonomy, CBCS syllabus, revised syllabus, result-oriented education.

• Preparation for e-content development, CO-PO-Attainment, NEP 2020 Implementation, Soft Skills etc.

• Teachers' academic diary and syllabus recording are also introduced to ensure teachers' academic liability.

• Research project is mandatory for all post-graduate students in curricula.

• Student-centered learning methods are enhanced by strengthening internships, fieldwork,

• To conduct presentations, invited lectures, exhibitions, workshops and group projects, etc.

Academic and Administrative Audit –

IQAC establishes an Internal Academic Surveillance Committee to review its teaching-learning process and learning outcomes which is one of the best practices of our institute. IQAC reviews all reports received from the IASC and suggests corrective actions. The IAMC develops a system for deliberate, consistent and catalytic action to improve the academic performance of the institution.

IQAC also conducts an annual Academic and Administrative Audit (AAA) organized by parent Institute to ensure the academic accountability and quality in the Teaching-Learning process.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.3

Institution has adopted the following for Quality assurance*:

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institution has taken the important step of initiating a Gender Audit and implementing measures to promote gender equity within the college. Through a gender audit we take systematic review of our institute's policies, practices, and procedures to assess their impact on gender equality. The audit involves analysis of the organization's structure, culture, and decision-making processes to identify areas where gender bias may exist and to recommend strategies for improvement. The goal of a gender audit is to promote gender equality and create a more inclusive and equitable work environment.

In pursuit of the United Nations Sustainable Development Goal 5, which aims to promote gender equity and ensure equal rights, opportunities, and recognition of diverse needs irrespective of gender, our college has established a dedicated **Gender Issue Cell** . This cell has undertaken various initiatives to raise awareness, address grievances, promote gender equality, and integrate gender equity into the educational and co-curricular aspects of the college experience. Following are some measures taken:

1. **Awareness and Sensitization:** The Gender Issue Cell has been proactive in conducting workshops, seminars, and training programs to raise awareness about gender-related prejudices and biases. By engaging the college community in discussions and educational activities, the cell aims to foster a more inclusive and respectful environment.
2. **Grievance Redressal** : The establishment of a complaint mechanism within the cell ensures that gender-related issues are reported and addressed promptly and effectively. This mechanism provides a private channel for reporting grievances and ensures that appropriate actions are taken to address these issues.
3. **Promotion of Gender Equality and Equity** : the Gender Issue Cell actively promotes gender equality and equity through various activities. The cell celebrates significant occasions like International Women's Day and LGBTQ events, and collaborates with community organizations, NGOs, and experts to run public awareness campaigns.
4. **Integration of gender equity into the curricula and co-curricular aspects:** Gender equity content is integrated across courses offered by English, Psychology, Management Studies departments. Students engage in peer education for gender sensitivity, participate in programs, and have equal opportunities in extracurricular activities.
5. **Facilities for women** : The college has taken concrete steps to provide facilities for women, such as well-furnished and safe women's hostel, girls' common room, sanitary napkin vending machines in women's washrooms, and flexible schedules for working mothers. These initiatives underscore the institution's commitment to ensuring the safety and well-being of female students and employees.

6. **Women Empowerment Committee** of our college has organized several programs and activities to empower female students, women staff, and faculty, furthering the institution's commitment to gender equity.

7. **Internal Complaint Committee:** The structure and function of this committee is as per the Government Resolution and has a stringent grievance resolution procedure. The seriousness of the grievance is then discussed with other committee members, and appropriate action is taken accordingly.

The college's efforts have yielded positive outcomes, with near parity in gender representation, with 46% male and 54% female students demonstrating the institution's commitment to advancing gender equity.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[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**
6. **Wind mill or any other clean green energy**

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	[View Document](#)
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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:

Waste management is effectively done on the college campus to achieve two UN-SDGs, i.e.

- Good health and well-being
- Clean water and sanitation.

It has a well-planned system and facilities to manage degradable and non-degradable waste.

1. **Solid waste management:**

- Our waste management facility processes more than 100 kg of garbage daily, with 20% of it being moist and 80% being dry waste. Plastic bottles are sold for recycling, and segregation is accomplished using colored bins.
- The Navi Mumbai Municipal Corporation and the non-profit organization Stree Mukti Sanghatana assist in the composting of food and biodegradable waste in campus pits for the benefit of gardening.
- Paper waste- With the help of Stree Mukti Sanghatana the paper waste is recycled and the recycled papers are used for printing letterheads of the institution.
- Disposal bins, sanitary napkin-selling machines, and daily garbage removal by the female cleaning personnel are all available in the girls' restrooms. Toilet fresheners keep facilities clean and smelling good.
- To increase waste management awareness among the students, staff, and society, display boards are located at the strategic locations in the college premises. Also, the manure-making baskets were distributed to all the faculties, staff, and different societies near the college campus for their household waste management.

1. **Liquid waste and Hazardous chemicals management:**

- The Effluent Treatment Plant (ETP) in the college is used to treat, recycle, and reuse the basic chemical waste generated in the laboratories. Heavy metals and water from the chemicals are separated in this ETP plant. This water is recycled and used for gardening on the campus. Daily 50 lit. Liquid waste is recycled in the ETP plant.
- The only chemicals housed in departmental labs (Chemistry, Microbiology, Biotechnology, and Bioanalytical Sciences) are those essential to the academic process. Safe handling is ensured through training. To dispose of chemical waste by-laws, departments segregate and label it.

1. **Radioactive Waste: Not Applicable**
2. **Biomedical waste management:**

- Every day the biomedical waste generated from the Microbiology, Biotechnology, and Bioanalytical Departments is collected in separate bins and it is given to an NGO called "Stree Mukti Sanghatana" for further treatment.

1. **e-Waste management:** E-waste generated through electronic materials such as batteries, electronic devices, scrapped computers, printers, etc., is collected in a separate bin placed on the campus. Every year, an E-waste collection drive is organized by the students of computer science and IT departments to collect and aware the other departments regarding the disposal of e-waste. Our college is having an MoU with the Rotary Club, Vashi for disposal and recycling of the e-waste collected from the college.

The college was awarded the "Cleanest Educational Institution Award" by Navi Mumbai Municipal Corporation (NMMC) under the aegis of "Swachchata Abhiyaan", Government of India.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged 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: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

KBP College believes that having a green campus promotes environmentally friendly behavior which results in sustainability and creative answers for the well-being of the environment, society, and the economy.

The Green Campus initiatives of the college are,

Clean Campus Initiatives:

We pledged to actively coordinate cleanliness activities in the college and beyond the campus to the vision of Swachh Bharat Abhiyan. The broad vision was as follows:

1. It generated mass awareness of cleanliness and hygiene amongst students and staff members by holding regular cleanliness drives.

2. Activities under Swachh Bharat Abhiyan were a key component of all the community work being done by NSS, NCC, and Green Society volunteers of the college.

3. Events such as poster and slogan competitions, essay writing, spoken word poetry, and elocution on Swachh Bharat were organized.

4. All kinds of waste materials like broken furniture, and unused equipment were scrapped etc.

5. Workshop on the 3Rs: Reduce, reusing, and recycling of waste was conducted in collaboration with Stree Mukti Sanghatana.

Landscaping Initiatives:

The college campus has many uses, such as for studying, having fun, and aesthetics. Greenery controls runoff, replenishes groundwater, and cleans the air. Water harvesting encourages luxuriant vegetation, resulting in a calm, hygienic, and cool environment. The college is committed to enriching this healthy habit and maintaining the symbiotic relationship of the institution with nature by

- Organizing annual tree plantation drives

- Encouraging students and societies to hold tree-planting events through the Green Army Project

- Planting and growing the medicinal plants in the campus.

Clean Air Initiatives:

We encourage carpooling and public transportation while limiting the use of private vehicles on campus to promote environmentally friendly commuting. We observe "No Vehicle Day" to promote these behaviors and firmly forbid smoking.

Green Army Project:

The "Green Army" project, which was introduced on the anniversary of Padma Bhushan Karmaveer Bhaurao Patil's birth, requires each student to plant and care for two types of native trees over two years. Participants receive a "Green Army" credential and progress is reported online every three months.

Conduct Green Audit, Energy Audit, and Environmental Audit:

Every year, green audits, energy audits, and environmental audits were conducted and the practices conducted for the green campus in KBP College were appreciated in the green audit report. There were no other recommendations in the audit report which signifies that KBP College adheres to having a green campus in all the senses. Solar energy adoption aligns with sustainability goals. Rooftop solar panels installed with net metering, no-vehicle day, plastic ban, and solar lamps foster eco-friendliness.

Ban on the use of Plastic on the campus:

KBP College has been observing most of its duties in terms of solid waste management since its inception. Given the Government of India's resolution to ban all single-use plastics due to the hazardous impact of plastic use and pollution, the college administration strictly bans the use of single-use plastics in its premises to make it a 'Plastic Free Campus'.

File Description	Document
Policy document on the green campus/plastic free campus	[View Document](#)
Geo-tagged photographs/videos of the facilities	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**

4.Beyond the campus environmental promotion and sustainability activities

Response: A. All of the above

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

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

Equal chances for students with impairments are guaranteed by the KBP College's adherence to anti-discrimination regulations. A policy statement advocates for an atmosphere that is welcoming to all people, actively includes special students in all college activities, and defending their rights. Although differently-abled students have their special schools and colleges, if any handicapped, low-vision student is admitted to our college, we have the following practices in the teaching and learning process,

Identification of differently abled students: Specially abled students are identified at the beginning of

the term and arrangements are made for them in a single division for ease of communication of information and guidance.

Establishment of an inclusive culture: In our college, an inclusive culture is created to stop discrimination against and exploitation of workers and students with disabilities, as well as their exclusion from employment and education.

Provision of academic support: Extra lectures for the specially-abled students were arranged to keep their requirements in mind and extra time was given for project completion and project submission. Scholarships and other perks were made available to these students through partnerships with other organizations, colleges, NGOs, and other establishments. Our college has collaborated with "Samarthanam Trust" and organized a student training program named **"I'M Possible - breaking the limits"** where a career counseling session was conducted for our special students. In the year 2019-20 under the collaboration with Samarthanam Trust (NGO) approximately 10 to 12 students (special students +financially challenged) received scholarships for their college fees.

During their examination, an extra time of 20 minutes for unit test of 1 hour duration and 40 minutes for 2 hour duration was provided. If needed scribe was also provided. The College is abiding by the GR issued by the Maharashtra Government for providing grace marks in the examination.

Counseling sessions were arranged for specially-abled students on the types of courses they could study at higher education institutions. Awareness programs were conducted for teachers on approaches towards teaching, evaluation procedures, etc., which is helpful for them to facilitate specially-abled students. To assess the ability of specially-abled students and assist them in getting appropriate employment through training and placement. Awareness programs regarding scholarships, and freeship available for these students were arranged. Individual counseling for these students and their parents is preferred for the overall growth of the student.

Provision of Physical Facilities: Special assistive equipment like hearing aids, and large keyboards are made available to specially-abled students. In our college buildings are provided with ramps which help in using the wheelchair. Additionally, Divyangjan-friendly restrooms have been constructed on campus to guarantee these students' safety and a clean environment. Wherever needed, the college has installed signage, including tactile paths, lights, display boards, and signposts. The use of signage of male and female symbols, by local customs and standards, with raised outlines and bright color contrast will be more evident to everyone and particularly helpful for persons with visual impairments.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional 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 such other

diversities (within 500 words).

Response:

Our college is committed to provide an inclusive environment to stakeholders. The demography of the college indicates the students and teachers/staff coming from various diversities are functioning in a state of harmony which satisfies one of the UN-SDGs i.e. reduced inequalities.

Following initiatives created an inclusive environment:

- **The Value-Based Education program** [the flagship initiative]: It inculcates the values ??like brotherhood, equality, compassion, love, acceptance etc., among students creating an environment of oneness. The objectives of this program are,

  1. Development of proper attitudes, ethics and values ??like- love, respect, cooperation, tolerance etc. among the students.
  2. Guide students on self-development and self-management.
  3. Promote correct social conditioning and contribute to nation-building.

All students and teachers are treated equally without any discrimination.

- **Cultural Fest:** Every year Art Circle of our college organizes cultural fest in which students from various cultural origins come together to participate in a variety of activities that promote self-worth, a sense of belonging, and tolerance for different cultures expressing the inclusive environment. The different competitions organized in this fest are as follows,

Literary Event: Poetry, Debate & Story Telling

Fine Arts: Face Painting, Nail Art, Photography, Best out of Waste, Collage making, Mehandi

Performing Arts: Street Play, Stand-up Comedy, Singing, Dance

During this fest, food stalls were organized with variety of food according to the different states of India. For all above competitions more than 100 students participated.

- **Efforts to promote Linguistic Harmony:**

Being a multilingual society, Sahitya Manch Committee of our college promotes tolerance for linguistic diversity through a variety of initiatives, including: Celebration of Hindi Divas, Marathi Rajbhasha Din. Various competitions like poetry writing, essay writing, elocution were arranged without any language barrier.

- **Celebration of Commemorative days** : The institution celebrates national and international commemorative days, events and festivals to spread the message of unity, universal peace, love and harmony.

1. Independence Day, Republic day is celebrated with great fervour by both students and staff. Poster exhibitions, various competitions are organized on these occasions that depict patriotism and nationalism.

2. Birth anniversaries of freedom fighters and great Indian leaders are celebrated to spread their teachings amongst the young generation.

3. International Yoga Day, World Environment Day, Women's Day are celebrated to create awareness.

4. Institution celebrates "Karmaveer Jayanti Week" from 16th September to 22nd September, on the occasion of birth anniversary (22nd September) of our founder Padmabhushan Dr. Karmaveer Bhaurao Patil. During this week, various competitions and activities were arranged which work towards developing the society and contributing to nation-building.

- Speakers invited on various occasions play a significant role in imbibing a sense of oneness amongst students.
- **Initiatives towards Community and Socioeconomic Harmony:**

Foundation Course taught at the first and second year of the undergraduate program focuses on the beauty of "Unity in Diversity".

Through the following activities, which are carried out by the institution, NCC, and NSS unit, the students are made aware of socioeconomic distinctions.

1. Organization of the Blood Donation Camp
2. Earn and learn scheme for the students with poor economic background.
3. Donation to the Mokhada Ashramshala

File Description	Document
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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The institution makes conscious efforts to instill the qualities of responsible citizens in students and staff.

1. The College celebrated Constitution Day to remind the students and staff about their constitutional values, rights, duties and responsibilities. On the constitution day the common reading of preamble was arranged. Quiz and poster competition on constitution was conducted for students and staff of the college to make aware of the constitution. From the result analysis of the quiz, it was observed that 25% students

and staff are aware about the constitution.

2. The College has implemented a required syllabus on the Indian Constitution under the foundation course at the first year and second year degree classes for all disciplines to raise awareness and sensitize students and staff to the requirements of the constitution. Foundation Course taught at the First year and Second year UG elaborates on human rights apart from inculcating a strong sense of respect for fellow citizens.

3. On the occasion of Mahatma Gandhi Jayanti celebrated on 2nd October, our college conducted cleanliness drive and students and staff swear by adhering to clean and hygienic practices. On this day, we all used to clean our classes, staffrooms and laboratories thoroughly which shows inclusiveness and respect towards the institution.

4. Environmental Consciousness Committee (ECC) carries out various activities to protect nature and support sustainable development that meets three UN SDGs, namely life on land, climate action and sustainable cities and communities. ECC launched the Green Army project where 100 plants were provided to NCC and NSS students for tree plantation. The students other than NSS and NCC were asked to plant at least two plants. These plants can be planted wherever they want and the plant should be cared for throughout its growing process. This activity was monitored using photos of these plants after a break of three months. The entire process was carefully carried out and very well maintained with proper filing.

5. Value-Based Education program teach students the human values ??and ethics that help them become balanced individuals and responsible citizens.

6. To encourage young voters of India to take part in the political process and to know the right to vote act, Government of India has decided to celebrate 25th January as a "National Voters' Day". 'The Electoral Literacy Club' of our College celebrated the National Voter's Day on the 25th of January, 2023 by taking an oath. The program was initiated with an aim to remind the youth about their social responsibility as a voter and awareness was created to satisfy one of the UN-SDGs i.e. peace, justice and strong institution.

7. Azadi ka Amrit mahotsav was celebrated in between 9th to 17th Aug. 2022, as per the guidelines of Govt. of India. In this week, various activities like cleanliness drive, singing of national anthem, raksha bandhan to the Police Force, guest lecture on history of Navi Mumbai, Flag Distribution among college students and Staff etc. were conducted.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become 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 institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
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
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice I:

1. Title of the Practice: Value-Based Education

2. Objectives of the Practice:

- Development of proper attitudes, ethics, and values ??like- peace, love, respect, compassion,

- honesty, truthfulness, tolerance, ethics, etc. among the students.
- Guide students on self-development and self-management to equip them for life.
- Empower students with the ability of correct thinking and the right understanding that will enable them to make proper decisions and make appropriate choices in challenging situations.
- Help the students to develop a balanced approach to life. Promote appropriate social conditioning to contribute to nation-building and world peace.

3. The Context: In the current scenario of a declining value system in society, educational institutes can play an important role in reestablishing human values ??among students to orient progress and endorse moral awareness for the welfare of humanity. This aligns with one of the five core values ??of NAAC, which is " **Inculcating value systems among students** ".

4. The Practice: The value-based education program was envisioned in 2015-16 with the title **"Self-Development Program in The Context Of Spirituality – A Practical Approach".** Over the years it has evolved as one of the finely curated courses and comprises 30 modules focusing on Human values, Discovering Self, Finding goals and ways to achieve them, Healthy lifestyle, Befriending stress, Time management, Life Management, Professional qualities, Nine qualities of wisdom, conflict management etc. Each session has yogic relaxation and meditation as an integral part.

The following approach was followed for conducting this course.

1. **Faculty Development Program:** Forty faculty members from senior college voluntarily stepped forward to undergo a training program that was conducted by experts from Heartfulness Educational Trust.
2. **Students Development Program:** The course, spanning four credits and conducted over the first two semesters, focuses on facilitating learning using relevant visuals, animations, and interactive activities, rather than traditional lecturing methods. This approach aims to engage students more dynamically and effectively, ultimately leading to a more enriched learning experience.

The EQ test is administered to all participants both before and after the course to assess the impact of the program on the student's behavior and their ability to handle emotions. The test measures four key aspects of emotional intelligence, including Emotional Awareness, Emotional Management, Social Awareness, and Relationship Management. By analyzing these aspects, the program can effectively evaluate the changes in the participants' emotional intelligence and the effectiveness of the course in improving their emotional skills. This data provides valuable insights into the program's impact and helps to tailor future improvements in the course to better meet the needs of the students.

5. Evidence of Success:

The evidence of success for our program is substantial and varied.

1. Testimonials from students indicate that they appreciate and value the program, reporting a lack or reduction in anxiety and stress levels, as well as an increase in tolerance and patience.
2. Parents have also noted a change in their children's attitudes, and external examiners have specifically noted a calm and composed approach from students during practical exams.
3. The overall behavior of students has shown a definite improvement, and teachers who conducted the program reported substantial self-development.
4. Analysis of EQ Test Results also shows improvement in students' emotional awareness,

emotional management, social awareness, and relationship management.

5. The longevity of the program, which has been conducted for the past eight years, also speaks to its success.

6. Problems Encountered and Resources Required: Developing young minds to engage in meditation and relaxation presented some difficulties. However, with the implementation of the heartfulness program, we were able to overcome these challenges and achieve success.

Best Practice II:

1. **Title of the Practice:** Excellence Through Effective Internal Academic Monitoring
2. **Objectives of the Practice:**

1. To maintain a high standard of education and continuously improve the quality of academic programs.
2. To identify areas of improvement in teaching and learning.
3. To provide support and resources for both students and faculty as per the need.

To intervene early to address any issues and provide necessary assistance.

3. The Context:

The Internal Academic Monitoring of the college plays a pivotal role in ensuring the quality and effectiveness of our academic operations. With a focus on various facets of academic functioning, Internal Academic Monitoring has been established to oversee and enhance the teaching-learning process, faculty development, and student support services. It involves the regular assessment of student performance, faculty effectiveness, and curriculum relevance. This monitoring helps the college to identify areas for improvement and to maintain high standards of education. It also provides valuable data for decision-making and strategic planning.

4. The Practice: IAMC's approach involves regular visits to every department, where a comprehensive checklist is rigorously examined to ensure compliance with quality standards. The monitoring is done concerning 45 different aspects of academic processes. To mention a few- Syllabus revision, PO, PSO, and CO mapping and attainment, Value added courses offered, internships, Student-centric methods used, Use of ICT, Mentor-mentee program, Annual calendar, Timetables, Workload, CIE grid & rubrics, etc. The compliances if any are met by the department and reported to the committee.

Furthermore, IAMC actively monitors and supports the documentation necessary for accreditation processes such as AAA, NAAC, ISO, and NIRF, ensuring that all essential academic activities are conducted by established benchmarks.

5. Evidence of Success: The evidence of IAMC's success is reflected in the meticulous documentation and the positive impact on faculty members' professional and administrative growth. The feedback received from IAMC serves as a valuable tool for understanding and addressing departmental challenges, facilitating prompt decision-making under the guidance of the principal.

6. Problems Encountered and Resources Required: Despite the rigorous approach, no significant challenges have been encountered, as the faculty members have embraced IAMC's initiatives

positively. This positive reception has been instrumental in ensuring the effective implementation of IAMC's objectives.

The Internal Academic Monitoring Committee stands as a testament to our college's commitment to academic excellence, ensuring that our institution continues to evolve and excel in its academic endeavors.

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:

Rayat Shikshan Sanstha's Karmaveer Bhaurao Patil College, Vashi is a renowned educational institution that has consistently strived to excel in various areas of academic and extracurricular activities. One area that has been distinctive to its priority and thrust is the performance in the field of **Research and Innovation.**

The college has always placed a strong emphasis on promoting a culture of research and innovation among its students and faculty members. The key factors that have contributed to the success of the field of research and innovation are as below:

      1.**Strong research facilities:** Research is an integral part of the curriculum at UG, and PG level and

there are six research centers in the institute. The laboratories of the science departments are regularly upgraded with advanced instruments and equipment. The institute has developed a **"Centre for Research, Consultancy and Technical Services"- an FDA-certified research facility** that is equipped with modern infrastructure and research facilities. The center is ISO 9001:2015 certified and will soon acquire the **NABL certification** . The institute also harbors a **Common Instrumentation Facility** to house high-end instruments to cater to the diverse needs of the researchers. The recent addition of **Scanning Electron Microscope** makes us the only college in the Mumbai University to possess it. Some other noteworthy instruments are- Vitek 2 an automated microbial identification system by Biomeriux, FTIR, CHNS Analyser, Gas Chromatography, HPLC, etc.

2. **Financial allocation for research and innovation:** The institute's commitment to fostering a robust research and innovation culture is evident through the allocation of large funds for enhancing research and innovation. In the last five years, the institute has spent Rs. 165.40 lakh on enhancing the research facilities, and research grants of Rs. ?81.8 Lakh were disbursed to 50 teachers and students. An innovation grant of 18Lakhs was given to 9 innovative project ideas to pursue. The grants that helped substantially elevate the research infrastructure are **Component 8 of RUSA, DST-FIST, DBT-STAR, and UGC-Autonomy** .

3. **Well-defined policies for research and innovation** : The Research Promotion Policy was initiated in 2018-19 to develop and promote research culture and increase the research output in terms of publications and patents. This comprehensive research policy that governs both teachers and students outlines guidelines for conducting research, sharing facilities, data management, ownership, publications & patents, and plagiarism, etc. The institute also has a stringent Research Ethics Policy explaining the ethical responsibilities of the researchers. Innovation policy is well crafted to suit the creation of an ecosystem to support entrepreneurship.

4. **Encouragement to participate in Research Conventions** : The college has always actively encouraged students to participate in various research competitions, conferences, and symposia. Our students have received awards at zonal, interzonal, and university levels in the *Avishkaar* research convention organized by the University of Mumbai.

5. **Organization of Conferences, seminars, and workshops:** In the current assessment period the institute has organized 156 Conferences, seminars, and workshops among these a noteworthy mention is of *Rayat Vidnyan Parishad* in December 2018 which hosted 3000 students and teachers for three days.

6. **Research Promotion and Ethics Committee:** monitors and promotes research activities in the institute. Screening research proposals, publications, and patents is the responsibility of this committee. Turnitin is used for checking plagiarism.

7. **Experienced and knowledgeable teachers:** who are actively involved in conducting research in their respective fields. Their expertise and guidance have played a crucial role in inspiring and mentoring students to pursue research and innovation.

8. **Fostering a culture of innovation:** The institution took the mandate for promoting invention, innovation, and incubation in 2018-19 and established a center named " **Rayat Centenary Innovation Incubation Foundation** " which was inaugurated on 28th June 2019 **.** It has been registered as a company under Section 8 of the Companies Act, 2013, since June 2022, and is located at Kharghar, Navi Mumbai. It is the state-of-the-art Incubation Center with the built-up area of ??2372.20 sq.m. Mts. The principal aim of the center is to conduct scientific research, training, and innovation which can result in impactful entrepreneurship.

9. The college has established an **Institutional Innovation Cell** registered with the Ministry of Education, Govt. of India in 2020-21. The cell conducts a variety of programs to promote innovation. Many activities were conducted to promote entrepreneurship like a national workshop

on Emerging Trends in Entrepreneurship Research, a workshop on Setting up the Food Processing Unit, etc.

10. **IPR Cell: Ten** workshops particularly on Intellectual Property Rights and related topics were conducted for students of different departments. IPR is included in the curriculum of every program.

11. An " **Entrepreneurship and Skill Training Center** " was also established under the aegis of RUSA [MHRD] in 2019 and was inaugurated digitally by **Hon. Prime Minister Narendra Modi.** The center also conducts a variety of programs that can support entrepreneurship.

12. **Felicitation of research and innovation achievers:** Every year IQAC felicitates researchers for their publications and patents to motivate them for better work.

13. **The impact:**

    1. Publications and patents: With **162 papers** featured in the UGC CARE listed journals of which **139 research papers** showcased **in Scopus/Web of Science listed journals [the highest Impact factor: 10.1**], the institute has solidified its scholarly impact. **32 patents** were **published** and **one patent** was **granted** by the Australian Government.

    2. The number of research centers and research scholars has also increased in the past five years.

    3. Many of our alumni are studying in international universities of reputation and working in great positions in world-famous institutes and organizations. To name a few- Dr. Parag Vaishampayan is working as a Division Chief of the Space Bioscience Division of NASA, Dr. B. Ravikiran is working as a Senior advisor at the Center for Disease Control and Prevention, Atlanta USA and Dr. Radhika P. is Biochemistry professor in University of Mississippi Medical Center.

    4. **Research collaborations:** Some of the prominent research collaborations are the Indian Women Scientists' Association, Nanoram Technologies, etc. Many teachers have international collaborations with institutes of reputation. For instance, the University of Newcastle, Australia, Nagoya Institute of Technology, Japan, King Khalid University, Saudi Arabia, Chonnam National University, South Korea, University of Johannesburg, South Africa.

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

5. CONCLUSION

Additional Information :

Our parent institute, Rayat Shikshan Sanstha, is one of the largest educational organizations in India It was founded by legendary social reformer and educationist Karmaveer Bhaurao Patil in 1919. He aimed to provide education to students who were deprived due to caste, religion, and economic status. He realized that the social ills could be remedied through the education of the masses alone and he laid the foundation of the Rayat Shikshan Sanstha by opening a boarding house at Kale, Taluka Karad, Satara in 1919. For his outstanding contribution to the education of the downtrodden in Maharashtra, the Govt. of India conferred "**Padmabhushan**" on Bhaurao Patil for his incessant efforts. The common people of Maharashtra lovingly call him "Karmaveer" which means "Hero of Noble Deeds."

The Rayat Shikshan Sanstha has 737 branches, which include 43 colleges, 453 secondary schools, 7 training colleges, 67 primary schools, 54 pre-primary schools, 83 cosmopolitan hostels, 7 administrative offices, 8 *Ashram Shalas*, [residential schools for tribal students] 3 ITIs, one engineering college, and 10 auxiliary branches. 4,34,252 students are taking education in these institutions.

The college, established in 1979, aims to improve the educational progress of native students affected by CIDCO's project development. Many students come from humble backgrounds with limited home support. The college is dedicated to societal advancement and cultivates young minds by instilling scientific temperament and human values. Its endeavors are student-centric, designed, and deployed according to the institute's objectives. Rapid progress is achieved through focus, precision, planning, and a dedicated, hardworking fraternity.

In tune with the mission statement of our college, our students are involved in a large number of extension activities. NSS, NCC, Social Responsibility Cell, Extension Cell, Green Club, Rational Thinking Cell, and Electoral Roll Literacy Club conduct numerous activities to help society in some way or another.

The present self-study report is an assessment of what we have done the best and what we have learned. The identification of opportunities for improvement provides significant clarity about the institution's strengths and challenges in its description as a forward-looking organization.

Concluding Remarks :

Rayat Shikshan Sanstha's Karamveer Bhaurao Patil College strives to impart quality education to every student to make a difference in his life. The college was established in 1979, affiliated with Mumbai University, and got autonomous status in 2018. 89% of students belong to the reserve category, and 54% are girls. Receiving the **A+ grade and CGPA of 3.53** in the third cycle of accreditation by NAAC and recognition by the University of Mumbai as an **empowered autonomous college** added to the vigor and enthusiasm with which we serve students, our primary stakeholders.

Besides providing conventional degrees in arts, commerce, and science faculties the college also offers many job-oriented self-finance programs and more vocational and skill enhancement courses by implementing NEP 2020. The last five years have witnessed an outstanding improvement in academic and physical infrastructure. A grant of Rs. Five crores received from RUSA have strengthened the research facilities.

Our founder has said, "The true education is the one that trains the hands, head, and hearts. Implementation of NEP 2020 has given an opportunity to design and develop programs and courses as per the local need and enhance employability by giving electives under vocational and skill enhancement courses and making them globally competent. It also helped to introduce open electives and ability enhancement courses for the holistic development of the student. The self-development program, as one of the best institutional practices, helped transform the youth for the better.

Examination reforms helped to make the evaluation system more effective, efficient, and transparent. The use of different evaluation and assessment methods helped to evaluate the attainment of course outcomes.

By identifying its strengths, weaknesses, opportunities, and challenges, the college has developed strategies to build on its strengths, address its weaknesses, capitalize on opportunities, and overcome challenges. With the right approach and a commitment to excellence, Karmaveer Bhaurao Patil College can continue to provide quality education make a positive impact on the lives of its students, and contribute to nation-building.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.5.2	**Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years** 2.5.2.1. **Number of complaints/grievances about evaluation year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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21	13	32	26	11 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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15	08	00	00	10 | 2.5.2.2. **Number of students appeared in the examination conducted by the institution year wise during the last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
3983	4081	3911	4081	3975 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
3983	4081	3911	4081	3975	 Remark : DVV has made changes as per the report shared by HEI.
3.2.1	**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)** Answer before DVV Verification : Answer After DVV Verification :28 Remark : DVV has made changes as per the report shared by HEI.
3.6.2	**Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years** 3.6.2.1. **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	38	16	16	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	31	12	14	11

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

3.7.1	**Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years** Answer before DVV Verification : Answer After DVV Verification :40 Remark : DVV has made changes as per the report shared by HEI.
5.3.1	**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years** 5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
77	14	05	46	47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
80	14	06	21	58

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

2. Extended Profile Deviations

ID	Extended Questions
1.2	**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:** Answer before DVV Verification : 75 Answer after DVV Verification : 81