



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**ANJUMAN ISLAM JANJIRA DEGREE COLLEGE OF
SCIENCE, MURUD JANJIRA**

**LOKMANYA TILAK ROAD, BAZAR PETH, MURUD JANJIRA, DIST. RAIGAD
402401**

www.ajjdegrecollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Anjuman Islam Janjira: A Pillar of Educational Excellence

Origins and Purpose: Founded by *His Highness Nawab Sidi Sir Ahmed Khan Sidi Ibrahim Khan G.C.I.E* (1879 to 1922), Nawab of *Janjira Kingdom*, during the pre-independence era, Anjuman Islam Janjira was established in 1907. Initially endowed to local community social workers, it was **devoted to the noble cause of providing education** to the masses and **fostering national development**. Since its inception, Anjuman Islam Janjira has stood as a pillar in the educational panorama of **Kokan**, committed to enlightenment and the advancement of the community. With a legacy spanning over a century, it has offered a diverse array of educational programs, ranging from **elementary schooling to doctoral studies**, addressing the educational requirements of historically marginalized areas.

Educational Portfolio: Anjuman Islam Janjira oversees a distinguished array of **13 institutions**, including primary and secondary schools, an esteemed Industrial Training Institute (ITI), and two prestigious degree colleges. These institutions, recognized by the Government of Maharashtra and India, reflect Anjuman's unwavering commitment to excellence in **minority education**.

Empowering Through Education: Anjuman Islam Janjira recognizes the transformative potential of **girls' education**, prioritizing its promotion as a catalyst for holistic community development. By fostering an inclusive learning environment, Anjuman aims to empower future generations with knowledge and skills essential for societal progress.

Academic Distinction: **Anjuman Islam Janjira Degree College of Science** Established in 2009-10, it stands as a testament to academic excellence. Offering a range of programs from general science to specialized fields like computer science and postgraduate studies in **Chemistry and Botany**, the college epitomizes Anjuman's commitment to innovation and academic advancement.

Pioneering Initiatives: This institute commitment to academic innovation is evident in its recent endeavours, including the introduction of pioneering programs like **BAF and BAMS** and Ph.D. research laboratory.

Location and Ambiance: Nestled amidst the serene landscapes of Murud taluka in Raigad district, Anjuman Islam Janjira benefits from an idyllic setting adorned with picturesque golden beaches. Situated approximately 165 kilometres south of Mumbai, the institution's tranquil surroundings provide an inspiring backdrop for scholarly pursuits, fostering a conducive environment for academic excellence.

Vision

- 1) To inculcate the value based education.
- 2) To inculcate the quality education.
- 3) To inculcate the activity based education.

Mission

- 1) To develop resources, skills expand the ability as well as endurance limits.
- 2) To instil a keen sense of perseverance and adventure for a healthy and fruit full competition.
- 3) To nurture and sharpen the students with zeal of evangelist and enthusiasm by Developing their caliber and career.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Heritage Historical Trust:** Established in 1907, with a foundation laid by His Highness Nawab Sidi Sir Ahmed Khan Sidi Ibrahim Khan G.C.I.E, it embodies a rich legacy of educational commitment. Transparent governance and decentralized administration
2. **Pioneer Education:** The institution stands as the **first and only** Science Degree College in the taluka, offering both undergraduate and postgraduate courses.
3. **Campus Facilities:** Situated in the city center, the campus boasts ample space, safety measures, surveillance, parking, sports facilities, including open grounds and environment friendly campus.
4. **Aided College Status:** Government of Maharashtra sanctioned 100% grant in aid for BSc General Science course.
5. **Library:** Enriched Library and ICT facilities
6. **Focus on Girls' Education:** While co-educational, the college prioritizes enrollment of female students, contributing to women's empowerment.
7. **Committed Management:** The institution's management demonstrates a strong commitment to providing quality education, especially for girls.
8. **Determination for Underprivileged:** Anjuman Islam Janjira is determined to provide educational opportunities to underprivileged sections of society.
9. **Quality Student Body:** Students are known for their respectfulness, sincerity, hard work, vibrancy, and focus on learning.
10. **Qualified Teaching Staff and Innovative Teaching:** The faculty comprises highly qualified members with NET/SET and PhD qualifications. Innovative and skill-based teaching fosters holistic student development.
11. **Supportive Alumni and Parents:** Active alumni, along with supportive parents and management, contribute to the institution's growth.

Institutional Weakness

1. **Connectivity Issues:** The remote and hilly location of Murud poses transportation challenges, affecting student enrollment.
2. **Low Enrollment:** Limited availability of secondary and higher secondary schools offering science streams, coupled with student migration to nearby urban centers, leads to lower enrollment.
3. **Limited Local Industries:** Lack of local industries limits revenue generation and resource availability.
4. **Family constraints:** Majority Muslim girls passed out from this institute does not turn to placement or higher education due to family constraints.
5. **Pending Permanent Affiliation:** The institution weakness in obtaining permanent affiliation from Mumbai University.
6. **Funding Constraints:** Insufficient funding hampers infrastructure development and expansion efforts.

Institutional Opportunity

1. **Introduction of Courses on Indian Tourism:** Leveraging local heritage, the institution can develop courses focused on Indian tourism.
2. **Establishment of Research Centers:** Opportunities exist to establish research centers for PhD programs in Chemistry and Botany.
3. **Industrial Collaboration and Placements:** Collaboration with industries can enhance placement opportunities for students.
4. **UGC Affiliation and Grants:** Obtaining UGC registration and grants under 2(f)/12(B) can support institutional development.
5. **Introduction of New PG Courses:** Introducing postgraduate courses in management and computer science can attract more students.

Institutional Challenge

1. **Attaining Permanent Affiliation and UGC Registration:** Overcoming bureaucratic hurdles to secure permanent affiliation and UGC registration poses significant challenges.
2. **Obtaining Grants:** Securing grants from UGC, RUSA, DST, CSIR, etc., is crucial for the qualitative and quantitative growth of the institution.

3. **Infrastructure Development:** Meeting infrastructure requirements and developing an incubation center are major challenges.
4. **Starting PG Courses:** Initiating postgraduate courses in management and computer science necessitates overcoming logistical and administrative challenges.
5. **Establishing Sophisticated Laboratories:** Developing fully equipped instrumentation labs for research presents technical and financial challenges.
6. **Job opportunities:** Provide better job opportunities to students in different sectors.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. The college is affiliated with Mumbai University, adhering to the prescribed curricula set by the university.
2. Its undergraduate programs primarily focus on Chemistry, Botany, and Computer Science disciplines.
3. Recently, the college has introduced new programs including M.Sc. in Botany and Chemistry from the academic year 2021-22 and BAF and BMS starting from the academic year 2022-23.
4. Over the past **five years**, the college has implemented **47** value-added courses to enhance students' professional skills and attributes.
5. To ensure effective curriculum delivery, the college follows a systematic academic policy and planning, coordinated by the IQAC.
6. Various mechanisms such as academic calendars, timetables, departmental meetings, workload assignments, and academic diaries are employed for the smooth functioning of courses.
7. Enrichment of the curriculum is achieved through workshops, seminars/webinars, conferences, and guest lecturers conducted by the college.
8. Students actively participate in field projects, workshops, and seminars to further develop their academic skills.
9. The curriculum incorporates cross-cutting issues such as gender, environment, human values, and professional ethics to provide a holistic educational experience.
10. Beyond the curriculum, the college engages in activities like gender sensitization programs, environmental initiatives like tree plantation drives.
11. Social activities organized by the NSS and DLLE units contribute to raising awareness about these cross-cutting issues.

12. Feedback on the curriculum is collected from all stakeholders through both offline and online channels. The feedback is annually analyzed and discussed in staff meetings, with necessary actions taken and submitted to the University for Review.

Teaching-learning and Evaluation

1. The faculty members possess strong qualifications and demonstrate dedication to their roles.
2. The overall student enrolment percentage of the institution is around **35%** in the last five years. This may be due to single grantable senior secondary science college with students strength of 80 only in this periphery.
3. This institute is minority institute. For admission of student's reservation policies follows as per University of Mumbai circular No. Spl. cell/2018-19/03/2018. Though this institute enrolled reserve category students.
4. The college adheres to government regulations and policies for both faculty recruitment and student admissions.
5. The teacher-student ratio is **1:11** for last five years and more than **50%** of the faculty members possess NET/SET/Ph.D. degree
6. A significant portion of the student comes from rural backgrounds.
7. The institution emphasizes inclusivity and strives to create an environment welcoming to all students.
8. The teachers of this institute adopt both traditional and technology based tools for teaching with participative learning, experiential learning and blended learning,
9. Upon admission, the college evaluates students' learning levels and conducts awareness and guidance sessions for both advanced and slow learners.
10. A mentoring system is in place, assigning each student to a mentor who can assist with academic or personal matters.
11. Clear Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) are defined for every program and course, aligned with university curriculum standards.
12. Evaluation is integrated into the teaching-learning process, with continuous internal assessment through daily internal tests.
13. Various assessment methods, including exams, projects, assessment tests, online quizzes, and other evaluation techniques, are employed at the departmental level.
14. The average pass percentage of students in the last five years is above **90%**.

Research, Innovations and Extension

Anjuman Islam Janjira Degree College is dedicated to fostering a research-oriented environment among both faculty and students, with the goal of enriching their professional capabilities. The institution has established a comprehensive Research Promotion Policy and Code of Ethics to drive the development of an ecosystem conducive to innovation, knowledge dissemination, and transfer.

1. The college promotes the cultivation of a scientific mind-set among its faculty and students through active engagement in research endeavours.
2. Over the past five years, the institution has allocated seed funding amounting to Rs. **50,000** to facilitate research initiatives.
3. Collaboration is emphasized through the establishment of **18** Memoranda of Understanding (**MoUs**) with various organizations, facilitating research, faculty and student exchanges, internships, on-the-job training, and project collaborations.
4. A series of **20** seminars and **14** workshops have been organized, focusing on research methodology, **02** Intellectual Property Rights (IPR) workshop, **04** entrepreneurship, and skill development programmes.
5. Noteworthy achievements include the registration of **03** designed patents, publication of **02** patents, and filing of **01** copyright for innovative works by faculty members.
6. Financial support is provided to both faculty and students for their participation and presentation of research papers at national and international seminars and conferences.
7. Faculty members have contributed significantly to the academic literature, with **147 research papers** published in reputable journals indexed in Scopus, Web of Science, UGC Care, and other peer-reviewed databases.
8. Additionally, the faculty has authored **03** books, **10** book chapters, and presented 145 papers in conference proceedings with ISBN numbers.
9. The institution has conducted more than **90** extension and outreach activities across all departments, committees, NSS, and DLLE programs.
10. This institution is committed to continuing the legacy of Indian knowledge system (IKS) and to apply traditional methods to contemporary issues.
11. The college's commitment to extension activities has been recognized through the receipt of **230 extension awards**, along with numerous appreciation letters from various organizations for its impactful initiatives.

Infrastructure and Learning Resources

This college boasts a sprawling **6.58-acre campus**, featuring state-of-the-art infrastructure spanning **8262.4 sq. ft.**, catering to diverse educational needs.

1. **Classrooms:** The institution houses **10** classrooms, including **05** ICT-enabled rooms, fostering interactive and technology-enhanced learning experiences.
2. **Laboratories:** With a total of **04** well-equipped laboratories **02** computer laboratories, students have access to advanced equipment such as UV-Vis, Infrared, Centrifuge, and Research Microscopes, facilitating hands-on experimentation and scientific exploration.
3. **Central Library:** Spanning **1200 sq.ft.**, the **central library** serves as a knowledge hub with a rich collection comprising **2206** books, **06** journals, **04** magazines, **04** daily newspapers, and **80** CD's/DVDs for e-content, catering to both curricular and co-curricular interests. Every year this institute purchase the required books as per demand.
4. **IT Facilities:** The College prioritizes technological advancement, with **40 mbps** optical fiber connections and LAN facilities ensuring seamless connectivity. A dedicated Computer Center cum Language Lab equipped with **20** computers, along with additional units for departmental, academic, and administrative use, ensures comprehensive IT support. LCD projectors and Wifi capability across departments further enhance the learning environment. The average student computer ratio is **6:1**.
5. **Multipurpose Hall:** A spacious multipurpose hall accommodating up to **150** individuals serves as a venue for various academic, cultural, and extracurricular activities.
6. **Other Facilities:** The institution boasts a range of additional amenities, including a separate administrative building, departmental facilities, canteen, botanical garden, ladies' room, gymkhana with a well-equipped gymnasium, playgrounds, vermicomposting unit, rainwater harvesting setups, solar panels, and **30** CCTV cameras. Indoor and outdoor sports facilities further promote holistic development.
7. **Holistic Well-being Initiatives:** Actively engaging in holistic well-being initiatives, the college conducts yoga activities on International Yoga Day, fostering physical and mental wellness among students and staff.
8. **Software Facilities:** Java, C, C++, SQL, Python IDLE 3.8, Visual Studio 2010, MySQL 5.0, Turbo C++, Tally, and E-granthalaya.
9. **Maintenance and Upgradation of physical facility:-** The management of this institute adhere to fulfil required infrastructure and physical facilities. The new building is under construction. Periodically maintenance work is monitor by respective authorities.

Student Support and Progression

The College prioritizes the holistic development of its students, offering extensive support services to ensure their steady progression in their chosen fields.

Student Support: The institution demonstrates its commitment to student welfare through various support initiatives:

1. **Scholarships and Freeships:** A notable portion (**around 75%**) of students benefit from scholarships provided by both Government and Non-Government funding agencies, alleviating financial burdens and facilitating access to education.
2. **Capacity-building and Skill-enhancement Courses:** Over the past five years, the college has conducted **47 courses** focused on augmenting students' value education, soft skills, communication prowess, and ICT proficiency. These initiatives prepare students for success in diverse professional environments.
3. **Career Guidance and Competitive Examinations Cell:** The institution's dedicated cell provides personalized guidance and counselling to more than **90% students**, aiding them in making informed decisions regarding their academic and career trajectories.
4. **Safety Measures:** Enforcing a zero-tolerance policy against ragging, the college ensures a safe and secure learning environment through statutory bodies like the Anti-Ragging and Grievance Redressal Committee.

Student Progression: The College facilitates students' career advancement and personal growth through various avenues:

1. **Placement and Progression Rates:** Over the past five years, **50% of students** have successfully placed and progressed in their respective fields.
2. **Advancement of Students:** A significant number of **students** have made noteworthy progress in their academic and professional journeys, with placements in reputable organizations.
3. **Achievements in Extracurricular Activities:** Students' talents extend beyond academics, as evidenced by their accomplishments in extracurricular pursuits. They have earned **95 prizes and medals across** various levels, including international, national, state, zone, and collegiate competitions in sports and the arts.

Engagement of Alumni: The college actively involves alumni in its endeavours, leveraging their expertise and support for institutional growth:

1. **Active Alumni Association:** Registered under Raigad/0000266/2023, it supports the college's initiatives and student development.

2. Enhanced Student-Alumni Interaction: Through guest lectures, meetings, and cultural programs, alumni engage with current students, sharing experiences.
3. Alumni Representation in Governance: Alumni contribute to key bodies like the Career Development Cell and IQAC, enriching discussions. Regular communication promotes mutual growth.

Governance, Leadership and Management

The college, under the auspices of the venerable **Anjuman Islam Janjira Education Trust**, stands as a beacon of education with a legacy spanning more than 120 years, uniquely positioned as the solitary UG and PG institution of science within the Taluka. Overseeing its affairs is the College Development Committee (CDC), serving as the apex authority dedicated to addressing multifaceted management issues critical for institutional functioning.

A hierarchical organizational structure ensures the seamless execution of academic and administrative duties, harmoniously aligned with the institution's overarching **vision and mission**. Embracing progressive management paradigms, the college fosters a culture characterized by self-explanatory, decentralized, and participative approaches, aimed at realizing the imperatives outlined in the National Education Policy (NEP) 2020, particularly concerning academic innovation and advancement.

The institution's commitment to quality is further underscored by its rigorous **internal and external audit** mechanisms, ensuring compliance with the highest standards across all operational domains. Notable initiatives, including the introduction of **47 Add-on courses**, the establishment of **18 MOUs** and collaborations, and robust participation in initiatives such as **AISHE**, exemplify its steadfast dedication to academic enrichment.

Moreover, the institution's embrace of e-governance has revolutionized administrative processes, enhancing efficiency in planning, admissions, examinations, and financial transactions.

Testament to its commitment to faculty welfare and professional development, the college extends financial support for conference attendance and membership in professional bodies. **47** faculty members have been benefited for **FDP / FIP / Refresher courses** and other professional development course in last five years.

Through active engagement in initiatives like the National Institutional Ranking Framework (**NIRF**) and **AISHE**, alongside **ISO 9001:2015** certification, the college underscores its unwavering commitment to transparency, quality, and continual enhancement.

Integral to the pursuit of academic excellence is the active engagement of faculty and student representatives, who shoulder diverse organizational responsibilities through specialized committees. Internal Quality Assurance Cell (IQAC) is established for stringent quality benchmarks, orchestrating regular meetings to spur innovative pedagogical practices and refine the teaching-learning milieu.

Institutional Values and Best Practices

The college upholds robust institutional values and implements exemplary best practices, as evidenced by

various initiatives and committees. Notably, the institution meticulously conducts a '**Gender Audit**' through internal bodies like the Grievance Redressal, Anti-Ragging, and Discipline Committees to ensure gender equity and adherence to regulations regarding women's reservation. The male-female ratio of **students stands at 1:2**, reflecting a commitment to inclusivity.

Environmental conservation is a cornerstone of the college's ethos, with the adoption of sustainable practices such as **solar grid systems, LED lighting, and rainwater harvesting etc.**

Moreover, facilities catering to **Divyangjan** individuals are provided, underscoring a dedication to accessibility and inclusivity.

Regular quality audits are conducted in alignment with specified policies related to green initiatives, energy conservation, and environmental management.

Special programs like the **Ban on Use of Plastic** and energy conservation campaigns are organized, contributing to a sustainable campus environment.

The college emphasizes student and faculty sensitization through national integration activities such as **Constitution Day pledges**, Preamble readings, and voter awareness programs. Activities like poster presentations, elocution contests on democratic themes, and AIDS Awareness Week further promote civic engagement and social responsibility.

The establishment of an **Electoral Literacy Club (ELC)** underscores the commitment to democratic participation, with activities ranging from Constitution Day events to voter registration drives.

Additionally, **best practices of this institute is align** closely with its vision, mission, and objectives, with a particular focus on social activities and **fostering innovation, incubation, and research endeavours**. These initiatives collectively contribute to the holistic development of the institution and its stakeholders.

The distinctiveness of this institute is to empower and uplift women through higher education. To cater this institution provides special facilities like scholarships and free-ships from different agencies.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | ANJUMAN ISLAM JANJIRA DEGREE COLLEGE OF SCIENCE, MURUD JANJIRA |
| Address | Lokmanya Tilak Road, Bazar Peth, Murud Janjira, Dist. Raigad |
| City | Murud Janjira |
| State | Maharashtra |
| Pin | 402401 |
| Website | www.ajjdegrecollege.edu.in |

| Contacts for Communication | | | | | |
|----------------------------|------------------------------------|-------------------------|------------|-----|----------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | Sajid Fakirmahamad Shaikh | 02144-7038601376 | 9326383054 | - | ajjcollege@gmail.com |
| IQAC / CIQA coordinator | Amanulla Khan Nasrulla Khan Pathan | 02144-9975185960 | 9975185960 | - | ajjcollege@gmail.com |

| Status of the Institution | |
|---------------------------|---|
| Institution Status | Private , Grant-in-aid and Self Financing |

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

| Recognized Minority institution | |
|--|--|
| If it is a recognized minority institution | Yes Minority Certificate with English.pdf |
| If Yes, Specify minority status | |
| Religious | Religious |
| Linguistic | |
| Any Other | |

| Establishment Details | | | | |
|--|--|---------------------------------------|---------------------------|----------------|
| State | University name | Document | | |
| Maharashtra | University of Mumbai | View Document | | |
| Details of UGC recognition | | | | |
| Under Section | Date | View Document | | |
| 2f of UGC | | | | |
| 12B of UGC | | | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

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

| Location and Area of Campus | | | | |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Lokmanya Tilak Road, Bazar Peth, Murud Janjira, Dist. Raigad | Rural | 6.58 | 768.39 |

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 | BSc,Bachelor Of Science, Chemistry and Botany | 36 | HSC Science | English | 360 | 134 |
| UG | BSc,Bachelor Of Science Computer Science,Computer Science | 36 | HSC Science | English | 180 | 29 |
| UG | BMS,Bachelor Of Management Studies,Management Studies | 36 | HSC | English | 180 | 9 |
| UG | BCom,Bachelor Of Commerce,Accounting and Finance | 36 | HSC | English | 180 | 24 |
| PG | MSc,Master Of Science,Botany | 24 | BSc Botany | English | 40 | 14 |
| PG | MSc,Master Of Science,Organic Chemistry | 24 | BSc Chemistry | English | 80 | 65 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 12 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 1 | 0 | 11 |
| Yet to Recruit | 0 | | | | 0 | | | | 1 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 10 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 10 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 11 |
| Recruited | 10 | 1 | 0 | 11 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 7 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 10 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|----------------------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 56 | 0 | 0 | 0 | 56 |
| | Female | 140 | 0 | 0 | 0 | 140 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 48 | 0 | 0 | 0 | 48 |
| | Female | 31 | 0 | 0 | 0 | 31 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | 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 | 0 | 0 | 1 | 0 |
| | Female | 2 | 0 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 1 | 1 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 23 | 13 | 6 | 7 |
| | Female | 16 | 13 | 10 | 14 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 19 | 6 | 2 | 1 |
| | Female | 6 | 4 | 3 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 36 | 25 | 13 | 15 |
| | Female | 128 | 113 | 113 | 105 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 231 | 175 | 148 | 148 |

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | <p>a) Vision/Plan of the Institution: The institution is undergoing a transformative process to emerge as a comprehensive multidisciplinary center, aligning with the National Education Policy (NEP) guidelines and adhering to Mumbai University regulations. The vision is to seamlessly integrate diverse academic disciplines, fostering collaboration among faculty members. The institution is committed to promoting cross-disciplinary research, innovation, and creativity, with a proactive implementation strategy in the academic domain. b) Institutional Approach towards Integration: Historically rooted in the science stream, the institution has embraced a holistic approach by introducing Commerce and Management</p> |
|---|--|

subjects. This strategic expansion facilitates the creation of interdisciplinary programs blending Commerce, Management, and Sciences. For example, a major in Computer Science, Commerce, and Management integrates courses in ethics, law, communication, cybercrime, and social sciences, ensuring a well-rounded skill development for students.

c) Flexible and Innovative Curricula: Affiliated with Mumbai University, the institution has recently adopted a flexible and innovative curriculum. Credit-based courses and projects focusing on community engagement, environmental education, and value-based learning are integral components of the curriculum and extension activities. This adaptability allows final-year students to tailor their education through projects aligned with their individual interests, ensuring a comprehensive and holistic learning experience.

d) Institutional Plan for a Flexible Curriculum: Since the college is in affiliating structure, the flexible inter-disciplinary curriculum will be entirely as per the university of Mumbai norms. For instance, institution equipped with trained faculty members, has successfully implemented a flexible curriculum for postgraduate courses in the current academic year as per university. Plans are underway to extend this approach to first-year undergraduate students and subsequently to the second, third, and fourth years.

e) Plans for Multidisciplinary Research: In line with its commitment to addressing societal challenges, the institution is actively engaging in multidisciplinary research endeavors. Research centers, particularly in chemistry, and collaborative projects with the Directorate of Lifelong Learning and Extension (DLLE) and the National Service Scheme (NSS) unit have been established. Permissions for research labs in chemistry indicate the institution's dedication to exploring the institutional umbrella in the field. Moreover, plans are in place to tackle social issues through a scientific lens, emphasizing a key multidisciplinary approach.

f) Good Practices Promoting Multidisciplinary Approach: The institution enthusiastically promotes interdisciplinary approaches, aligning with the directives of the National Education Policy (NEP) 2020. This commitment is evident through faculty development programs, interdisciplinary seminars, and conferences. Student involvement is encouraged

| | |
|---|---|
| | <p>through participation in cross-disciplinary events such as Electoral Literacy Clubs (ELC), NSS, and DLLE projects. These initiatives foster a culture valuing diverse perspectives and contribute to the institution's multidisciplinary ethos.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>Yes, the institution has taken proactive initiatives to fulfill the requirements of the Academic Bank of Credits (ABC) in accordance with the National Education Policy (NEP) 2020. a) Initiatives for ABC Implementation: The institution has initiated the process of individual student registration in the Academic Bank of Credits (ABC) in collaboration with the affiliating university. This allows learners to take advantage of the multiple entry and exit options provided by the ABC system. Regular awareness campaigns and notices have been disseminated at the college level to guide students in creating and maintaining their ABC accounts. Near about more than 90% students have registered this facility. b) ABC Registration Details: The registration process has been streamlined in coordination with the university, ensuring a seamless experience for learners who opt for this flexible approach. Institution is bound with the affiliated university for the further benefits of ABC in upcoming years. c) Faculty Empowerment in Curriculum Design: Faculty members are encouraged to design their own curricular and pedagogical approaches within the approved framework. This includes autonomy in selecting textbooks, reading materials, assignments, and assessments. Till now our 03 faculty member actively involved in development of curricula, textbook and research methodology as per NEP 2020 in University of Mumbai, Shivaji University Kolhapur and Yashwantrao Chavan Maharashtra Open University Nashik University Syllabus Curriculum. Similarly, most of faculties has completed curriculum designing related workshops as per NEP-2020. Hence institution recognizes the importance of faculty discretion in tailoring the learning experience to meet the diverse needs of students, promoting student-centric pedagogical techniques. d) Good Practices in ABC Implementation: One notable good practice of the institution in the implementation of the Academic Bank of Credits (ABC) is to fulfill all registration in each first year newly enrollment students in each</p> |

| | |
|------------------------------|---|
| | <p>year. The active engagement of students in utilizing the ABC facility will be promoted after completed credit transfer system activation by university. Additionally, the institution remains committed to adapting its implementation style and patterns in accordance with any revisions and prescriptions provided by the university and the University Grants Commission (UGC).</p> |
| <p>3. Skill development:</p> | <p>The institution has taken proactive steps to embed skill development seamlessly within its academic framework, aligning closely with guidelines of National Skills Qualifications Framework (NSQF) and the principles articulated in the National Education Policy (NEP) 2020.</p> <p>a. Strengthening Vocational Education and Soft Skills: The institution has introduced short courses and value-added add-on programs dedicated to enhancing the soft skills of students. Particularly noteworthy are the Soft Skills certification courses strategically designed to elevate students' communication and interpersonal abilities. These courses extend beyond traditional academics, fostering essential life skills crucial for success in the professional arena.</p> <p>b. Programs Promoting Vocational Education: Determined to integrate vocational education into mainstream academic offerings, the institution has launched various programs using online classes and evaluations. Specialized courses in Tissue Culture, Desktop Publishing, Computer and ICT Technology, Mushroom Cultivation, Spirulina Cultivation, Floriculture, and Space Technology certification have been introduced. These programs cater to a diverse range of skills, aligning with the varied interests and aspirations of the student body.</p> <p>c. Value-Based Education: The institution is unwaveringly committed to providing value-based education, instilling humanistic, ethical, constitutional, and universal human values in students. Activities throughout the year focus on values such as truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and life skills. This approach aims to instill positivity among learners and foster the development of well-rounded personalities.</p> <p>d. Efforts in Credit Structure Design: i. The institution has collaboratively worked with the affiliated university to implement a credit system. A structured credit</p> |

| | |
|---|--|
| | <p>framework has been designed for certificate courses, promoting holistic skill development among students.</p> <p>ii. To bridge gaps in faculty expertise and ensure practical relevance, the institution has engaged industry veterans and Master Craft's persons to provide skills-based training.</p> <p>e. Good Practices in Skill Development: The institution has embraced project-based learning as a best practice in skill development. Academic departments, including Chemistry, Computer Science, and Botany, actively contribute to skill enhancement. Projects such as Tissue Culture, Floriculture, Vermicomposting, Web designing, and desktop publishing in these departments refine students' research skills and analytical aptitude, fostering practical skills beyond conventional learning. This multifaceted approach, covering academic, soft, and specialized domain skills, underscores the institution's commitment to holistic skill development.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>Our institution is fervently dedicated to the comprehensive integration of the Indian Knowledge system (IKS), encompassing the teaching of Indian languages, culture, and the incorporation of both offline and online teaching methodologies. The following outlines our initiatives in a concise format:</p> <p>a) Curriculum Integration of Indian Knowledge System: Our curriculum closely adheres to the guidelines stipulated by the affiliated university, ensuring strict compliance with university regulations. We have adopted a bilingual and multilingual teaching approach (English, Marathi, Hindi, and Urdu), particularly in science and management courses, to enhance comprehension for our diverse student body. The fusion of traditional classroom instruction with modern online platforms forms the backbone of our commitment to providing a well-rounded education that integrates elements of the rich Indian knowledge systems.</p> <p>b) Faculty Training for Multilingual Instruction: Acknowledging the significance of multilingual classroom delivery, our institution actively engages in faculty training programs and events. A dedicated language lab has been established for online training programs for faculty. These programs are intricately designed to equip educators with the requisite skills for effective instruction in English, Marathi, Hindi, and Urdu. The objective is to elevate the multilingual</p> |

| | |
|---|---|
| | <p>proficiency of our faculty, fostering a more inclusive and accessible learning environment for students with diverse linguistic backgrounds. c) Degree Courses in Indian Languages: Our institution currently offers degree courses in science and commerce fields in accordance with university norms. We are unwavering in our commitment to expanding the offering of similar courses in Indian languages as dictated by the programmed and scheduled directives of the affiliated university. d) Preservation and Promotion of Indian Languages and Traditions: Our institution is resolutely dedicated to preserving and promoting various facets of the Indian knowledge system, extending this commitment to Indian languages such as Marathi, Hindi, Urdu, and classical local languages like Kokani. Cultural programs, university-level festivals, and competitions are instrumental in instilling the Indian knowledge system among our students. We actively organize debates, poetry recitations, and folk song performances in regional languages to foster the preservation of linguistic diversity and cultural heritage, aligning with the perspective of NEP 2020. Competitions are meticulously designed to deepen students' understanding of Indian culture and traditions, fostering a profound connection with their cultural roots. e) Good Practices: Our institution conducts expert talks in regional languages, enriching students' knowledge and appreciation of Indian knowledge systems. As an exemplary practice reflecting our commitment to language and culture, the cultural departments organized competitions such as poetry recitation, essay writing, and debates on the theme of 'Patriotism' as part of Azadi Ka Amrit Mahotsav, Marathi Bhasha Divas, and Janjira Fest. Participants showcased their linguistic talents in Marathi, Hindi, English, Urdu, and Arabic, contributing significantly to the promotion of Indian languages and culture. Furthermore, the institute engages students in cultural arts events such as Mehndi and Rangoli competition to cultivate Indian Art culture among the student community.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>Our institution, offering programs in Sciences, Commerce, and Management, has wholeheartedly embraced the Outcome-Based Education (OBE) framework to enhance the quality of education and align its curriculum. i. Curriculum Transformation</p> |

| | |
|--|--|
| | <p>towards OBE: The institution has meticulously designed all academic programs to embody OBE principles, emphasizing specific Course Outcomes (COs), Program Outcomes (POs), and learning outcomes associated with cognitive abilities. The course syllabi, crafted by the Board of Studies of the respective subjects of the affiliated university, consider macroeconomic and societal needs, aligning with the spirit of the National Education Policy (NEP) 2020. Transparent integration of course outcomes into the syllabi empowers students to make informed decisions about their educational journey.</p> <p>ii. Implementing OBE in Teaching and Learning: The institution adopts a student-centric approach, renowned for teaching and learning practices that align with OBE principles. Faculty members are encouraged to employ pedagogical methods that foster students' skills and knowledge in harmony with the defined outcomes. Continuous assessment through regular tests, seminars on the taught topics, projects, practical work, field activities, and evaluations ensures students are progressing as intended. Examination papers are thoughtfully structured to assess students' capacity to achieve the course outcomes. The adoption of OBE principles ensures a more relevant and high-quality education, preparing students to excel in a dynamic and evolving global landscape.</p> <p>iii. Good Practice: A noteworthy good practice implemented by the institution is the regular series of tests and assessments, fostering active and consistent engagement of students in their curriculum. This practice not only evaluates students' understanding but also promotes continuous learning and improvement. It serves as a valuable tool for both students and educators, providing insights into the effectiveness of teaching methods and the overall alignment with OBE principles. Regular assessment series contribute to a culture of ongoing improvement and excellence within the institution, emphasizing the importance of achieving desired learning outcomes.</p> |
| <p>6. Distance education/online education:</p> | <p>Our institution is proactively gearing up for the future of education by strategically planning to implement Open and Distance Learning (ODL) modes alongside the regular existing mode. While we are in the process of fully embracing this mode, we recognize its significance and the flexibility it offers in meeting</p> |

diverse student needs. a) Possibilities of Offering Vocational Courses through ODL: The institution envisions leveraging ODL to offer vocational courses, providing students with valuable skills and knowledge in a flexible and accessible format. This approach aligns with the institution's commitment to expanding educational opportunities and catering to the diverse needs of learners. b) Development and Use of Technological Tools for Teaching-Learning Activities: Our institution has actively embraced the development and utilization of technological tools to enhance teaching and learning activities. Blended learning tools, which combine online and offline classes, test practices, and exams, have been introduced to cater to the flexibility required by students. The institution is investing in cutting-edge technologies to create an interactive and engaging online learning environment. This approach not only ensures access to education but also promotes a dynamic and innovative learning experience. c) Good Practice/s Pertaining to Distance Education/Online Education: While our institution is in the early stages of incorporating ODL, a notable good practice lies in the provision of add-on courses with blended learning tools. These courses offer a combination of online and offline classes, providing students with the flexibility to choose their mode of learning. The institution recognizes the importance of adapting to evolving educational paradigms, and this initiative serves as a stepping stone towards the integration of ODL. It reflects our commitment to providing students with diverse and accessible learning experiences in line with the NEP 2020.

Institutional Initiatives for Electoral Literacy

| | |
|--|--|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>Yes, Electoral Literacy Club (ELC) is set up in college in every academic year for engaging students in hands on experience in electoral literacy.</p> |
| <p>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?</p> | <p>From academic year 2018-19 till date this institute has functional Electoral Literacy Club (ELC). This college appoints one of the teacher who working as a NSS program officer as a Nodal Officer for campus. Campus Ambassador is also deputed who act as the Convener of the ELC and assist the Nodal Officer in</p> |

| | |
|---|---|
| | <p>discharge of their functions. The club consist of NSS students as its members from each of the Classes. All enrolled NSS students take part to constitute the Executive Committee of the ELC.</p> |
| <p>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.</p> | <p>means by the District Election Officer through the Nodal Officer. Initiatives undertaken by the ELCs 1. Voters awareness programme for new students enrolled. 2. Voters registration form filling in college and submission to respective office. 3. Elocution competition on Voters awareness 4. Debate completion on Voters awareness 5. Slogan writing completion on Voters awareness 6. Poster making completion on Voters awareness 7. Essay writing completion on Voters awareness 8. Rally for Voters awareness 9. Street play presentation at market/public places 10. Right to Vote Oath taking programme 11. VVPAT machine hands on training</p> |
| <p>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.</p> | <p>NSS unit of this college undertake 40hrs project under Electoral Literacy Club. Volunteers of NSS unit making survey of adopted area and finding the peoples who are not yet enrolled as a voter. These volunteer ask this peoples to fill the electoral registration form. Volunteers of NSS unit perform the street play for highlighting voter’s contribution to advancing democratic values and participation in electoral processes.</p> |
| <p>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.</p> | <p>Electoral Literacy Club (ELC) facilitate the enrolment for the students not registered as voters. When student taking admission in this institute at that time admission committee ask students to produce electoral registered card. Then list of students above 18 years who are yet to be enrolled as voters in the electoral roll is prepared. In association with election department, Tehsil office, Murud-Janjira, this institute organizes special camps twice in the year for student’s enrolment as voters in the electoral roll.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 111 | 151 | 190 | 159 | 142 |

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2 Teachers

2.1

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

Response: 33

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2.2

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

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

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 77.48 | 46.83 | 21.19 | 20.54 | 21.34 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

This college is associated with the University of Mumbai, adheres to the curriculum provided by the University. To ensure the successful execution of this curriculum, the college devises a roadmap annually. The key points of this roadmap are outlined below:

1. Academic Calendar Preparation: Before the start of the academic year, college departments create semester-wise academic calendars aligning with the University calendar. This provides a comprehensive overview of available dates for significant events, ensuring smooth teaching-learning processes and continuous assessment. Faculty expertise guides the distribution of courses, and the calendar aids in efficiently organizing activities such as conferences, workshops, annual cultural and sports event, and internal examinations. This meticulous planning ensures that the curriculum delivery remains on track without disruptions.

2. Pre-work at departmental level:

- At the start of the academic year, Department Heads convene meetings with staff members to review the academic calendar, ensuring the seamless execution of activities.
- Deliberations on the syllabus and allocation of workload to individual teachers take place.
- Department heads compile a list of necessary books based on the University's prescribed syllabus and submit it to the library for procurement.
- A teaching plan is devised for each semester to ensure comprehensive syllabus coverage, taking into account the available days for the teaching-learning process.
- Institute head review the teaching plans submitted by the teachers.

3. ICT based Teaching: The college promotes faculty members to create lecture materials and utilize ICT tools like PowerPoint presentations, animations, and video clips for teaching purposes.

4. Continuous Evaluation: Every department administers daily unit tests and consistently assesses students' performance. Faculty members review students' answer sheets to facilitate their improvement.

5. Memorandum of Lectures:

- Every teacher records daily teaching-learning activities on daily diary.
- Head of the institution monitor classroom activities.

6. Periodical meetings:

- To ensure smooth conduction of teaching-learning process, periodical meetings are held at departmental level.
- Periodical meetings are also conducted by Head of Institute with the staff of every Departments for smooth and effective conduction and implementation of curriculum.

7. College Committees: The college establishes different academic committees responsible for coordinating programs, lectures, and student guidance.

8. Field visits: Additionally, the college organizes study excursions and industrial visits for students.

9. Feedback: Feedback from stakeholders is collected and analyzed, leading to appropriate adjustments if necessary.

10. Use of Knowledge resources: For effective curriculum delivery different knowledge resources is used such as reference books from Library, e-contents etc.

11. Faculty Professional Competence: The college promotes faculty to upgrade professional competence by deputing in orientation programs, refresher courses, seminars, conferences, and workshops focused on syllabus design. This involvement enhances their subject knowledge, enabling them to effectively implement the curriculum.

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

1.2 Academic Flexibility

1.2.1

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

Response: 21

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

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 74.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 72 | 129 | 84 | 167 | 106 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.3 Curriculum Enrichment

1.3.1

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

Response:

The commitment of this College to academic excellence and the holistic development of students are exemplified through the seamless integration of cross-cutting issues of national significance into its curriculum. This integration is thoughtfully executed without overwhelming the academic structure. The Undergraduate and Postgraduate programs are designed to address societal challenges, with departments incorporating themes of **Gender, Environment and Sustainability, Human Values, and Professional Ethics** to sensitize students on these critical issues.

Gender: Gender education serves as a powerful tool in promoting national identities and enhancing the societal status of females. This institute offers such educational programs which raise awareness about the merits of **gender equality, fostering equal opportunities** in training, sports, and cultural activities. The co-educational environment ensures a balanced participation of both genders, with women empowerment initiatives contributing to gender equality within and beyond the campus. Courses in **Zoology** and **Botany** also integrate gender aspects, like *Sex determination*, ensuring a comprehensive understanding.

Environment and Sustainability: Recognizing the intrinsic link between academic disciplines and environmental studies, the curriculum taught in this institute instils a moral obligation to protect the environment and emphasizes the importance of maintaining a harmonious balance between the quality of life and the ecosystem. The environmentally conscious approach of our students has contributed to a lush green campus free from plastics. Subjects in **Botany, Zoology, Chemistry** at the undergraduate level, that's covers the topics like **Ecology, Biodiversity, Conservation etc.** and postgraduate studies in **Botany and Chemistry**, actively address concerns related to environment and sustainability.

Human Values: Aligned with the vision of selfless service to society, this College integrates extension activities into the educational process to nurture morally upright, professionally competent, and confident leaders. **Foundation courses**, mandatory for first and second-year undergraduate students, instil **human values**. Various college units, such as **DLEE, NSS**, and the **Women Development Cell (WDC)**, play a pivotal role in **fostering human values and social responsibility** amongst the students. The curriculum highlights the importance of humanism, happiness, well-being, altruism, and peace.

Professional Ethics: Recognizing the evolving educational landscape, the curriculum taught in this institute places significant emphasis on professional ethics to equip students with essential career skills. In a world undergoing diverse changes, the imperative of professional ethics is underscored. The institution, through programs and courses in **Chemistry, Computer Science** covering topics like **Methods of Analysis, Separation of Compounds, web hacking and cybercrime etc.**, guides students in understanding and practicing ethical conduct in their careers.

Institution's curriculum subtly reinforces the significance of embracing the right perspectives on **gender**, the imperative of **environmental safeguarding**, the necessity to practice **human values**, and the importance of maintaining **professional ethics** in both life and career. This integrative approach ensures that students graduate not only academically proficient but also socially responsible and ethically conscious contributors to society.

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

1.3.2

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

Response: 100

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

Response: 111

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.4 Feedback System**1.4.1**

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

Response: 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 |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 31.14

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 |
|---------|---------|---------|---------|---------|
| 111 | 79 | 51 | 56 | 53 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 360 | 224 | 180 | 180 | 180 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 23.12

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 13 | 9 | 8 | 5 | 5 |

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 |
| 55 | 34 | 28 | 28 | 28 |

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 5.29

2.3 Teaching- Learning Process

2.3.1

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

Response:

This institution prioritizes the holistic development of students by focusing on knowledge, skills, values, and attitude through a variety of **student-centric teaching-learning methods**. These methods, including experiential learning, participative learning, and problem-solving methodologies, aim to enhance learning experiences and empower students. ICT-enabled tools, such as online resources, further facilitate effective teaching and learning processes.

1. Experiential Learning Methodologies:

Experiential learning forms the cornerstone of teaching approach, providing students with hands-on experiences to complement theoretical knowledge. Through initiatives such as Survey-Based Projects, Lab Sessions, and Industrial Visits, students engage in practical learning, fostering technical competency and knowledge creation.

Survey-Based Projects (DLLE): Students conduct surveys and analyse data, gaining insights into real-world applications of academic concepts.

Lab Sessions: Practical experimentation in laboratory settings reinforces theoretical understanding and builds technical skills.

Industrial Visits: Visits to companies and research institutes provide first hand exposure to professional environments, enhancing students' understanding and preparing them for future careers.

2. Participative Learning Techniques

This institution promotes interactive learning environments that encourage active participation and collaboration among students. Through various platforms such as conferences, seminars, and workshops, students engage in discussions, debates, and presentations, facilitating shared learning experiences.

Conferences and Seminars: International and national conferences provide opportunities for students to interact with experts in their field and exchange ideas.

Interactive Lectures: Engaging lectures encourage student involvement through discussions, questions, and feedback sessions.

Student Seminars: Student-led seminars allow for peer-to-peer knowledge sharing and presentation of research findings.

3. Problem-Solving Methodologies

Problem-solving skills are integral to students' academic and professional success. The curriculum taught in this institute incorporates activities such as assignments, quizzes, and certification courses to develop students' logical reasoning and analytical abilities.

Assignments and Quizzes: Regular assignments and quizzes challenge students to apply their knowledge to solve problems and demonstrate understanding.

Certification Courses: Online and offline add-on and value added certification courses provide additional opportunities for skill development and practical application of concepts.

Presentation of Research Work: Platforms for presenting research work at national and international levels encourage students to think critically and communicate their findings effectively.

4. Teachers use ICT- enabled tools:

Every faculty of this institute is familiar with different teaching-learning computer based aids. All are using different tools during their teaching and interactions with students. Most of the time teachers delivers lectures by using PowerPoint presentations. To clarify the doubt and to know details about any part of the syllabus, teachers adopts online resources such as YouTube and similar platforms.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

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

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

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last

five years (consider only highest degree for count)

Response: 22.22

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 5 | 3 | 2 |

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

This institution, both the mechanism of internal and external assessment and the grievance redressal system are pillars of accountability, transparency, and student-centricity, ensuring fairness and efficiency in addressing student concerns.

Examination Process Transparency:

The examination process operates in strict adherence to University of Mumbai guidelines, ensuring transparency and adherence to predefined schedules. Students are well-informed about examination procedures during orientation programs conducted by faculty members at the onset of each academic year and in regular classes. Oversight of internal and semester-end examinations for undergraduate programs is facilitated by the Examination Committee, comprising members from all undergraduate departments, and supported by non-teaching staff for administrative tasks.

Key Functions of the Examination Committee:

- Displaying examination timetables and seating arrangements in advance.
- Ensuring error-free question papers and secure storage.
- Drafting supervision duty charts and accommodating students with special needs.
- Monitoring student attendance and reporting misconduct.
- Setting deadlines for answer book assessments and providing academic feedback.
- Facilitating student queries and discussions regarding assessment procedures.

Grievance Redressal System Efficiency:

In addition to the examination process, this institution boasts a robust grievance redressal system, designed to address student concerns promptly and efficiently. Students are well-acquainted with the grievance redressal mechanism during programs, and multiple accessible channels are available for lodging grievances, including formal applications to the principal and suggestion boxes.

Key Components of the Grievance Redressal System:

- Transparent communication channels ensure students are informed about the grievance redressal system.
- Accessible channels facilitate the lodging of grievances through various mediums.
- Timely responses are guaranteed, with grievances acknowledged promptly and investigations initiated within specified timeframes.
- Fair and impartial investigations ensure procedural fairness and resolution integrity.
- Confidentiality and protection are assured for students raising grievances, safeguarding against retaliation or victimization.
- Internal Exam and External Exam Grievance report is prepared after each academic year.

Operational Mechanisms:

- A designated Grievance Redressal Committee oversees the process, comprising faculty members, administrative staff, and student representatives.
- Regular reviews and improvements ensure the system's effectiveness, with feedback incorporated to enhance efficiency and fairness.

Both the examination process and grievance redressal system seamlessly integrate with the institution's overall governance framework, reflecting a commitment to accountability, transparency, and student welfare.

By combining a transparent and efficient examination process with a time-bound grievance redressal system, this institution upholds principles of fairness, accountability, and student-centricity. These systems serve as cornerstones of our commitment to continuous improvement and excellence in education, providing students with reliable mechanisms to voice concerns and seek resolution.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

This college is dedicated to delivering exceptional education spans a diverse range of **undergraduate** and **postgraduate programs**. Among these undergraduate offerings are **General Science, Computer Science, Bachelor of Accounting and Finance (BAF), and Bachelor of Management Studies (BMS)**. The postgraduate offerings include **Master of Chemistry and Master of Botany**, catering to the varied academic interests of the student body.

Being affiliated with the **University of Mumbai**, this college adheres to the University syllabus framed by the **Board of Studies (BOS)** for each program. The University provides a detailed curriculum based on **Course Outcomes (COs), Programme Outcomes (POs), and Program Specific Outcomes (PSOs)** with learning objectives and outcomes. This college introduces COs and POs to students through **orientations, notice boards, banners, posters, online student groups like Google Classroom and Teaching app**, and the institutional also displayed on the institution's **website**. This approach helps in providing students with a clear understanding of the subjective COs and Program POS and PSO throughout their academic year.

In the COs and POs of the **General Science** program, students embark on a multidisciplinary journey, exploring fundamental concepts across scientific domains. The Computer Science program equips students with cutting-edge knowledge and skills in programming, algorithms, and emerging technologies. BAF focuses on financial expertise, while BMS develops strong management skills.

This institute offerings **postgraduate program** in Chemistry and Botany provide an advanced platform for students to delve into specialized areas. These programs are meticulously designed to foster a deeper

understanding of the respective disciplines, preparing graduates for leadership roles and contributions to scientific advancements in their respective POs and PSOs.

In addition to the core curricula, this college places a strong emphasis on co-curricular and extra-curricular activities to activate COs, POs, and PSOs. These experiences are curated to align with program outcomes, providing students with a well-rounded education that extends beyond the classroom.

The commitment to continuous improvement is exemplified through the meticulous review process facilitated by the **Internal Quality Assurance Cell (IQAC)**. As part of this process, Lesson Plans and Self-Evaluation Documents, **COs Attainment**, and **POs Attachment with Mapping** are submitted by each teacher or subject coordinator to undergo quality achievement. The IQAC ensures the seamless integration of revised program and course outcomes in pedagogy.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Comprehensive Assessment and Mapping of Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) are crucial for ensuring academic excellence. This structured approach involves evaluating COs to derive assessments for POs and PSOs, providing a holistic understanding of the curriculum.

1. CO Attainment Process:

- **Mapping Structure:** COs for each course are defined with corresponding evaluation criteria. Collaborative mapping by the program coordinator and faculty ensures alignment between course and program outcomes.
- **Assessment Criteria:** Internal tests, semester-end exams, projects, seminars, assignments, and fieldwork contribute to CO attainment. Questions are linked to specific COs, with attainment based on average marks.
- **Direct and Indirect Assessment:** Both direct (semester exams) and indirect (periodic tests, seminars, projects) methods offer a comprehensive view of student understanding.

- **Target Setting:** Realistic target levels (50% - 70%) are set, considering cognitive levels for challenging yet achievable benchmarks.
- **Minimum Grade Requirement:** '2.0' from end-semester exams ensures only satisfactory performance contributes to attainment.

2. CO Attainment Levels:

- Categorized on a three-point scale:
 - **3:** $\geq 70\%$ (Strong)
 - **2:** $\geq 60\%$ & $< 70\%$ (Medium)
 - **1:** $\geq 50\%$ & $< 60\%$ (Weak)
 - **0:** $< 50\%$ (Poor)

3. General Target Level for CO:

- Results analyzed against benchmarks to determine if students achieved the expected level.
 - **Achieved:** ≥ 2 (YES)
 - **Not Achieved:** ≤ 1.9 (NO)

4. Attainment of POs and PSOs:

- Identification of contributing courses and evaluation through direct and indirect methods.
- Comparison with expected attainment to determine satisfaction of POs.

5. Target Level Mapping for POs and PSOs:

- Mapping CO attainment levels to achieve POs and PSOs based on a 2.0 target achievement level.
 - **Achieved:** ≥ 2 (YES)
 - **Not Achieved:** ≤ 1.9 (NO)

6. Improvement Measures:

- Course coordinators take steps for improvement if predefined targets are not met. Faculty

suggestions aid in achieving performance criteria.

This structured approach, with meticulous mapping, assessment, and target setting, ensures a robust evaluation of COs, POs, and PSOs. The process facilitates tracking student progress, maintaining program quality, and continuous improvement. Visual representation through tables enhances comprehension of the assessment process.

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

2.6.3

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

Response: 93.75

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 61 | 48 | 42 | 42 | 32 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 76 | 48 | 42 | 42 | 32 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | View Document |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.7 Student Satisfaction Survey

| <p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.68</p> | |
|---|-------------------------------|
| File Description | Document |
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.5

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0.5 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has established an ecosystem to **foster innovation** and promote the **Indian Knowledge System (IKS)**, encompassing various initiatives aimed at creating awareness about **Intellectual Property Rights (IPR)** and facilitating the transfer of knowledge and technology.

Innovation Ecosystem: The College has developed a conducive environment for innovation, providing students with the necessary resources, training, and infrastructure to nurture their ideas. A dedicated Research and Innovative Laboratory equipped with essential instruments such as UV-VIS Spectrophotometer and Centrifuge has been established to support students' research endeavours.

Furthermore, the institution has set up an **Innovation and Incubation Cell**, serving as a platform for students and staff to collaborate and exchange ideas, facilitating the transformation of innovative concepts into tangible outcomes. The annual **Avishkar Research Project** Competition provides students

with an opportunity to showcase their innovative talents, with selected projects advancing to the Zonal Level, thereby enhancing the institution's reputation. In the academic year 2020-21, third prize received for **Avishkar Research Project at University level**.

To foster research aptitude and critical thinking skills among students, the Chemistry Department offers an Add-on Course on **Research Methodology**. Additionally, the Incubation Committee organizes workshops on Intellectual Property Rights (IPR) awareness, educating students on the patent and trademark processes in science and technology. As a result of these initiatives, several faculty members have filed patent applications and copyrights, with **two faculties from Botany and Zoology** were published **04 patents** successfully granted respective agency.

Indian Knowledge System (IKS): In line with promoting Indian culture and heritage, the institution organizes various activities to familiarize students and staff with the rich diversity of Indian languages and traditions under the regulations of **NEP-2020**. Celebrations of language days and integration of different regional languages through literary events, such as Essay Writing and Poem Writing in Urdu, Marathi, and local regional languages, are organized. Workshops on Marathi Day Celebration and debates in multiple languages are also conducted to engage participants in cultural exchange and linguistic diversity.

Additionally, the college hosts cultural festivals like **Parwaz** and **Rainbow**, providing a platform for participants to express their emotions and sentiments through various forms of art, music, and literature, reflecting the vibrancy of different regional languages and cultural traditions.

Through these initiatives, the institution not only promotes innovation but also celebrates the richness of the Indian Knowledge System, fostering a deeper appreciation for Indian culture and heritage among its students and staff.

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

3.2.2

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

Response: 5

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

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

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

3.3 Research Publications and Awards

3.3.1

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

Response: 0.06

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

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

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

3.3.2

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

Response: 0.18

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

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

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

3.4 Extension Activities

3.4.1

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

Response:

Impact of Extension Activities on Holistic Student Development

Over the past five years, the institution has actively engaged in a variety of extension activities aimed at fostering community ties and sensitizing students to prevalent social issues. Through its **DLLE** and **NSS Unit**, the college has orchestrated numerous endeavours in neighbouring communities, ranging from cleanliness drives to tree plantations, social interactions, and health awareness camps. These initiatives have significantly contributed to the **holistic development** of students, nurturing a sense of social responsibility and empathy towards community needs.

Empowering Student-Community Relationships:

These activities have not only strengthened the bond between students and their communities but have also fostered leadership skills and self-confidence among students. By organizing **over 50 events annually**, the institution has effectively cultivated hidden talents and heightened awareness among students, covering crucial topics such as self-defence, environmental conservation, and health awareness.

Diverse Outreach Programs:

The extension unit's efforts during the **COVID-19 pandemic**, such as distributing N95 masks and organizing health check-up camps, exemplify the institution's commitment to community welfare. Moreover, initiatives like **anti-tobacco awareness programs, tree plantation drives, and cybercrime awareness workshops** reflect the institution's dedication to addressing multifaceted social issues.

Recognition and Collaboration:

The institution's endeavours have garnered recognition, with the NSS unit receiving an **Appreciation Award from the University of Mumbai**. Collaborative efforts with external partners, such as **JSW Sanjivani Hospital and Shankara Eye institute**, have facilitated impactful programs like health check-up and eye check-up & free cataract operation camps, further amplifying the institution's community outreach.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.4.2**Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

Extension activities are an integral aspect of college's ethos, reflecting commitment to societal engagement and service beyond the academic realm. Over the past five academic years, institution has garnered significant recognition and acclaim for its outstanding extension activities, spanning diverse domains and making a tangible impact on society.

During the 2018-19 academic year, this institution received prestigious awards for its extension activities. The Marathi Day Celebration earned us the **Best College Award** from the **Kokan Marathi Sahitya Parishad**, highlighting commitment to cultural preservation. Additionally, Blood Donation initiatives were recognized with an Appreciation Award from the National Foundation, reflecting dedication to public health.

In the 2019-20 academic year, our institution garnered recognition for its outstanding contributions. The **Jolly Club** honored us with the **Best College Award** for our impactful Socio Educational Contribution, affirming commitment to holistic student development. Furthermore, the esteemed faculty member, **Dr. Sajid F. Shaikh**, received the **Best Teacher Award** from **PROTAN** for his exceptional Educational and Societal Contribution.

Amid the challenges posed by the pandemic in the **2020-21 academic year**, our institution's proactive response and leadership were commended with **Appreciation Awards**. The Principals of V.N. College, Murud, and A.I.J. College, Shriwardhan, were honored for their efforts in organizing conferences during

the pandemic, showcasing resilience and adaptability. Additionally, the Principal of this institute received appreciation from various community entities, including the **Tehsil Office, Block Development Officer, Sarpancha of Vihoor and Shighre, Police Station** in Murud-Janjira, and **Murud Municipal Council**, for outstanding services rendered to the community during the challenging times of the pandemic. These awards highlight our institution's commitment to community welfare and leadership during crises.

In the **academic year 2021-22**, the institution's efforts to promote **Voters Awareness** were recognized with an Appreciation Award from the **District Election Officer**, underscoring our commitment to civic engagement and democratic participation. Hon. **Mr. Zainuddin Kadiri, Chairman** and **Dr. Sajid F. Shaikh, I/C Principal** of this institute received the **Appreciation Award** from **PROTAN** for their exceptional Educational and Societal Contribution. **Best teacher award** to **Dr. Swati Kharade** for her excellence in educational and **Appreciation award** to **Mr. Sultan Masalewale** for his active involvement in College by **PROTAN**

Additionally, **in 2022-23**, the students of this institute taken active participation in research activities was acknowledged with **Appreciation Awards** from D.G.T. College, Tala, and Veer Wajekar College, Phunde, for their involvement in **Shodh - Vedh** and Oral Presentation Conferences, respectively. Furthermore, this institution's involvement in community events such as *Azadi ka Amrut Mohatsav* and *Clean Sea Safe Sea* was recognized with **Appreciation Awards** from the **Tahsildar and Murud Janjira Municipal Council**, respectively. Moreover, the institution's dedication to social services was acknowledged with the Best College Award from **Konkan Alpasankhyank Vichar Manch** in 2022-23, highlighting institute commitment to holistic development and community welfare.

These accolades serve as a testament to our institution's unwavering commitment to excellence, innovation, and community engagement across various spheres of extension activities. The collaborative efforts of the faculty and students for impact on society and upholding the values of this institution.

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

3.4.3

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

Response: 76

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 36 | 9 | 6 | 13 | 12 |

| 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 | 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 |

3.5 Collaboration

3.5.1

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

Response: 18

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Anjuman Islam Janjira Degree College of Science, located in the picturesque setting of Murud-Janjira, Raigad, is dedicated to delivering high-quality education. The college prioritizes a holistic approach, combining classroom instruction, practical training, and a robust infrastructure to offer students a well-rounded educational experience.

Situated on a sprawling **6.58-acre** campus with **8262.4 sq. ft.** dedicated to buildings, the institute boasts a serene and eco-friendly environment, making it conducive to learning. The campus, enveloped by open and green spaces, accommodates the infrastructure requirements for both undergraduate and postgraduate programs. The buildings are well-equipped, surrounded by natural beauty, creating an ideal setting for academic pursuits.

Offering **5 Undergraduate** and **2 Postgraduate programs** in the college is well-equipped with 08 classrooms and 08 laboratories for various courses. Two classrooms and the library are outfitted with ICT facilities, while science departments boast well-furnished laboratories. The college library, equipped with an LCD projector and Wi-Fi support, facilitates effective teaching through the use of ICT. The campus itself is Wi-Fi enabled with a speed of **40 Mbps**.

Essential amenities include a multipurpose hall, reading room, ramps for differently-abled individuals, staff common rooms, principal and administrative offices, exam room, record room, boys' and girls' common rooms, botanical garden, NSS rooms, DLLE Room, and CAP Centre. The multipurpose hall accommodates **150** individuals and serves as a venue for various academic and cultural activities.

In addition to these facilities, the campus features **40 computers** with Wi-Fi connectivity, a canteen providing hygienic food, purified drinking water throughout the premises, a first aid facility, and a health care room. Safety measures are in place with the installation of fire extinguishers in all laboratories, the library, and administrative offices. The college ensures security through a surrounding safety wall compound and strategically placed **CCTV cameras**.

Cultural Facilities:

Known for its vibrant cultural scene, the college maximizes its multipurpose hall to host a variety of events, including cultural programs, and student welcome functions. The cultural facilities within this

dynamic space encompass a stage, sound system, seating arrangement, light system, and an array of cultural instruments.

Indoor and Outdoor Sports Excellence:

In line with its commitment to a well-rounded student experience, the college provides extensive indoor and outdoor sports facilities across its expansive land. Outdoor games find a home in an open ground, while dedicated gymnasiums cater to indoor sports enthusiasts. The gymnasium is equipped with modern amenities.

Holistic Well-being Initiatives:

Underlining its dedication to the well-being of the college community, the institution actively promotes **yoga activities**. Regular yoga sessions and insightful guest lectures conducted on **International Yoga Day** contribute to the mental and physical wellness of both faculty and students. As part of its holistic approach to student development, the college extends self-defence training specifically designed for female students, fostering a secure and empowered campus environment.

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

4.1.2

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

Response: 15.55

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 |
|---------|---------|---------|---------|---------|
| 9.44810 | 7.33874 | 2.21767 | 4.11326 | 6.01104 |

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Overview:

The college library, occupying **1200 sqft**, stands as a hub of knowledge with a collection comprising **2206 books, 06 Journals, 04 Magazines, 04 daily newspapers, and 80 CD's/DVDs for e-content**. This diverse array covers subjects like **Pure Sciences, Computer Science, Commerce-Management and other allied subjects**, catering to the academic needs of both undergraduate and postgraduate courses. In addition to course-specific books, the library boasts journals, reference books, contributions from alumni, and materials authored by prominent figures.

Library Operations: Accessible from **8:00 a.m. to 4:00 p.m.** on working days, the library serves as a central academic resource for students and faculty. Daily lending facilities, access to the **Online Public Access Catalog (OPAC)**, and remote access to digital resources, including question papers and newly acquired books, enhance the user experience. The library's physical layout includes distinct sections for administration, reading, newspapers and journals, and competitive exam preparation.

Academic Engagement: An annual orientation program kicks starts each academic year, acquainting users with the library's services and resources. The library department organizes offline and online book exhibitions, displaying new arrivals and conducting various events like Reading Day Celebration, *Marathi Bhasha Gaurav Divas*, competitions, and presentations.

Usage Trends: Despite the COVID-19 closure between March 2020 and October 2021, the library adapted by providing e-resources. Per-day library usage for the last five years indicates a consistent trend, with notable spikes in the academic years 2021-2022 and 2022-2023.

| Academic Year | Total Users | Library Working Days | Per Day Usage |
|---------------|-------------|----------------------|---------------|
|---------------|-------------|----------------------|---------------|

| | | | |
|-----------|------|-----|----|
| 2022-2023 | 4643 | 250 | 19 |
| 2021-2022 | 7280 | 239 | 30 |
| 2020-2021 | 690 | 236 | 3 |
| 2019-2020 | 2778 | 240 | 12 |
| 2018-2019 | 5635 | 238 | 24 |

Technological Integration: The library leverages technology with 05 computers, a printer, and barcode scanners for in-house operations. Four computers are dedicated to e-library services, offering access to OPAC, e-journals, e-books, open-access databases, and e-newspapers. Free internet facilities are provided to students and staff, further enhancing digital access.

Financial Allocation: Annual expenditures for book purchases, journal subscriptions, magazines, newspapers, and other facilities demonstrate the college's commitment to maintaining a rich and current library collection. Increasing trend observed in Library books purchase.

| Academic Year | Expenditure in Lakhs |
|---------------|----------------------|
| 2018-2019 | 0.77469 |
| 2019-2020 | 0.13189 |
| 2020-2021 | 0.01497 |
| 2021-2022 | 0.93488 |
| 2022-2023 | 1.32782 |

Security Measures: To ensure the security of resources, CCTV cameras are strategically placed within the library premises, providing a safe and monitored environment.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Overview:

Over the past five years, Anjuman Islam Janjira Degree College of Science has continually invested in upgrading its IT facilities to align with evolving academic demands, new curriculum requirements, and advancements in technology. The institution boasts a comprehensive IT setup, including Wi-Fi

connectivity, a network of computers, printers, scanners, and sophisticated security measures.

Wi-Fi and Computer Infrastructure: The entire campus is Wi-Fi enabled, offering a robust internet connection with a speed of 40 Mbps. With a total of **40 computers, 05 Printers cum Scanners, and 01 barcode reader**, the college's IT infrastructure is well-equipped to support various academic and administrative functions. The computers feature high-end configurations, incorporating **i3 processors, 4 GB RAM, Intel Core, and Windows 10** operating systems.

Network and Monitoring: A local area network (LAN) connects computers and printers in key areas like the office, exam branch, and computer labs. Regular monitoring and maintenance of the college website fall under the purview of the Web Coordinator. The institution has installed **27 closed-circuit television (CCTV)** cameras across the campus, enhancing safety and security.

Facilities in Classrooms and Labs: Classrooms are equipped with ICT facilities, and the library features LCD projectors, Wi-Fi, and audio-visual aids. The language lab is supported by software, headphones, and bandwidth provided by the IT team. The college's active website serves both administrative and academic purposes, offering students access to admission and examination forms, scholarships, e-library resources, e-content, and event information. Staff members possess official college email IDs for seamless communication.

Adaptation during COVID-19: In response to the COVID-19 lockdown, the college swiftly transitioned to online teaching-learning processes. Subscriptions to the **ZOOM** application facilitated online meetings and webinars. A dedicated **YouTube channel** (<http://www.youtube.com/@anjumanislam7970>) was launched to host academic video lectures prepared by faculty members for student benefit.

Software Utilization: The Wi-Fi network is extensively utilized for various tasks, including the creation of PowerPoint presentations for educational materials. The college employs a diverse range of software, covering programming languages such as **Java, C, C++, SQL, Python IDLE 3.8, Visual Studio 2010, MySQL 5.0, Turbo C++, Tally, and E-granthalaya**. Online typing examinations for the Government of Maharashtra are conducted using **ISM V6 software**.

Future-Ready Technological Integration: The institution's commitment to updating IT facilities ensures that students and faculty have access to contemporary tools and resources, fostering an environment conducive to both traditional and online modes of learning.

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

4.3.2

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

Response: 6.94

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

Response: 16

| 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 |

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 4.27

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5.62 | 0.28 | 0.39 | 0.84 | 0.88 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 82.07

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 190 | 127 | 143 | 93 | 65 |

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.1.3

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

Response: 73.44

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 140 | 121 | 39 | 143 | 110 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.1.4

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | View Document |
| Proof related to Mechanisms for submission of online/offline students' grievances | View Document |
| Proof for Implementation of guidelines of statutory/regulatory bodies | View Document |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | View Document |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | View Document |
| 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: 27.56

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 22 | 11 | 8 | 8 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 61 | 48 | 42 | 42 | 32 |

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

Response: 0

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

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

| File Description | Document |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

5.3 Student Participation and Activities

5.3.1

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

Response: 52

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 0 | 4 | 20 | 19 |

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 4.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 3 | 1 | 3 | 3 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.4 Alumni Engagement

5.4.1

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

Response:

The recently established Alumni Association, formally registered under Raigad/0000266/2023, has swiftly become an integral component of the institution's advancement. With **11** registered members, the association actively engages alumni who have completed their undergraduate and postgraduate studies at the college. This network of former students serves as a valuable resource and significantly contributes to enhancing educational quality.

Over the past five years, there has been a steady rise in alumni involvement and contributions, playing a pivotal role in fostering the institution's welfare and establishing mutually beneficial relationships. The association facilitates global alumni connections through social networks.

The Alumni Association operates with its own governing body and executive committee, comprising a President, Vice-President, Secretary, Joint Secretary, Treasurer, Joint Treasurer and 5 other alumni members. The meetings are conducted to strategize and coordinate efforts. Financially, the association has made a substantial contribution of near about **4-5lakhs** rupees during the assessment period from 2018-19 to 2022-23.

In addition to financial support, alumni actively engage in non-financial contributions, serving on statutory bodies such as IQAC committee, providing industry-relevant insights into curriculum development. Their presence instils confidence and goodwill among prospective students and supports extension service activities like NSS and DLLE. Alumni representation in college policymaking bodies further strengthens their impact on institutional development.

The Alumni Association organizes various activities to facilitate interaction, policy implementation, and network development amongst the past and present students. These include guest lectures, alumni meetings, and cultural programs. Distinguished alumni participate in seminars, conferences, and symposiums, sharing valuable insights with current students. Alumni representatives also play crucial roles in committees like the Career Development Cell and IQAC, offering insights for overall college improvement. Regular interactions between alumni, the Principal, Management, and Staff underscore the collaborative efforts driving mutual growth between the institution and its alumni.

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Provide 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:

Institutional Vision and Leadership: Fostering Synchronized Growth

This college in alignment with its visionary objectives, articulates a multifaceted vision aimed at inculcating value-based, quality-driven, and activity-centric education.

Vision

- 1) To inculcate the value based education.
- 2) To inculcate the quality based education.
- 3) To inculcate the activity based education.

Mission

- 1) To develop resource skills and expand the ability and endurance limits.
- 2) To instil a keen sense of perseverance and adventure for a healthy and fruitful competition.
- 3) To nurture and sharpen the students with zeal of evangelist and enthusiasm by developing their calibre and career.

Plan for Teaching Learning and Evaluation: To realize the institutional vision, the perspective plan of college meticulously outlines strategies for enhanced teaching, learning, and evaluation for **short and long term**. Special programs catering to diverse learning levels, leveraging ICT for effective teaching, establishing an E-learning cell, expanding feedback mechanisms, and organizing experiential learning through field visits and excursions constitute pivotal components.

Plan for Research, Consultancy, and Extension: The research-focused perspective plan underscores the motivation and identification of research potential, promotion of a research culture, and the preparation of proposals for significant projects and academic infrastructure enhancement. The short and long term plan prioritizes workshops, seminars, and training programs, strengthening collaborations with industries, institutes, and organizing awareness programs for societal benefit.

Plan for Infrastructure and Learning Resources: Infrastructure development is pivotal, with a

dedicated budget, enhanced ICT infrastructure, Smart-board projectors in classrooms, and augmented library resources with e-learning provisions. Office computerization using updated software is also a priority.

Plan for Student Support and Progression: Ensuring dynamic web presence, facilitating information accessibility on government scholarships, conducting soft skill development programs, strengthening career counselling, providing financial assistance for student participation, and initiating alumni engagement are pivotal aspects of supporting student progression.

Decentralized Governance and NEP Implementation: Decentralization and participatory governance are fundamental to the institution's ethos. Collaborative efforts involving the Department of Higher and Technical Education, Government of Maharashtra, Higher Education authorities, College Development Committee (CDC), IQAC, and department heads ensure effective implementation of the institutional perspective plan. The **NEP 2020** aligns seamlessly with the institution's strategies, emphasizing academic flexibility, multidisciplinary, the **Academic Bank of Credits**, the **Indian Knowledge System (IKS)**, **blended learning**, and **Outcome-Based Education (OBE)**.

In essence, this college stands as a testament to synchronized growth, where the institutional vision and leadership permeate every facet of its practices. Through strategic planning, active stakeholder engagement, and a commitment to the **NEP's transformative principles**, the institution strides forward in its mission to provide holistic and quality education.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Effective Deployment of Institutional Perspective Plan: A Holistic Approach

This institute is committed to effectively deploying its Perspective Plan, aligned with its vision and mission to enhance the quality of higher education. Institution strategic approach towards deploying its perspective plan, covering various aspects such as policies, administrative setup, appointment procedures, service rules, and more.

Management and Administrative Setup:

Management plays a pivotal role in providing adequate teaching and non-teaching staff and overseeing the development of the college. General guidelines for quality policy are established to create a conducive learning environment, emphasizing academic excellence. The Principal, as the head of the college, holds ultimate responsibility for smooth functioning. They guide faculty in preparing academic plans, calendars, and overseeing co-curricular and extracurricular activities. Committees comprising faculty, students, and non-teaching staff are formed to ensure effective governance and development.

Procedures for Appointment:

The college follows a meticulous procedure for appointment, starting with the identification of vacant posts. These vacancies are scrutinized by the management and advertised in accordance with the rules of the affiliating University of Mumbai and the State Government of Maharashtra. Recruitment processes adhere strictly to the guidelines set by the UGC and government regulations, ensuring transparency and fairness. The institution's esteemed reputation, coupled with its commitment to job security and transparency, attracts and retains qualified faculty and staff.

Service Rules:

This institute adheres to service rules and regulations mandated by the affiliated University of Mumbai, the State Government of Maharashtra, and the UGC. The promotional policy is transparent, aligning with university and government regulations. Faculty performance is evaluated using Academic Performance Indicators (API) and the Performance Based Appraisal System (PBAS), crucial for faculty advancement under the Career Advancement Scheme (CAS). Administrative staff promotions are based on seniority and government reservation norms.

Institutional Strategic/Perspective Plan:

The institution's perspective plan is meticulously crafted with inputs from faculty members, committee meetings, and stakeholder consultations. Key aspects considered in the plan include **infrastructure development**, resource provision for **laboratories and research centres**, introduction of **new programs**, staff training and development, and initiatives for student skill enhancement and **NEP 2020 preparedness for implementation of ABC**, Multiple Entry and Exit, student **holistic development**. **Funding applications** to agencies like the UGC and companies providing CSR fund are submitted to support plan implementation, ensuring a comprehensive approach to institutional development and academic excellence.

The present institute effectively deploys its perspective plan, encompassing various facets of academic and administrative functions. This holistic approach underscores the institution's commitment to providing quality higher education and aligns with its overarching mission of academic excellence and student development.

| File Description | Document |
|--|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |
| Provide Link for Additional information | View Document |

6.2.2

Institution implements e-governance in its operations

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

Response: 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:

The institution prioritizes the well-being and professional development of its faculty and staff, recognizing them as vital contributors to its success. Various welfare measures are implemented to ensure their physical and psychological welfare, fostering an inclusive culture and family atmosphere on campus.

Teaching Staff Empowerment:

- **Research Culture Promotion:** Seed money is provided for research activities and research paper publication, attendance of conference which encouraging a research-oriented environment.
- **Financial Support and Training:** Financial assistance and duty leave are granted for faculty and staff training, Orientation, FIP, FDP, Refresher Course, workshops, and skill enhancement activities.
- **Career Progression:** Faculty is supported in pursuing Ph.D. programs. A Performance Appraisal System, including Key Performance Indicators (KPIs) and Academic Performance Indicators (APIs), Career Advance Scheme (CAS) evaluates their contributions in various areas for career advancement as per university norms.

Non-Teaching Staff Empowerment:

- **Performance Evaluation:** Confidential Reports (CRs) are utilized to assess non-teaching staff performance, with promotions granted based on evaluation outcomes is as per Government of Maharashtra norms.
- **Training and Facilities:** Non-teaching staff receive uniforms, laundry facilities, and training in ICT-enabled administration and laboratory safety measures.
- **Cleaning allowances and Clothes:** This institute provides cleaning allowances and clothes to all supporting staff.

Common Welfare Measures:

- **Facilities and Benefits:** Daily tea in breaks, orientation programs for new staff, desktop facilities, annual increments, and provident fund, gratuity, and leave benefits are provided.
- **Health and Wellness Initiatives:** Free medical check-ups, yoga, and meditation programs promote physical and mental well-being.
- **Campus Amenities:** A health centre, guest house, bank extension counter, ATM, staff lounge, sports facilities, gymkhana, yoga, parking, and canteen facilities are available on campus.

The institution prioritizes the holistic development and welfare of both teaching and non-teaching staff, offering them opportunities for professional growth and ensuring their overall well-being. These measures reflect the institution's commitment to empowering its faculty and staff, thereby enhancing their lives and enriching the campus community.

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

6.3.2

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

Response: 27.78

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 |
|---------|---------|---------|---------|---------|
| 2 | 8 | 10 | 0 | 5 |

| File Description | Document |
|--|-------------------------------|
| Policy document on providing financial support to teachers | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | View Document |
| Audited statement of account highlighting the financial support to teachers to attend conferences / 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 teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 27.59

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15 | 06 | 13 | 04 | 02 |

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

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

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

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

Response:

The institution has implemented strategic measures to effectively mobilize and utilize resources and funds from diverse sources, including government and non-government organizations. These strategies encompass various approaches:

1. Mobilization of Funds:

- **Scholarships and Fee Collection:** Government and non-government scholarships are availed for students, and fees are collected as per the fee structure mandated by the affiliating University.
- **Community Engagement:** Philanthropists, alumni, and individuals are approached for financial and non-financial contributions, while interest earned on fixed deposits also supplements the financial resources.

2. Optimal Resource Utilization Procedure:

- **Budgetary Planning:** Departments submit their financial requirements and expenditure estimates to the college office. The Principal, in consultation with relevant stakeholders, reviews the budgetary provisions and presents them to the **College Development Committee (CDC)** for approval.
- **Oversight and Approval:** The CDC evaluates the college's financial position and approves the budget. The finalized budget is then forwarded to the parent institute for further scrutiny and approval by relevant committees.
- **Implementation and Monitoring:** Upon approval, the CDC devises a roadmap for the optimal utilization and mobilization of available funds. Infrastructural projects are managed by appointed architects and building supervisors, while procurement processes adhere to governing body regulations.
- **Compliance and Audit:** Internal and external audits ensure transparency and accountability in financial transactions. Internal audits are conducted biannually, while external audits are performed annually by chartered accountants appointed by the parent institute.

3. Financial Audits:

- **Internal Controls:** Continuous auditing of financial transactions is conducted to maintain systematic finance and account management. **Internal audits** to ensure adherence to financial protocols.
- **External Oversight:** Annual audits are conducted by government authorities, including the Joint Director of Konkan Region-Panvel, University of Mumbai for NSS and DLEE and CA as per the norms of govt. of Maharashtra. These audits verify and approve annual salary and non-salary expenditures.

4. Compliance and Reporting:

Compliance Mechanism: The College ensures compliance with audit findings and recommendations

discussed in CDC meetings. The Principal oversees the preparation and submission of compliance reports to the parent institute if any.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The college has established an Internal Quality Assurance Cell (IQAC) to spearhead quality assurance strategies and processes within the institution. The IQAC plays a pivotal role in reviewing the teaching-learning process, operational structures, methodologies, and learning outcomes at regular intervals, with a focus on recording incremental improvements across various activities.

Objectives of IQAC:

The central objectives of the IQAC are twofold:

1. **Enhancing Academic and Administrative Effectiveness:** The IQAC aims to establish a framework for purposeful and regular initiatives aimed at improving the academic and administrative effectiveness of the institution.
2. **Institutionalizing Quality Improvement:** Through advocacy and implementation of initiatives, the IQAC endeavours to steer institutional practices towards quality improvement, fostering a culture of quality and institutionalizing exemplary methods.

Functions and Mechanisms:

The IQAC formulates mechanisms and processes to ensure the effective execution of academic, administrative, and financial responsibilities. These mechanisms include:

- Assessing the relevance and calibres of academic and research programs.
- Ensuring fair accessibility and affordability of academic programs.

- Optimizing contemporary teaching and learning methodologies.
- Enhancing the credibility of evaluation procedures.
- Facilitating the dissemination of research findings and establishing connections with other institutions.

Initiatives and Contributions:

The IQAC has spearheaded numerous initiatives to achieve excellence, including:

- Introduction of PG courses in Botany and Chemistry, as well as UG courses in Commerce-Management.
- Development of policy documents for internal quality regulations.
- Regular coordination and meetings with internal committees.
- Implementation of outcome-based education and NEP 2020-based curriculum.
- Organization of national and international conferences, workshops, seminars, and training programs.
- Encouragement of faculty participation in professional development programs.
- Initiatives such as the *Aazadi Ka Amrut Mahotsav* Program, gender audit, green audit, and energy audit.
- Conduct of extension and outreach activities.
- Administration and monitoring of feedback analysis from various stakeholders.
- Conduct of academic and administrative audits, both internal and external.
- Regulation of examinations and evaluations to ensure quality assurance in both internal and external exams.

Best Practices:

Two noteworthy best practices implemented by the IQAC are:

1. Add-on and Value-Added Courses: The institution offers a range of add-on and value-added courses, structured based on a credit system, to augment students' skill sets and bolster their employability. These courses are meticulously designed to complement the existing curriculum and cater to the diverse interests and career aspirations of students. Each year, students have the opportunity to enrol in these courses across various subjects, facilitating their holistic development.

Key Features:

- Skill Development:
- Professional Value:
- Holistic Development:

2. Annual Appraisal System for Faculty: The IQAC has implemented an annual appraisal system for faculty members to facilitate continuous improvement in their teaching and research endeavours. This appraisal system serves as a comprehensive tool for evaluating faculty performance across various domains, including teaching effectiveness, research output, extracurricular activities, and professional achievements.

In conclusion, the IQAC serves as a dynamic hub driving quality enhancement initiatives within the institution, fostering a culture of continuous improvement and excellence across all spheres of academic and administrative functioning.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 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 |
| Link to Minute of IQAC meetings, hosted on HEI website | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Promotion of Gender Equity:

Gender-sensitization/equity activities at **Anjuman Islam Janjira Degree College of Science, Murud Janjira**, conducted with the **Gender-Sensitisation Audit**.

At Campus Level: Gender equity activities for students, faculty and staff are organized.

Celebration / organization of national and international commemorative days, events and festivals:

This College celebrates national days, international days, birth and death anniversaries of national heroes every year for the holistic development of the students. Birth anniversaries of all epoch making women like Mata Jijau and Savitribai Phule, and international women days are celebrated.

Beside the celebrations, the college precisely implements gender-sensitive elements by following gender related issues:

- Workshop on Self-defence Training for female students
- Invited talk on Gender Equity.
- International Women's Day Celebration
- Lecture on Personal Hygiene Awareness conducted by the WDC
- Health Awareness Programs
- Health Check Up Camps for girl students and ladies staff
- Special Programs by Health Advisory Committee
- Awareness Programs on Legal Issues Pertaining to Women & their Security
- Cyber security Awareness workshops for girl's student.

At Community Level:

The college organizes different programs to ensure awareness of gender equity at society level. It is mainly done through the following activities:

- Rallies for gender equity
- Street Plays on Women's empowerment
- Sexual Abuse and Save Daughters like awareness programs.

Safety and Security:

Sufficient amenities are offered to women, such as

- Installation of a security gate at the entrance of the college.
- Implementation of CCTV surveillance across the college campus.
- Deployment of a security for safety and security inspections.
- Mandatory use of identity cards by both staff and students while on the college campus.
- Dedicated parking area specifically for female students and staff.
- Emergency contact-numbers are displayed on Notice board.
- Safety and security fire mock-drill is conducted.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

| File Description | Document |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Circulars and report of activities for the implementation of the initiatives document | 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

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

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

Response: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | View Document |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| 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 |

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

This Institute consistently fosters an inclusive environment characterized by tolerance and harmony across diverse cultural, regional, linguistic, communal, socio-economic, and other backgrounds. This commitment is reflected through a variety of activities and programs both on and off-campus.

Activities for Linguistic Promotion and Social Harmony:

- Various programs aimed at promoting languages such as Hindi, Marathi, Urdu, and English are organized to cater to the diverse linguistic communities.
- Institutes celebrate *Marathi Bhasha Gaurav Din*.
- A fortnightly program is organized each year on promotion of the language.
- Marathi, Hindi and Urdu language promotion program for student under Indian local languages.

For Helping the Aged/Poor People: Creating Culture of Giving

- Organized visits to elderly care or impoverished communities help instil a sense of responsibility among students towards those in need, while also fostering awareness about their circumstances.
- Students are encouraged to visits orphanages and spend time with the children.
- College students frequently visit local indigenous poor or orphaned communities in the town, donating blankets, food items during festival seasons, distributing clothing, and providing stationery to underprivileged children.
- NSS volunteers gather both used and unused clothing from staff and students, which they then donate to the local indigenous tribal communities.

Blood Donation: Creating Awareness for Saving Lives

- Blood banks approach colleges for blood collections.
- Blood bags are collected each year during different blood donations camps.
- During the COVID-19 pandemic, college students took a leading role in social work, including the

distribution of homeopathic medicines to every household in Murud in collaboration with Murud Nagar Parishad.

Organization of Rallies and Street Plays:

- Social Awareness, activity like *Beti Bachav, Beti Padhav*
- Anti-Female Feticide and Promoting Girl Child Education
- *Kisan Bachav* - addressing the issues of prevalent farmers’ suicides
- *Stri Bhrun Hatya* – against predominant social evil of female feticide
- Rapes and Sexaul Abuse – Nirbhaya and other cases
- Covid-19 Vaccination Awareness drives by students and staff.

Contribution to Social Cause:

- Natural Calamities and Regional Disparity
- Students and Staff actively contributed during the pandemic as Corona Warriors
- During the pandemic, students and staff distributed food packets and tablets/pills.
- College sponsored special projects on regional socio-economic issues of the region.
- Distribution of clothes to the needy people and beggars in the town.

Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens:

This institute organizes various activities for Sensitization of students and employees to the constitution.

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

7.2 Best Practices

7.2.1

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

Response:

This institute tried best for successful implementation of two best practices throughout the assessment period from 2018-19 to 2022-23.

Best Practice-1

1. Title :- Institutional social placenta.

2. Objectives :-

This institute works for shaping up the personality of the students. In this educational institute, molding and remolding of each student's personality and social attitude development takes place.

The objectives of this practice:

1. To build determined persons with broad, secular outlook and clear percept to stand firmly as a good human against the different calamities arises in the surrounding.
2. To bridge social placenta amongst students.
3. To make students society friendly.
4. To aware students about social responsibilities.
5. To know duties of individuals during the any social tragedy.
6. To take care of health & hygiene issues in the society.

3.The Context:-

This college take care of those who are not blessed with the amenities which required for routine. The beneficiaries for this include the poor, tribal children, old peoples and needy peoples form various category of society. The dedication of this institute to serve less privileged people and making every possible to protect humanity. This institute always work for betterment of society by rendering helping hands to needy peoples of society. Health & hygiene awareness is another way of relief to society by this institute through medical and eye check-up camp organization.

4.The Practice:-

The purpose of the practice is fulfilled by organizing different activities pertaining to betterment of society by rendering helping hands to needy peoples of society. The various committees along with

students representative including alumni of this institute take efforts for organization of different society oriented activities.

5. Evidence of Success: -

In collaboration with different stakeholders of the society, various society friendly activities were conducted which are mentioned below.

- 1.Organization of Blood donation camp
- 2.Organization of Free Medical Checkup Camp in collaboration with JSW Sanjivani Multi Specialist Hospital
- 3.Organization of Free Eye Checkup Camp & Cataract Operation Camp in collaboration with R. Jhunjhunwala Shankara Eye Hospital, New Panvel
- 4.Organization of Hemoglobin & Dental Checkup camp
- 5.POSHAN MAAH Campaign
- 6.Sanitary Napkins Distribution to Tribal Women's (Adiwasi Women's) of Vihoor Village on occasion of International Women's Day
- 7.Certificates preparation & distribution from Revenue Department (Tehsil office)
- 8.Education Material distribution to Mahad Flood affected school students
- 9.Warmth donation- Blanket donation to tribal's
- 10.Donation in Disaster- Flood hit region
- 11.Mask Preparation and Distribution
- 12.Tiffin (Food Package) to theCovid-19 Front Line Worker
13. Arsenic Album Homeopathic Medicine Distribution
- 14.Downloading of Aarogya Setu App by the volunteers and awareness to society about the working and benefits of Aarogya Setu App
- 15.Vaccination drive against Covid-19
- 16.Senior College visit for Knowledge Upgradation of school students of Murud Nagarparishad School

Best Practice-2

1. **Title:-** Innovation-Incubation-Research

2. Objectives:-

Innovation-Incubation-Research is a facility to incubate or innovations to enable new ideas with research outcomes.

The objectives of this practice

1. To nurture innovations amongst faculty and students.
2. To gain knowledge with scientific temper.
3. To create research interest amongst faculty and students.
4. To impart basic science education in practical way.
5. To motivate students to join research field.
6. To cater to the needs of students and faculty members who are inclined towards research, innovation, and novel ideas.

3. The Context:-

Now every sector requires young graduates with creative thinking to develop and manufacture new products to address the challenges faced by the industry and society. To fulfil this requirement, this institute trying to mould the students to the expectations of the government. It's the duty of each higher educational institutes to provide Innovation- Incubation-Research facility. On the same ground this institute putting efforts to have research culture amongst the faculties and student of this institute. This institute provide different platforms for uplift of knowledge with scientific temper.

4. The Practice:-

The college has a separate Committee to run the practice effectively. All Head of Departments and faculty members run the various research oriented activities under the guidance of the committee. The main motto of this practice is to provide platform for students who is having innovative ideas, they can groom and explore it with help of mentor. The committee also provides platform to incubate students having innovative ideas by organizing different workshops and conferences. Every year national or international conferences organizes for to have student interaction with different delegates at different level. This institute also provides financial assistance to teachers and students for performance and participation in research oriented activities.

5. Evidence of Success: -

The following mentions are the evidences of successful implementation of said practice.

- 1) Avishkar Research Convention Participation in each academic year.
- 2) Organization of Theme based workshop on Save energy- Save environment in A.Y. 2018-19

- 3) Organization of International Webinar on "Role of Social Services in COVID-19 Situation" in A.Y. 2020-21
- 4) Organization of International e-Conference on "Post COVID-19 Situation" in A.Y. 2020-21
- 5) Organization of National Multidisciplinary Conference (Online) on "New Education Policy 2020 And Labour Laws" in A.Y. 2020-21
- 6) ISBN indexed Book published on Post COVID-19 situation - a review in A.Y. 2020-21
- 7) Organization of Webinar on Alternative Energy Sources, Biodiesel and Solid Waste Management in A.Y. 2021-22
- 8) Organization of National Level Workshop on Intellectual Property Rights Awareness in A.Y. 2021-22
- 9) Organization of International-E- Conference on Recent Trends in Chemical Science, Physical Science, Life Science and Computer Technology (ICRTCPLCT–2022)
- 10) Organization of Webinar on Alternative Energy Sources, Biodiesel and Solid Waste Management in A.Y. 2022-23
- 11) Organization of National Level Webinar on Research Project Making in A.Y. 2022-23
- 12) Organization of National Level Workshop on Intellectual Property Rights Awareness in A.Y. 2022-23
- 13) Organization of International-E- Conference on Recent Trends in Chemical Science, Physical Science, Life Science and Computer Technology (ICRTCPLCT–2023)
- 14) Participation of teachers along with students in research oriented activities
- 15) Financial support to faculties and students for research project and participation in research oriented activities in each academic year.

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |
| Any other relevant information | View Document |

7.3 Institutional Distinctiveness

7.3.1

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

1000 words

Response:

Upliftment and Empowerment of Women's Through Education

This College is established in the year 2009 by the **Anjuman Islam Janjira Education Trust** which is one of the oldest educational trust. This institute stands as a testament to the transformative power of education. With the guiding principle of "*Duniya Akhirat Ki Kheti Hai*" (Deeds in life count in Almighty's Court), this institute is dedicated ourselves to uplifting minority community and community weaker sections particularly through the empowerment of women through education. The institute focus on promoting women's education has not only filled a crucial gap in educational provision but has also become a beacon of hope and progress in our remote, costal region. The vision, priority and thrust area of the college are in tune with the objectives of National Education Policy 2020.

Promoting Women's Education:

At the core of the institutional ethos lies the belief that education is the key to socio-economic development, especially for marginalized communities. Over the years, this institute have taken significant strides in increasing women's literacy and access to higher education. By offering undergraduate and postgraduate programs in fields like Computer Science, Botany, Chemistry, BAF, and BAMS, it's become the sole science college in the entire Taluka, providing women with avenues for skill development and knowledge acquisition.

Key Initiatives for Women's Education:

Facilities and Support: This College gives top priority for offering facilities and support services customized to meet the specific needs of our female students. This includes ensuring that the classrooms are well-equipped and conducive to learning, and the institute provide isolated common rooms for their use. Additionally, the institute have implemented security measures such as CCTV surveillance and daily attendance monitoring through ID cards to ensure the safety and security of all students on campus.

Enrolment and Participation: Through targeted outreach efforts and awareness campaigns, this institute have witnessed a significant increase in female enrolment in higher education over the past five years. Beyond enrolment, the institute actively encourage and support female students to participate in various academic and extracurricular activities.

Academic Excellence: The commitment of this institute to academic excellence is evident in the outstanding performance of the female students. With a focus on quality education and rigorous training, many of the female students have achieved top ranks at the University, inter-college, and college levels, setting new benchmarks in academic achievement.

Health and Hygiene Programs: This College recognizes the importance of holistic well-being and organizes health and hygiene camps specifically tailored to address the unique needs of female students. These initiatives promote physical and mental well-being, fostering a culture of self-care and empowerment.

Leadership and Participation: The institute actively promote leadership and participation among

female students, encouraging their involvement in college committees, extracurricular activities, and community service initiatives. By providing opportunities for skill development and fostering self-confidence, this institute empower the female students to become agents of change.

Holistic Approach to Education: In addition to the focus on women's education, this institution is committed to nurturing critical thinking and comprehensive development among all students. The holistic approach to science education emphasizes hands-on training, practical learning experiences, and interdisciplinary collaboration, preparing students for success in an ever-changing world.

The institution's distinctiveness lies in its unwavering commitment to empowering through education, particularly through the promotion of women's education and holistic development. By providing a supportive and inclusive learning environment, this institute not only shaping the future of their students but also contributing to the broader social and economic advancement of the community. As this institution continue to uphold the founding principles and embrace innovation in education, this institution remains steadfast in its mission to cultivate empowered individuals who will make a meaningful difference in society.

This institute has achieved following awards and recognitions for its admirable contribution in the field of education and Upliftment and Empowerment of the female students:

- Accredited at 'B' Grade with CGPA Score of 2.35 in First Cycle by NAAC.
- 100% Grant in Aid received for General Science (B.Sc.) from Government of Maharashtra
- CSR fund of Rs. 15 Lakhs by Rashtriya Chemicals and Fertilizers Limited, Thal, Government of India
- ISO 9001:2015 Certification by International Accreditation Forum.
- **414** students received G.O.I. (Government of India) scholarship under OBC, SBC, VJNT, SC, ST, OPEN categories during assessment period.
- **62** students received A.E. Kalsekar Trust scholarship during assessment period.
- **76** students received the Konkan International Trust scholarship during assessment period.
- **20** students received the KWS, Kuwait scholarship during assessment period.
- Memento of Appreciation from University of Mumbai for remarkable achievement in Blood donation drive.
- Appreciation by Tahsildar, Murud-Janjira for actively celebration of all events under Azadi ka Amritmahostav.
- Appreciation certificate by District collector Raigad for actively participation in Voters awareness drive through ELC club.
- **01** students won third prize at University level in Avishkar Research Convention Competition.

- Achievements in Youth Festival Cultural Programme organized by University of Mumbai.
- Rank received by students for best research presentation in various national and international conferences.
- Appreciation award by PROTAN Maharashtra

Prominent Achievements by students:

Kindly refer supporting documents for detailed information of success attained by the girl's students.

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

The institution is graced with effective governance and support from its management, which prioritizes quality in academic affairs. In the academic year 2017-2018, the management demonstrated proactive leadership by initiating the accreditation process with **NAAC (Cycle-1)**, despite being an **unaided** Science College, aiming to uphold and enhance the overall quality standards of the college.

With a rich legacy spanning over a hundred and twenty years, the institution holds significant historical importance in providing education to the remote coastal area of Raigad. What began with a humble enrollment of **six students** in a **single stream** has steadily grown to accommodate **over 275 students** across **different streams**, offering **undergraduate and postgraduate (PG)**. This institute also applied for **doctoral courses (PhD in Chemistry)** and expert committee of University visited this college.

The institution's and its management remains actively involved in driving the institution's development, facilitating the introduction of **new courses** and **infrastructure enhancements**. Notably, establishment of a separate building dedicated to **postgraduate studies**, reflecting the commitment to expansion, quality and improvement of the institution.

Due to this institute every year more than 40 minority girls students becomes graduate. This institute not only focusing on academics but also trying maintain the social placenta and build the students society friendly.

Concluding Remarks :

Anjuman Islam Janjira Degree College of Science was established in 2009-10, with a strong emphasis on girls' education. Offering programs from general science to computer science with recent initiatives, such as the introduction of M.Sc. programs in Botany and Chemistry, and BAF and BMS courses, demonstrate its adaptability to evolving educational needs. Also trying to establish Ph.D. research laboratory which reflects the institution's commitment to pushing the boundaries of knowledge.

The college aims to develop students' resources, skills, perseverance, and enthusiasm for personal and career development. Despite facing challenges such as connectivity issues, low enrollment rates, and funding constraints, the institution leverages its strengths and opportunities while addressing weaknesses to overcome these challenges.

In terms of curricular aspects, teaching-learning methods, and research initiatives, the college demonstrates a commitment to academic excellence. Enriching its curriculum with value-added courses and cross-cutting issues like gender and environmental awareness, the institution provides students with a holistic educational experience. Student-centric teaching-learning practices, mentorship programs, and career guidance services contribute to high pass percentages and student progression rates.

In the realm of research, innovation, and extension, the institution fosters a vibrant research culture among faculty and students. Collaboration and financial support for research endeavours result in patents, publications, and participation in seminars and conferences. Extension activities and the preservation of Indian knowledge systems further enhance its societal impact and relevance.

State-of-the-art infrastructure and learning resources, including well-equipped classrooms, laboratories, libraries, and IT facilities, provide students with a conducive learning environment. Comprehensive safety measures and continuous maintenance ensure the well-being of all stakeholders.

Extensive student support services, including scholarships and career guidance programs, facilitate students' academic and professional journeys. Alumni engagement enriches the student experience, providing mentorship and networking opportunities.

Governance underscore its commitment to gender equity, environmental sustainability, civic engagement, and social responsibility. Institution remains dedicated to nurturing future leaders and contributing to the holistic development of individuals and society. With its rich legacy and dedication to continuous improvement, the institution is poised to shape the educational landscape for generations to come.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|----|-----|----|-----|-----|
| 1.2.1 | <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :21</p> <p>Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as we have excluded programs under regular university curriculum</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>186</td> <td>169</td> <td>148</td> <td>148</td> <td>131</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>129</td> <td>84</td> <td>167</td> <td>106</td> </tr> </tbody> </table> <p>Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as we have excluded programs under regular university curriculum and have considered programs which has minimum duration of 30 hours.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 186 | 169 | 148 | 148 | 131 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 72 | 129 | 84 | 167 | 106 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 186 | 169 | 148 | 148 | 131 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 72 | 129 | 84 | 167 | 106 | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 184</p> <p>Answer after DVV Verification: 111</p> <p>Remark : DVV has made changes as per the report shared by the HEI and the value is downgraded on the basis of metric 1.1</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to</p> | | | | | | | | | | | | | | | | | | | | |

be considered)

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 111 | 79 | 51 | 56 | 53 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 111 | 79 | 51 | 56 | 53 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 360 | 220 | 180 | 180 | 180 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 360 | 224 | 180 | 180 | 180 |

Remark : DVV has made changes as per prescribed format shared by HEI.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 32 | 18 | 9 | 9 | 9 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 9 | 8 | 5 | 5 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 79 | 49 | 39 | 39 | 39 |

Answer After DVV Verification :

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 55 | 34 | 28 | 28 | 28 |

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 23 | 21 | 19 | 18 | 17 |

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as we have excluded librarian

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 11 | 11 | 6 | 4 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 5 | 3 | 2 |

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have considered Doctorate Degrees or Provisional Degree Certificates from universities recognized by the UGC as per SOP

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

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

during last five years

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 17 | 12 | 3 | 2 | 6 |

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as those programs were not related to Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years
3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 43 | 40 | 53 | 3 | 8 |

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 15 | 29 | 55 | 39 | 20 |

Answer After DVV Verification :

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

| | | | | |
|---|---|---|---|---|
| 3 | 2 | 1 | 0 | 0 |
|---|---|---|---|---|

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered ISBN published journals further we have excluded repeated ISBN and has followed calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 43 | 15 | 8 | 15 | 14 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 36 | 9 | 6 | 13 | 12 |

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded days celebration like yoga day, women's day, justice day, environment day etc

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

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

Answer before DVV Verification : 40

Answer after DVV Verification: 16

Remark : DVV has made necessary changes as per supporting documents shared by HEI

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------|----------|---------|---------|---------|
| 29.43302 | 14.11438 | 7.10367 | 8.97926 | 8.86025 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5.62 | 0.28 | 0.39 | 0.84 | 0.88 |

Remark : DVV has made necessary changes as per audit report shared by HEI and has considered only repairs and maintenance expenses

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31 | 34 | 17 | 10 | 21 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 22 | 11 | 8 | 8 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 61 | 48 | 42 | 42 | 32 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 61 | 48 | 42 | 42 | 32 |

Remark : DVV has made necessary changes as per supporting documents shared by HEI and has considered students progressed for higher education during last five years

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 53 | 9 | 4 | 20 | 19 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 0 | 4 | 20 | 19 |

Remark : DVV has made changes as per supporting documents shared by HEI and values have been downgraded as we have excluded inter college awards

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 185 | 62 | 9 | 130 | 105 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 3 | 1 | 3 | 3 |

Remark : DVV has made necessary changes as per supportings shared by HEI and values have been downgraded as events under same date has been counted as one.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19 | 9 | 17 | 16 | 13 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2 | 8 | 10 | 0 | 5 |

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

| | |
|-------|---|
| 7.1.3 | <p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made necessary changes as per supporting documents shared by HEI and 2 of above option has been considered as we have received photographs of Green audit / Environment audit and Beyond the campus environmental promotion activities</p> |
|-------|---|

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|----------|--|----------|----------|----------|---------|---------|----------|----------|----------|----------|----------|---------|---------|---------|---------|---------|-------|-------|-------|-------|-------|
| 1.1 | <p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>231</td> <td>175</td> <td>148</td> <td>148</td> <td>131</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>111</td> <td>151</td> <td>190</td> <td>159</td> <td>142</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 231 | 175 | 148 | 148 | 131 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 111 | 151 | 190 | 159 | 142 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 231 | 175 | 148 | 148 | 131 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 111 | 151 | 190 | 159 | 142 | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>43.61645</td> <td>23.85306</td> <td>11.27754</td> <td>15.60600</td> <td>17.13134</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>77.48</td> <td>46.83</td> <td>21.19</td> <td>20.54</td> <td>21.34</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 43.61645 | 23.85306 | 11.27754 | 15.60600 | 17.13134 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 77.48 | 46.83 | 21.19 | 20.54 | 21.34 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 43.61645 | 23.85306 | 11.27754 | 15.60600 | 17.13134 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 77.48 | 46.83 | 21.19 | 20.54 | 21.34 | | | | | | | | | | | | | | | | | |