SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KHAREPATAN PANCHAKROSHI SHIKSHAN PRASARAK MANDAL'S ARTS AND COMMERCE COLLEGE, KHAREPATAN

AT/POST - KHAREPATAN, TAL - KANKAVLI, DIST- SINDHUDURG 416703
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

"Education is the most powerful weapon which you can use to change the World"

– Dr. A. P. J. Abdul Kalam

This college was established in 2012-2013 by the Kharepatan Panchkroshi Shikshan Prasarak Mandal, a revered institution led by freedom fighter Guruvarya Veer Shankarao G. Pendharkar. Affiliated with the University of Mumbai, the college operates in a hilly, rural region with the Motto as "?????????? ????????? - ???????????? ??????".

Our institution focuses on transforming rural communities through education, striving to enhance academic sessions and offer diverse extracurricular activities. We provide an inclusive environment that fosters knowledge acquisition, cultural appreciation, community orientation, and life skills. Our educational offerings include traditional programs like BA, B.Com, and B.Sc, alongside 15 short-term certificate courses designed to equip students with practical skills.

The college emphasizes the integration of Information and Communication Technology (ICT) in the teaching-learning process, ensuring that students and teachers benefit from modern educational tools. Each term begins with a comprehensive teaching plan crafted by the departments, which is rigorously followed to maximize educational outcomes.

Student support is paramount, with detailed information about admission procedures, programs, fees, and extracurricular activities provided in our updated prospectus. Our organizational structure includes committees overseeing administrative, financial, and academic functions, ensuring efficient management and monitoring of student activities.

We are committed to nurturing students with the right attitude, scientific mindset, and social responsibility. Our goal is to empower students, particularly those from underprivileged backgrounds, and develop them into responsible citizens who respect cultural heritage and environmental conservation.

The college boasts well-equipped classrooms, science and computer labs, a central library, an auditorium, and a competitive examination guidance center. Our extension activities through NSS, DLLE, and the Health Centre reflect our dedication to societal responsibilities. Feedback from stakeholders drives continuous improvement, supporting a robust research culture and consultancy services.

This College is dedicated to delivering quality education and fostering holistic development, making a significant impact on our students and the community.

"Our achievements inspire us to excel and build a legacy, focusing on developing individuals of high character and integrity."

Vision

The strengthening education, economically and socially with special focus on education and skills development, to help and motivate every member of the society to lead a dignified personal and social life. while acquiring knowledge, the institute made the students and the community aware that continuous efforts are a good thing to achieve.

To provide quality education to all classes of the society. to empower a cross-section of the society through excellent education based on a sound value system. pursuit of excellence in higher education.

Mission

Our mission is to offer high quality education dedicated to building minds with social and moral responsibility.

We are committed to educating the students beyond the confines of a class room to make them better individuals and develop their personalities, enabling them to face the challenges of the modern world .

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college boasts a young, dynamic, and qualified teaching staff. This ensures that students receive contemporary and quality education, leveraging the latest teaching methodologies.
- The institution is well-equipped with modern facilities, including a library, computers with internet connectivity, campus-wide Wi-Fi, and LCDs. These resources enhance the learning experience and provide students with the tools they need to succeed.
- The college campus is spacious and full of natural beauty, providing a conducive environment for learning and personal growth. The green surroundings also offer a peaceful and aesthetically pleasing atmosphere.
- Education is made accessible to all eligible students at affordable fees, with installment options for admission fees, ensuring that financial constraints do not hinder educational opportunities.
- The college offers a variety of student support services, including NSS (National Service Scheme) and DLLE (Department of Lifelong Learning and Extension), which contribute to the overall development of students.
- The institution offers 13 certificate courses across different streams and practices initiatives like open house student-feedback, interaction with faculty, and best practices such as "Teaching learning beyond curriculum" and "Mission Innovation".

Institutional Weakness

- The college is situated in a hilly and rural area, making it less accessible and challenging for students and staff to commute. This also limits the interaction with industries and external resources.
- Many students come from economically backward areas, and their parents are engaged in labor-intensive occupations such as farming, fishing, and construction work. This economic background can affect their educational experience and resources available to them.

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- During the rainy season, the power supply becomes irregular, disrupting the educational process and the functionality of electronic resources.
- The remote location leads to frequent internet connectivity issues, hampering digital learning and online resources.
- There is a lack of adequate physical space for an open playground on the campus, limiting the scope for physical activities and sports.
- Due to low population density and economic pressures, there is an increasing dropout rate and declining class attendance among students.

Institutional Opportunity

- Setting up smart and virtual classrooms can enhance the learning experience and provide students with access to advanced educational tools and resources.
- Conducting advanced training courses in chemical and biological sciences can attract more students and improve the institution's academic profile.
- Implementing digital record-keeping can streamline administrative processes and improve efficiency in managing student and staff data.
- Developing research and consultancy services can foster a culture of research and innovation among students and staff, enhancing the institution's reputation.
- Increasing the number of skill development programs can equip students with practical skills needed for the job market, thereby improving their employability.
- Strengthening teaching and research activities through collaborations and MoUs with other institutions and industries can provide students with more opportunities for learning and employment.

Institutional Challenge

- The inadequate transport facilities make it difficult for students to commute, which can affect attendance and enrollment.
- There is a general decline in student interest in basic sciences and humanities, posing a challenge for maintaining enrollment in these programs.
- Many students tend to seek employment opportunities in mega cities like Mumbai, Pune before completing their graduation, leading to higher dropout rates.
- The college's location in a region devoid of industries limits resource mobilization and employment generation for graduates.
- Retaining qualified faculty and augmenting infrastructural and research facilities for unaided PG courses is challenging due to the remote location and limited resources.
- Maintaining a balance between existing traditional courses and the need for professional skills to meet the evolving job market demands is essential for the college's growth and relevance.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

The College offers 13 Under-Graduate Programmes and 15 Career Oriented / Skill Based Certificate and Diploma Courses at UG in Arts, Science and Commerce faculty. Choice Based Credit System (CBCS) is implemented from the academic year 2016-17 at UG level programmes as per the guidelines of UGC and University of Mumbai. The Programmes are run to achieve stated Vision, Mission and Objectives of the college as per the values propounded by the parent institution.

1.1.1 Curricular Planning, Implementation: The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar, Annual Teaching plan and conduct of continuous internal evaluation.

1. Curriculum of traditional UG level programmes is designed by University of Mumbai with stated Programme and Course Outcomes. The academic departments of the college has prepared Programme Outcomes and Course Outcomes as per the curriculum of respective domain subject.

1.2.1 Number of Certificate/Value added courses offered

1. Curriculum of institutional 15 Certificate, Diploma and Career Oriented/Skill Based Courses is designed and offered during the last five years.

1.2.2 Percentage of students enrolled in Certificate/ Value added courses

1. 364 students were enrolled in Certificate/Diploma/ Career Oriented/Skill Based courses during the last five years. 15.51% students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years.

1.3.1   Crosscutting Issues:

1. The college integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum of UG Programmes.

1.3.2 Students undertaking project work/field work/ internships:

1. 341 students undertook project work/field work /internships in the latest completed academic year 2022-23. Percentage of students undertaking project work/field work/ internships in the year was 69.31%.

1.4.1   Feedback System:

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

Teaching-learning and Evaluation

Teaching-Learning

1. For admission, rules of university and state Government are followed.

2. Transparency and reservations are maintained during admission.
3. Faculty wise induction programs for students. About 50% teachers are with Ph.D.
4. 100% teachers use ICT in teaching, learning and evaluation. (Institutional online repository –1012 PPTs)
5. Student centric methods- experiential, participative and problem-solving methodologies to enhance learning levels of learners.
6. A strong mentoring system and individual and group counselling sessions.
7. COs, POs & PSOs are displayed on college website, at premises and communicated with all stakeholders.
8. Outcome based learning is enhanced with calculating attainment of COs and POs.
9. The IQAC ensures the strict implementation of the Academic Calendar by monitoring activities and implementing gaps are reviewed periodically.
10. The college has designed Curriculum Delivery Policy and teaching-learning is carried out according to the policy.

Evaluation

1. Examination Committee ensures effective CIE with effective use of ICT.
2. Reforms are adopted in CIE using ICT.
3. The college follows the modalities of conducting the CIE.
4. Academic Calendar is prepared for CIE.
5. Performance of the student is evaluated through assignments, unit tests, attendance, seminars, quizzes, and activity assessment through projects and group discussions / presentations.
6. There is a mechanism to deal with grievances related to university examination and college examination.
7. Attendance records are maintained.
8. CIE is transparent, time- bound and efficient.

Research, Innovations and Extension

1. This institute is keenly involved in creating and promoting a research culture amongst the faculty and students.
2. The college has taken efforts in creating an ecosystem for innovation by faculty and students, and successfully established an INCUBATION CENTER.
3. Organization of hands-on / workshops / seminars on several cutting-edge issues including IPR and Industry-Academia Innovative practices are a regular feature in the college.
4. There is noteworthy increase in the number of research publications by faculty in reputed indexed research journals.
5. Our faculty members published the research articles in UGC approved journals, papers in conference proceedings and books with ISBN number.
6. The college is upholding research ambience via establishing the MoUs, linkages and collaborations with academic and research institutes.
7. Major Extension Activities organized in the College through NSS, NCC, to sensitize the students about social issues.

Research, Innovations and Extension

1. This institute is keenly involved in creating and promoting a research culture amongst the faculty and students.
2. The college has not received any endowments from government or non-governmental agencies for research projects during the last five years.
3. The college has taken efforts in creating an ecosystem for innovation by faculty and students, and successfully established an INCUBATION CENTER.
4. The college has actively promoted an ecosystem for innovation, engaging both faculty and students. Key initiatives include raising awareness about the Indian Knowledge System (IKS) and Intellectual Property Rights (IPR). The college established an IPR Cell and an Incubation Centre to facilitate the creation and transfer of knowledge and technology. Over the past five years, various orientations, lectures, and workshops have been conducted to educate and empower participants in these areas. These efforts aim to foster creativity, enhance technical skills, and support entrepreneurship, ultimately contributing to a culture of innovation within the college.
5. There is noteworthy increase in the number of research publications by faculty in reputed indexed research journals.
6. A total of 16 workshops were conducted, featuring lectures on diverse topics such as intellectual property, economics, sustainable tourism, research methods, entrepreneurship, and biodiversity. Faculty members also participated in various research projects and published in national and international journals, contributing to academic and entrepreneurial advancements.
7. Our faculty members published the research articles in UGC approved journals, papers in conference proceedings and books with ISBN number.
8. Major Extension Activities organized in the College through NSS, NCC, to sensitize the students about social issues.
9. The institution has received Awards and recognition for its involment in extensions activities from Government and Government Recognised Bodies.
10. The college is upholding research ambience via establishing the MoUs, linkages and collaborations with academic and research institutes.

Infrastructure and Learning Resources

1. The college, located in the scenic Western Ghats, sits on a 5-acre, pollution-free green campus.
2. The total built-up area is 7,800.711 square meters, featuring a basement and two floors.
3. It includes 20 classrooms, each with a capacity for 60 students, and is equipped with modern amenities.
4. The campus also houses three science laboratories, a library, a computer library, and a seminar/conference hall with ICT tools such as a projector, white screen, speakers, and a microphone.
5. Classrooms are well-furnished with white or green boards, and there are two smart classrooms with LCD screens.
6. There is ample computer access for both staff and students, with 15 computers utilizing ETNL software and the entire campus connected via Wi-Fi and LAN.
7. The physical infrastructure boasts specialized rooms including an NSS room, WDC room, DLLE room, Gymkhana, Yoga centre, exam room, IQAC room, a common staff room, a girls' common room, an administrative section, a guest room, a health room, and a canteen.
8. Washrooms are available for both gents and ladies, and the campus is under constant CCTV surveillance.
9. For extracurricular and recreational activities, the college features a recreation hall with a 300-chair capacity and necessary musical instruments.
10. Additionally, there is a multipurpose indoor stadium covering 57.67 square meters and a playground of

1,350 square meters.

11. In terms of financial expenditure, the institution allocated 37.97% of its total expenditure (excluding salaries) over the past five years (2018-19 to 2022-23) towards infrastructure and other resources.

12. The central library, measuring 43.09 square meters, offers a reading section for students and faculty and is well-stocked with textbooks, reference books, journals, magazines, and newspapers. However, the library lacks automation due to insufficient digital facilities.

13. Institute maintains updated IT facilities and provides sufficient internet bandwidth.

14. The student-to-computer ratio of the latest completed year (2022-23) stands at 25:1.

15. In terms of financial expenditure, the institution allocated 3.78% of the total expenditure (excluding salaries) was spent on maintenance, over the past five years (2018-19 to 2022-23) reflecting the institution's commitment to maintaining its resources & infrastructure.

Student Support and Progression

1. Student Support and Progression Different Government of India (GOI) and State Government scholarships for SC, ST, NT, VJNT, EBC, SBC, Ex-serviceman ward etc are made available for the students.

2. MAximum students have benefited from scholarships and free-ships provided by government and non-government agencies in the last five years in this college.

3. The Institute has developed Institutional Fellowship Free ship Policy.

4. Under Capacity Development and Skills enhancement initiatives the Institute has organized the activities like Workshop on Interview Techniques, Personality Development, Developing Soft Skills, Workshop on Spoken English, Communication Skills, International Yoga Day, World AIDS Day, Anti - Tobacco Day, Blood Group & Hemoglobin check-up camp, , Health Guidance, AIDS Awareness Programmes, Internet Awareness and Cyber Security, etc. Competitive Exam and Career and Counselling Cell guided to students during the last five years and many students benefitted from these programmes.

5. The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases.

6. Our college has constituted the Committees like; Students Grievance Redressal Cell, Internal Complaints Committee and Anti-Ragging Committee.

7. These committee arrange awareness programmes about the mechanism of grievance redressal. The college has developed policies for Anti-Ragging, Students grievances and Policy for Anti-Sexual Harassment.

8. The college maintains details of students' progression for further programmes. Students of our college participate in sports / cultural activities at intercollegiate and university level.

9. There is a not registered Alumni Association but alumni contributes significantly to the development of the institution through support services.

Governance, Leadership and Management

6.1 Institutional Vision and Leadership:

1. **Governance Structure:** Collaborative governance involving top management, CDC, Principal, and

staff.

2. **Participative Leadership:** Democratic and participatory approach; active stakeholder involvement.
3. **Decentralization:** Administration is decentralized through various committees, including IQAC, CDC, and departmental heads, ensuring inclusive governance.
4. **Perspective Plan:** Aligned with NAAC quality indicators, developed by IQAC and stakeholders, guided by the institution's vision and mission.

6.2 Strategy Development and Deployment:

1. **Institutional Bodies' Efficiency:** CDC oversees academic and administrative functions, service rules, and staff appointments, adhering to state and UGC guidelines.
2. **Quality Assurance:** IQAC monitors the implementation of the Perspective Plan and quality initiatives, ensuring effective deployment through regular reviews and audits.
3. **E-Governance:** Implemented across administration, finance, admissions, and examinations, enhancing efficiency, transparency, and accuracy.

6.3 Faculty Empowerment Strategies:

1. **Welfare Schemes:** Various welfare measures like health check-ups, canteen, Wi-Fi, and faculty trips.
2. **Performance Appraisal:** KPI for the Principal, API for faculty, and Confidential Reports for non-teaching staff ensure effective performance evaluations.
3. **Faculty Development:** Support for attending conferences, workshops, and FDPs.

6.4 Resource Mobilization and Utilization:

1. **Resource Optimization:** A strategic approach to mobilize resources through government grants, private donations, and partnerships.
2. **Financial Management:** Regular internal and external audits ensure transparency and accountability in the utilization of funds.

6.5 Internal Quality Assurance System:

1. **IQAC's Role:** Regular reviews of teaching and learning processes, promoting outcome-based education, and ensuring continuous quality improvement through audits and feedback.
2. **Quality Initiatives:** Adoption of OBE, faculty development programs, academic audits, and stakeholder feedback systems, leading to incremental institutional improvements.

Institutional Values and Best Practices

1. Our college promotes gender equity sin admissions, recruitment, administrative functionality and academic activities.
2. Gender equity & sensitization is reflected in curricular and co-curricular activities.
3. The institution conducted Gender Audit. Gender Promotion Plan and activities accordingly.

4. Safety and security measures along with the facilities for women are provided.
5. Internal Complaints Committee resolves the complaints (if any) of sexual harassment in a time-bound manner.
6. The institution has been using alternate sources of energy like Solar panels, LED tubes, and more Equipment's, etc.
7. We have solid, liquid, and e-waste disposal systems.
8. The responsibilities for waste disposal have been allotted amongst non-teaching staff.
9. The college has developed policies on waste management, water conservation and green campus initiatives.
10. The institute has undertaken green campus initiatives in the form of planting trees, restricted entry of automobiles, ban on the use of plastic in the campus, QR Codes for trees, etc.
11. The institute is keen on segregation of degradable and non-degradable waste and bio-degradable waste is decomposed in pits furthermore used of Vermicomposting / Vermi-culture.
12. We have proper rain water harvesting system, distribution system for conservation of water.
13. The institute has conducted Green Audit, Environment Audit and Energy Audit.
14. Regularly Beyond the Campus Environmental Promotion Activities are conducted.
15. Celebration of days of eminent personalities, National Festivals for an inclusive environment.
16. Sensitization of students and employees of the Institution to the constitutional obligations is done through curriculum as well as through extra-curricular activities.
17. **Best Practices**

We have successfully implemented following two best practices.

1. An Empathy and Compassion.
2. Environment Consciousness.

1. **Performance of the Institution in one area, an institutional distinctiveness** : An action plan is prepared by all the departments of the college and by IQAC before the commencement of each academic year for Women Empowerment and it is effectively implemented.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Kharepatan Panchakroshi Shikshan Prasarak Mandal's Arts and Commerce College, Kharepatan
Address	AT/POST - KHAREPATAN, TAL - KANKAVLI, DIST- SINDHUDURG
City	Kharepatan
State	Maharashtra
Pin	416703
Website	www.acsckharepatan.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	ATMARAM DEU KAMBLE	02367-242211	9421149914	02367-242211	kharepatancollege@gmail.com
IQAC / CIQA coordinator	VASEEM HANIF SAYYED	02367-242014	7972063362	02367-242014	vaseemahsaas19830201@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
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	AT/POST - KHAREPATAN, TAL - KANKAVLI, DIST-SINDHUDURG	Rural	5	7800.71

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Hindi,	36	HSC	English,Hindi	360	66
UG	BA,Marathi,	36	HSC	English,Marathi	360	67
UG	BA,English,	36	HSC	English	360	15
UG	BA,Economics,	36	HSC	English,Marathi	360	50
UG	BA,Geography,	36	HSC	English,Marathi	360	91
UG	BA,History,	36	HSC	English,Marathi	360	81
UG	BA,Political Science,	36	HSC	English,Marathi	360	64
UG	BCom,Business Management,	36	HSC	English	360	123
UG	BCom,Financial Accounting And Auditing,	36	HSC	English	360	185
UG	BSc,Botany,	36	HSC	English	360	16
UG	BSc,Chemistry,	36	HSC	English	360	41
UG	BSc,Mathematics,	36	HSC	English	360	15
UG	BSc,Zoology,	36	HSC	English	360	12

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				21			
Recruited	0	0	0	0	0	0	0	0	10	7	0	17
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	4	1	0	5
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	1	0	0	1
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	6	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	249	0	0	0	249
	Female	191	0	0	0	191
	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	24	28	26	23
	Female	18	21	21	19
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	138	142	145	154
	Female	85	96	108	105
	Others	0	0	0	0
General	Male	63	72	74	81
	Female	72	74	71	60
	Others	0	0	0	0
Others	Male	30	25	22	26
	Female	24	26	27	24
	Others	0	0	0	0
Total		454	484	494	492

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	?Our college is affiliated with Mumbai University. ?It is located in a hilly, rural area. ?The college serves students from socio-economically disadvantaged backgrounds. ?We are committed to

	societal upliftment through our motto, vision, and mission. ?The college embraces change and adapts to evolving times. ?Multidisciplinary and interdisciplinary concepts have been effectively implemented. ?Students who have completed their XIIth grade can enroll in B.A., B.Com., and B.Sc. programmes. ?Arts students can choose from Hindi, Marathi, English, Economics, Geography, History, and Political Science. ?Science students can study Botany, Chemistry, Mathematics, and Zoology. ?Our courses equip students with skills for careers in academia, research, or industry. ?We prepare students to analyze, synthesize, and evaluate information critically. ?Since 2017-18, the Choice-Based Credit System (CBCS) has been in place. ?CBCS allows students to choose courses aligned with their interests and career goals. ?Our faculty members are highly qualified and provide excellent guidance. ?Additional offerings include Bridge, Remedial, Certificate, and Add-on/Value-Added Courses. ?The college is well-prepared to implement NEP-2020's educational vision.
2. Academic bank of credits (ABC):	?Our college, affiliated to the University of Mumbai, follows the University's guidelines regarding Academic Bank of Credits (ABC). ?As per the directive received, the institute has urged the students to open accounts on Academic Bank of Credits (ABC) portal. ?The university has mandated the students of F.Y.B.A., F.Y.B.Com and F.Y.B.Sc to register for ABC from the academic year 2022-23, as per Academic Bank of Credits (ABC) registration after the admission process is completed. ?The institute has taken the initiative to register its students on the ABC portal. ?Our university has already implemented a system of digitization of marksheets, transfer certificates etc. along with institutional support system, ?We have implemented the ABC strategy of NEP-2020 in our organization.
3. Skill development:	?In addition to regular coursework, this institute is emphasizing the importance of skill development programmes for its students. ?The institution acknowledges the rapidly changing times and recognizes the need to keep up with the changes. ?To promote the development of skills required for the current job market, the institution offers skill development programmes that align with the syllabus of Mumbai University. These programmes are

designed to empower students with skills that are crucial for their career growth and livelihood. ?This Institute has also introduced Certificate Courses in subjects like Hindi, Marathi, History, Geography, Commerce, Botany, Chemistry, Mathematics through Incubation Sub-Centers enabling students to learn practical skills relevant to their field of study. ?Moreover, the institution's language departments organize Skill Development Programmes to enhance students' communication skills, which are essential for their professional development. This Institute conducts various online and offline Skill Development Programmes through speeches, guest lectures, seminars, conferences, workshops, and webinars to offer a comprehensive learning experience to its students. ?The institution's focus on skill development programmes aligns with the ?National Education Policy 2020's vision to equip students with relevant skills and competencies to become productive members of society.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	1. India is renowned for its diversity in culture, language, and religion. 2. Understanding this diversity requires respect and appreciation. 3. Integrating Indian Knowledge Systems (IKS) into education promotes unity and belonging. 4. This integration is achieved by teaching in Indian languages and incorporating cultural values. 5. Our institution, values the role of language in communication and heritage preservation. 6. We offer education in English, Marathi, and Hindi, enhancing language skills and respect for regional languages. 7. Celebrating cultural events like Hindi Rajbhasha Din and Marathi Bhasha Gaurav Din introduces students to diverse cultures. 8. Participation in Annual Social Gatherings and Youth Festivals connects students with India's cultural heritage. 9. IKS encompasses philosophy and spirituality, with schools like Vedanta, Yoga, and Buddhism offering profound insights. 10. India's contributions to science and mathematics, such as the concept of zero, are key aspects of IKS. 11. Environmental sustainability is emphasized in IKS through traditional practices that harmonize with nature. 12. Indian arts, including classical music, dance, and literature, play a crucial role in transmitting cultural values. 13. The Gurukul system, a traditional educational approach, focused on

	personalized learning and character development. 14. Our institution integrates IKS principles to offer a holistic and culturally rich education. 15. This approach highlights our commitment to preserving cultural heritage and providing a comprehensive educational framework for our students.
5. Focus on Outcome based education (OBE):	?As Mumbai University has introduced U.G. Programmes focusing outcome-based education, our institution has been running it properly. ?To interpret, analyse, evaluate and develop responsibility and effective citizenship is one of the Programmes Outcomes of the students. ?Regular class tests, tutorials, assignments, projects, group discussions, presentations, seminars, etc. are conducted by all the departments and to give justice and monitor over all these things a separate monitoring committee has been formed. ?At U.G. level, the COs and POs are focused by the curriculum. ?The staff and the students are well acquainted with it. ?The COs and POs are communicated to the students while introducing the curriculum in the initial lectures of every academic year. ?The institution displayed COs and POs on the website. ?First four lectures per semester are reserved for explanation of POs and Cos to the students.
6. Distance education/online education:	?The COVID-19 pandemic highlighted the need for online education. ?Our institution embraced online learning as a necessity. ?We followed state and university guidelines for online classes. ?Classes were conducted on Zoom, Google Classroom, and Google Meet. ?Platforms like Microsoft Teams and WhatsApp were also used. ?Faculty and students adapted to online education effectively. ?Seminars and workshops are now organized on online platforms. ?Links for these events are accessible to everyone. ?Teachers participated in NEP 2020 awareness programs. ?Various departments organized webinars for enhanced learning. ?Some faculty members created YouTube channels for students. ?Quality e-content is uploaded based on the prescribed syllabus.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	?YES! Kharepatan Panchakroshi Shikshan Prasarak Mandal, Kharepatan's Arts, Commerce And Science College, Kharepatan has set up an Electoral Literacy Club. ?This Electoral Literacy Club chaired by Principal Dr. Atmaram Kamble, with Shri. Vaseem Sayyed as Coordinator and Dr. Vandana Shinde-Vhatkar, Shri. Sagar Indap as members and Shri. Tanmay Kamble.
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?	Yes! This Institute has appointed two student coordinators and two co-ordinating aculty members. The electoral literacy club is functional in our Institute.
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.	A voter awareness campaign through Rally, Street-play, Personal Meet, Mouth Publicity etc. was conducted in collaboration with the Kharepatan Gram-panchayat office. The campaign aimed to highlight the importance of elections. Its goal was to motivate citizens to exercise their right to vote. Voting is a fundamental right in a democracy. This campaign was conducted actively as per directions received from the Government of Maharashtra. The campaign provided detailed guidance on voting significance. It emphasized the importance of voting in the current situation. These activities aimed to educate and empower the community. The Electoral Literacy Club is committed to fostering informed citizenship. Such initiatives help strengthen democratic participation. The club continues to promote electoral awareness and responsibility.
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.	?We celebrate Constitution Day on November 26th every year to honor India's Constitution adoption. ?We conducted a voter awareness and registration drive for the Graduate Constituency. ?A voter awareness registration drive was held for the Teachers Constituency. ?We conduct workshops to teach students and the community about voting, voting rights, and why informed voting is important. ?We invite election officials, political scientists, and experts to discuss voting, governance, and civic duty. ?We organize street plays and skits in public areas to raise awareness about voting rights and the electoral process. ?An intercollegiate quiz competition is held on electoral processes, Indian political history, and constitutional knowledge. ?We encourage students and staff to pledge to vote and promote democratic values, committing to participate in elections

	publicly.
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.	The college organized special voters registration programs with the help of the Taluka election administration for the students who have completed 18 years of their age.

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
492	494	484	454	423

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: 24

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
17	17	12	12	12

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
15.74	28.14	24.05	21.82	27.09

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

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

Response:

1. Annual/ Academic calendar for implementation of various academic and co-curricular activities are prepared at the beginning of the academic year by all the departments of the college, so as to conduct co-curricular activities in the college throughout the year.
2. Each department prepares their yearly planning of the various activities to be carried out throughout the year. Initially syllabus of papers is allocated among faculties at department level. Also the meetings of the individual departments are regularly held with respect to the execution of teaching plans, departmental activities and completion of syllabus.
3. The Principal and departmental heads often interact with the faculty for effective planning, implementation and completion of the curriculum.
4. At the beginning of semester, the syllabi, in the form of hard & soft copies are made available to the students and the question banks are also made available to students. To have the effective delivery of the curriculum, the departments of college organize various interactive activities, like, Guest lectures, students' seminars, departmental wall papers, field visit, field projects, preparation of charts, posters and models etc.
5. To make teaching more effectual, the various teaching aids, such as, PPTs, Posters, Charts, Maps, Diagrams and Graphs are used. Moreover, educational study tours/ industrial visits are also organized for the students.
6. Each faculty submits Syllabus Completion Report to the Head of the Department which help the IQAC of the college to review and monitor the active involvement of faculty in the implementation of action plan.
7. With the intention of overall development of students, various add on/ certificate courses are run by the college. College runs 20 add on/ certificate courses which are allied to occupational development of students, inculcation of various human values, environmental awareness and computer literacy.
8. For the purpose of continual evaluation, various evaluation methods, viz., Home Assignments, Seminars, Debates, Surprise Tests, Class Tests, etc. are used by the faculties.
9. To enhance the subject and research knowledge of the faculty, the college provides financial support to them to participate in conferences, seminars, workshops, etc., so that the faculty can share their knowledge with students.
10. The curricular and academic performance of the faculty and students is announced during the

Annual Prize Distribution Ceremony for the awareness of the stakeholders and the general public which encourages them and helps to enhance their academic performance.

11. Effective transmission by using Remedial Coaching
12. Mechanism for Slow and Advanced learners considering last academic performance of students
13. Bridge Courses for link between old and new courses
14. The feedback forms, in a specified format, on curriculum are randomly collected from the stakeholders, viz., Students, Teachers, Parents and Alumni. These forms are assessed on the basis of stakeholders' evaluation points, viz., course content, curriculum need base, programme outcomes, employability enhancements, academic flexibility, solution to the local problems, etc. These feedback forms are then analyzed by feedback committee and accordingly the action is taken. Prepared action taken report is then displayed on the college website.

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: 9

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](#)

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: 12.65

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
102	52	00	85	58

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 Cross – cutting issues like Gender, Environmental Sustainability, Human Values and Professional Ethics, etc. find an ample space when it comes to applying them positively into the curriculum. We believe in maintaining a healthy environment for all its students. The curriculum is designed include many of these aspects.

Gender

The courses below which addresses Gender issues by providing the skill-set necessary for lifelong learning and provide the opportunities for the students to explore subjects or areas of interest. It teaches equality in gender and also about action against bias.

Name of Programme	Course Offered
B. A.	Hindi, Marathi, Economics, Geography,

	History and Political Science
B. Sc	Botany and Zoology
B. Com	Foundation Course, Business Communication and Commerce

Environmental Sustainability

The following courses address the environment and sustainability. It appreciates the ethical, cross-cultural, historical context of environmental issues and the links between human and natural systems. It enables students to learn about eco-systems and other environmental factors. They also learn measures to protect the environment and are made aware of global warming and other related issues.

Name of Programme	Course Offered
B. A.	Hindi, Marathi, Economics, Geography, History and Political Science
B. Sc	Botany and Zoology
B. Com	Environmental Studies, Foundation Course, Business Economics Marketing and Human Resource Management

Human Values

Values are something which is desirable and worthy of esteem for their own sake. Human values are which help us to live in harmony with the world. Following are the cross cutting issues of commerce course offered under Arts, Science and Commerce programmes.

Name of Programme	Course Offered
B. A.	Hindi, Marathi, Economics, Geography, History and Political Science
B. Sc	Zoology
B. Com	Foundation Course, Business Communication, Advertisement, Environmental Studies, and Business Economics

Professional Ethics

The courses mentioned below describe professionally accepted standards of personal, business behavior, values and guiding principles. Codes of professional ethics are often established by professional organizations to help guide members in performing their job functions according to sound and consistent ethical principles.

Name of Programme	Course Offered
1.A.	Hindi, Marathi, Economics, Geography, History and Political Science
B. Sc	Botany, Chemistry and Zoology

B. Com	Foundation Course,
	Business Communication,
	Business Law,
	Advertisement,
	Environmental Studies,
	Accountancy and Financial Management,
	Financial Accounting and Auditing: Financial Accounting,
	Financial Accounting and Auditing: Cost Accounting and
	Commerce Paper : Business Development, Management, Marketing and Human Resource Management

From 2018-2019 to 2022-2023, we engaged in diverse initiatives promoting gender sensitization, environmental sustainability, and ethical values. Activities included street plays, personality development, career counseling, lectures, and Vanrai Bandhara construction. We also executed projects like cloth carry bag distribution, Swachhata campaigns, anti-plastic initiatives, tree conservation, and paper and power conservation. These efforts addressed cross-cutting issues under themes of gender, environment, and human values, fostering positive change and emphasizing societal progress through gender equality, environmental responsibility, and ethical conduct. Our commitment reflects a dedication to a sustainable future.

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: 69.31

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

Response: 341

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 55.3

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
183	184	185	192	185

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	360	360	360	240

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

2.1.2

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

Response: 53.14

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
92	90	93	92	73

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
177	177	177	177	120

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: 28.94

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:

Experimental Learning Method

1. Language Departments (Marathi, Hindi): Utilize experiential learning through activities like seminar presentations, project work, self-study materials, poetry writing, compering, and proposing votes of thanks to enhance linguistic skills in writing, speaking, and reading.

2. History Department: Conducts study tours and field visits to historical and geographical locations to deepen understanding of history and contemporary culture, alongside regular project work.

3. Economics Department: Provides hands-on training through industry visits, offering practical insights into economic concepts.

4. Political Science Department: Organizes Student Parliament to teach parliamentary procedures.

5. Commerce Department: Offers practical knowledge in process costing, manufacturing final accounts, contract costing, and job costing, with field visits to small-scale and micro units. Students also work on project reports and case studies.

6. Science Departments (Chemistry, Botany, Physics, Maths): Adhere to practical schedules set by the university, fostering practical skills. The Botany department also organizes excursions and a Herbs Recipe competition.

Participative Learning

1. All departments organize seminars, group discussions, PPT presentations, quizzes, essay writing, and elocution competitions to foster a collective and participative attitude among students. The English department, in particular, conducts tutorials, spelling competitions, and essay writing.

2. The Marathi department celebrates 'Marathi Bhasha Din' on February 27th, organizing poetry recitation, elocution, and reading competitions to spark interest in literature.

3. The Hindi department observes Hindi Rashtrabhashadin on September 14th, with essay writing and storytelling competitions to evaluate students' linguistic and literary skills.

4. The Commerce department holds mock interviews, group discussions, and guidance sessions for the Avishkar Research Convocation, alongside regular research projects for undergraduates, enhancing conceptual understanding.

5. The Science Association organizes 'Vidnyan Pradarshan' (Science Exhibition) on National Science Day, February 28th, where students explain scientific theories and experiments to visitors and nearby schools.

6. The Mathematics department hosts various activities throughout the year, including PowerPoint presentation competitions, quizzes, and logical fun, focusing on student participation to enhance subject

interest and overall development.

7. The National Service Scheme implements activities for personality and character development, promoting self-governance, community participation, leadership training, civic responsibility, and social awareness.

8. The Department of Lifelong Learning and Extension (DLLE) consistently organizes training programs, elocution, creative writing, skit, poster-making competitions, and exhibitions for students.

Problem-Solving Method

Departments use Avishkar Research activities to facilitate problem-solving through observation, surveys, and experimentation. Students identify issues—scientific, social, environmental, or literary—formulate hypotheses, and draw conclusions. Projects in Science, Commerce, Literature, and Social Sciences often involve problem-based learning. Mathematics, Chemistry, and Accountancy departments encourage solving problems using graphical techniques and numerical analysis. Socio-economic projects are conducted by the Foundation Course and the Department of Lifelong Learning and Extension (DLLE).

Use of ICT in Teaching

Following IQAC directives, faculty have integrated ICT with traditional methods to enhance learning. Post-COVID, classrooms and faculty use tools like PowerPoint, Google Classroom, WhatsApp, YouTube, and online apps such as Google Meet and Zoom. These tools support and optimize teaching, with departments using advanced instruments and creating digital content to improve student engagement and understanding.

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: 87.5

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
22	22	12	12	12

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: 1.43

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
0	0	0	0	1

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

2.5.1 (A) - Mechanism of internal/ external assessment is transparent and the grievance redressal system is time - bound and efficient Response:

1. The College has well structured Examination Committee formed as per the ordinance of the University of Mumbai which conducts the various examinations independently.
2. The college has made provision of separate administrative staffs for smooth conduct of the assessment process.
3. The transparent mechanism of internal/external assessment developed by college is as follows:
4. Examination committee strictly follows University notifications / circulars / schedules to conduct internal / external evaluation.
5. Time Table and examination related notices are displayed on notice board.
6. Question papers are set in accordance with evaluation pattern.
7. Proof-reading of the question papers is made thoroughly to avoid typographical errors.
8. The college has developed a separate strong room equipped with password protected computer and reprographic facility for printing of questions papers under the supervision of entrusted administrative staff.
9. Appointment of chief conductor and junior / senior supervisors is made and communicated to respective faculty members well in advance.
10. Seating arrangement for examination is displayed on the examination day.
11. The students and junior supervisor are allowed to enter in examination hall only before 15 minutes the scheduled examination.
12. Separate junior supervisor is assigned in each block for vigilance.
13. Rules and regulations about examination and unfair means are displayed on college campus.
14. Provision of CCTV surveillance is made available to avoid malpractices in examination. Assessment and moderation of answer papers are carried out in CAP centre.
15. Online Onscreen Marking System is used for digital assessment.
16. The assessment and moderation of answer papers is completed strictly as per the norms. Microsys software is used for preparation of results, printing of marksheets and declaration of results.
17. The results are displayed as per the norms of University in stipulated time.
18. As per the university ordinance 0.5049(18), the answer papers are preserved for the period of six months from the declaration of results.
19. A transparent and robust internal and external assessment was conducted online during the Covid-19 pandemic.
20. Online Examination Process is monitored of by vigilance squad of University of Mumbai. Uploading of marks on Digital University Portal (Tracmark) for declaration of results in stipulated time.

2.5.1 (B) - The mechanism of redressal of examinations related grievance is as follows:

1. Time-bound and efficient mechanism is developed by formation of separate statutory Examination Committee and Unfair Means Committee by the college.
2. After the declaration of results, Examination Committee notifies the students to register their grievances within fifteen days.

3. The Examination Committee verifies the grievances and initiates redressal procedure immediately.
4. As per the university guidelines and nature of grievances, the redressal process is completed within one to two weeks.
5. Grievances related to corrections of results such as wrong entry of marks obtained, attendance and correction in SGPI / CGPA are solved by Examination Committee immediately.
6. University has made provision of revaluation of answers sheets which is strictly followed by the college.
7. As per the norms of the university, any student who is not satisfied with the marks obtained in respective papers, can apply for photocopy of the answer booklet.
8. Grievances related to correction / discrepancy in question papers are resolved immediately at the time of examination.
9. General grievances like change in name, course, course code, seat number printed on admission and examination forms are resolved in due time.

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:

In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the department offering the concerned program after rigorous consultation with all faculty and the stakeholders. After attainment of consensus, the same are widely propagated and publicized through various means such as display and/or communication specified hereunder.

1. Website
2. Curriculum /regulations books
3. Class rooms
4. Department Notice Boards
5. Faculty meetings
6. Professional Body meetings
7. Library

While addressing the students, the HODs create awareness on POs, PSOs and COs. The faculty members, class teachers, mentors, course coordinators, program/ISO coordinators also inform the students and create awareness and emphasize the need to attain the outcomes.

Program specific outcomes (PSOs) are the specific skill requirements and accomplishments to be fulfilled by the students at micro level and by the end of the program. The programme co-ordinators prepare the PSOs, usually two to four in number, in consultation with course coordinators. The BOS, including Head of the Department and subject experts, of the individual departments will discuss the same and approve it after endorsement by the Principal.

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated. The Course Outcomes are prepared by the course coordinator in consultation with concerned faculty members teaching the same course. The Module coordinator will verify it. Finally, they are discussed in the concerned department's BOS meeting course-wise and approved.

The POs/PSOs of the programme are published through electronic media at individual Department site located on the college website www.acsckharepatan.edu.in . The COs of the courses are also published through electronic media at the Department site located on the college website www.acsckharepatan.edu.in . In all the interactions with the students, awareness on POs, PSOs and COs is consciously promoted.

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:

The attainment of Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) is crucial for evaluating the effectiveness of academic programs. These outcomes provide

benchmarks to measure student performance against the learning objectives. A systematic methodology is employed to assess these outcomes, considering both academic and experiential aspects.

CO Attainment Methodology

The Course Outcomes (CO) attainment is determined using a combination of internal and external evaluations, ensuring a thorough assessment of students' understanding and engagement.

1. Internal Evaluation

Internal evaluation involves continuous assessment throughout the course, focusing on:

1. **Test Scores:** Regular tests assess students' grasp of the material, providing insight into their ongoing performance.
2. **Attendance:** Consistent attendance reflects student commitment and is factored into the evaluation.
3. **Active Learning (Internal/Lab):** Participation in lab work and active learning activities like projects, presentations, and group discussions.
4. **Active Learning (External):** Engagement in external activities such as internships, workshops, and fieldwork, complementing classroom learning.

The marks obtained from these components are converted into a percentage, contributing 50% to the final CO attainment score.

2. External Evaluation

External evaluation is based on students' performance in semester or year-end examinations, providing an objective measure of their understanding and retention.

1. **Final Examination:** Marks from these exams are converted into a percentage.
2. **Weightage:** This percentage constitutes the remaining 50% of the CO attainment score.

3. Final CO Attainment Calculation

The final CO attainment is calculated by combining 50% of the internal evaluation percentage with 50% of the external evaluation percentage. This ensures a balanced assessment of both continuous and final exam performance. The overall CO attainment is then determined by dividing the number of students scoring above 60% by the total number who attended the course, offering a clear measure of the course's effectiveness.

PO and PSO Attainment Methodology

The attainment of Program Outcomes (PO) and Program Specific Outcomes (PSO) is assessed using both direct and indirect evaluations, providing a holistic view of the program's impact on students.

1. Direct Evaluation

Direct evaluation calculates the average CO attainment across all courses in the program, which is then converted into 50% of the total PO/PSO attainment. This method ensures that program outcomes are closely tied to individual course performance.

2. Indirect Evaluation

Indirect evaluation considers broader measures of student success and satisfaction, including:

1. **Exit Surveys:** Feedback from students upon program completion, assessing how well the program prepared them for future endeavors.
2. **Placement Data:** The employment success rate of graduates, indicating the program's relevance and effectiveness.
3. **Progression to Higher Education:** The rate at which students pursue further education, reflecting the program's ability to prepare them for advanced academic challenges.

These factors are assessed and account for the remaining 50% of the PO/PSO attainment.

3. Final PO and PSO Attainment

The final PO and PSO attainment is calculated by combining 50% of the direct evaluation with 50% of the indirect evaluation. This comprehensive approach ensures that the assessment of program outcomes reflects both academic achievements and real-world preparedness.

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: 78.28

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
102	117	123	102	75

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
151	146	143	109	114

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

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.86

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

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

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:

In the academic year 2022-23, Arts, Commerce & Science College, Kharepatan launched an Indian Knowledge System (IKS) awareness program for the first time. This initiative aimed to deepen students' understanding of India's traditional knowledge systems and their profound heritage. The college invited Mrs. Swapnali A. Kamble, a noted expert in IKS, to lead the inaugural session. Mrs. Kamble delivered an enlightening lecture and interactive session, offering students insights into ancient disciplines. Her engaging presentation highlighted the philosophical foundations of IKS and its practical relevance in today's world. The program successfully ignited students' interest in exploring the holistic principles and practices of IKS, enhancing their appreciation of India's cultural heritage and its contributions to global wisdom.

In the academic year 2018-19, Arts, Commerce & Science College, Kharepatan established an Intellectual Property Rights (IPR) Cell to promote innovation and protect intellectual property. Initially,

the IPR Cell comprised four members, two from Arts and two from Commerce, chaired by Mr. Mohamed Ali Abdul Sattar Munshi, head of the Commerce faculty. With the addition of a Science faculty in 2019-20, the IPR Cell expanded to five members, including two from Arts, two from Commerce, and one from Science, with Mr. Munshi continuing as chairman. This restructured IPR Cell is set to function for the next five years.

A significant initiative of the IPR Cell is its annual awareness program, held each August to educate students and faculty about Intellectual Property Rights. Over the years, the college has hosted prominent guest speakers for these sessions. In 2018-19, Dr. Suresh Balwant Patil from Kankavali College inaugurated the session. The following year, Dr. Manik Chougule from Anandibai Raorane College took the stage. In 2021-22, Dr. Chukewad from Vengurle College spoke, and in 2022-23, Dr. Dilip Barve from Dodamarg College, Sindhudurg, contributed to the program. These experts have provided valuable insights into current trends, recent changes, and future directions in Intellectual Property Rights, enhancing participants' knowledge and awareness. The IPR Cell's efforts highlight the college's commitment to fostering a culture of innovation, creativity, and responsible intellectual property management.

In the academic year 2018-19, the college also established an Incubation Cell aimed at promoting entrepreneurship, innovation, and holistic development among students and faculty. Initially, the cell had four members, mainly from the Arts faculty, with Mr. Vaseem Hanif Sayyed from the Commerce faculty serving as chairman. The cell was restructured in 2019-20 with the addition of a Science faculty, expanding to five members representing Arts, Commerce, and Science faculties, with Mr. Sayyed continuing as chairman. This structure is planned to be in place for the next five years. The Incubation Cell organizes 3-4 activities or lectures annually, featuring prominent figures such as industrialists, journalists, defense personnel, and Ph.D. scholars. These activities aim to inspire and educate students and faculty, helping them turn ideas into successful ventures that benefit society, thus acting as catalysts for entrepreneurship, innovation, and economic development.

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: 16

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
4	4	0	4	4

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: 0.58

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
00	04	05	05	00

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[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: 0.29

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
00	01	04	00	02

File Description	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:

The academic departments of Arts, Commerce, and Science College, Kharepatan, have actively engaged in numerous extension activities to promote social welfare and community development from 2018 to 2023. The National Service Scheme (NSS), Department of Lifelong Learning and Extension (DLLE), and other departments played a significant role in organizing these initiatives.

During the academic year 2018-19, various extension activities were conducted, including a yoga demonstration, waste management programs, and a save tree awareness rally. Notably, the college organized a road repairing drive, campus cleaning, and disaster management demonstrations to build community resilience. In addition, the college facilitated the collection of funds for Kerala relief and coordinated a blood donation camp and visits to orphanages, demonstrating its commitment to social responsibility.

In 2019-20, the focus continued on environmental awareness with a plastic-free environment rally, tree plantation drives, and college cleaning campaigns. The NSS department also organized food distribution programs and voting awareness rallies to promote civic participation. Celebrations of Constitution Day, HIV-AIDS awareness rallies, and book exhibitions further reflected the college's dedication to promoting health, literacy, and national values among students and the community.

Despite the challenges posed by the pandemic in 2020-21, the college persevered in its outreach efforts. Fit India campaigns, shramdaan (voluntary labor) for college infrastructure, and tree plantation activities were held to keep students and staff engaged in physical and environmental wellness. A blood donation camp and lecture series further highlighted the college's holistic approach to student development.

In the subsequent academic year, 2021-22, the NSS department expanded its outreach by supporting flood-affected communities and continuing health and awareness programs, such as HIV-AIDS testing camps and career counseling. The department also organized Fit India Freedom Run 2.0 and Republic Day celebrations to enhance students' physical fitness and patriotism.

The academic departments also made significant contributions through their extension activities. The Department of English organized workshops on employability skills, while the Department of Botany led field study visits to enhance experiential learning. The Department of Economics hosted a session on sustainable agriculture, emphasizing the importance of environmentally friendly farming practices. Departments of Commerce and History organized industrial visits, providing students with practical insights into the functioning of various industries and historical learning opportunities.

Overall, the college's extension activities from 2018 to 2023 demonstrate its strong commitment to integrating academic learning with community engagement. Through initiatives focused on environmental awareness, health, and social responsibility, the college has created a meaningful impact both within and beyond the campus, fostering holistic student development and contributing to societal welfare.

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

3.4.2

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

Response:

2018-2019

During the academic year 2018-2019, Arts, Commerce, and Science College, Kharepatan, along with its dedicated NSS volunteers, received several accolades for their contributions to social welfare and community service. Mr. Gehlot Rakesh Madanlal was honored with both the University Level and District/Zone Level Best NSS Volunteer Awards from the University of Mumbai for his exemplary commitment to social initiatives. Additionally, the college was recognized as the Water Conservation Champion 2019 by Kharepatan Mineral Water Utpadak Sahkari Sanstha Maryadit for promoting water conservation practices and sustainable water management. The college's efforts in promoting health and wellness were acknowledged by Chaitanya Foundation, Kharepatan, with the Health is Wealth - Health

Advocacy Award. Miss Dongarkar Sharmeen Taqdir also received the District/Zone Level Best NSS Volunteer Award for her significant contributions to community welfare.

2019-2020

In the academic year 2019-2020, the focus on social welfare continued to yield results. NSS volunteers Mr. Narkar Prathamesh Prasanna and Miss Bhalekar Smita Santosh were awarded the District/Zone Level Best NSS Volunteer Awards by the University of Mumbai, recognizing their efforts in uplifting the community through voluntary service. Their dedication to various social causes further solidified the college's reputation for nurturing socially responsible individuals.

2020-2021

The academic year 2020-2021 marked another period of exceptional recognition for Arts, Commerce, and Science College, Kharepatan. Mr. Jadhav Tushar Dinesh and Miss Kokate Aruna Pramod were both awarded University Level and District/Zone Level Best NSS Volunteer Awards by the University of Mumbai, acknowledging their tireless contributions to social welfare. Additionally, Prof. Sayyed Vaseem Hanif Haseena received the District/Zone Level Best NSS Volunteer Award for his leadership and dedication to community service. The college itself was also recognized for its voluntary services, securing the District/Zone Level Best NSS Volunteer Award from the University of Mumbai.

2021-2022

The academic year 2021-2022 brought further honors for the college, particularly in the field of environmental sustainability. The college received the prestigious District Green Champion Award from the Mahatma Gandhi National Council of Rural Education (MGNCRE), Ministry of Education, Government of India, for its outstanding contributions to environmental sustainability, including waste management, water conservation, and sanitation activities. NSS volunteers Mr. Sawant Siddhesh Kishor and Miss Panchal Nilam Vijay were also recognized with University Level and District/Zone Level Best NSS Volunteer Awards from the University of Mumbai. The college's commitment to social upliftment was further acknowledged with two Social Commitment Awards from Janvikas Sevabhavi Sanstha and Jan Adhar Foundation.

2022-2023

In the academic year 2022-2023, the college's efforts in environmental conservation were recognized with the Majhi Vasundhara Yoddha Award from Shri. Datta Bahuddeshiya Sanstha, Nannaj, Ahmednagar, for outstanding contributions to the Majhi Vasundhara (My Earth) initiative. The college's NSS volunteers continued to shine, with Miss Pise Bhakti Kiahor and Mr. Pendkalkar Saurabh Madhukar receiving both University Level and District/Zone Level Best NSS Volunteer Awards from the

University of Mumbai. Their dedication to community service once again highlighted the college's role in fostering social responsibility and environmental stewardship.

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: 187

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
32	35	20	65	35

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: 3

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:

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

Our institute, located on a serene hill in the Western Ghats of Maharashtra, boasts a pollution-free environment surrounded by natural beauty. The 5-acre campus, with a total built-up area of 7800.711 sq.mt., includes a basement and two floors. It houses classrooms, science laboratories, a library, a computer laboratory, a seminar/conference hall, and smart classrooms, all within a well-ventilated and spacious infrastructure. The classrooms, each accommodating 60 students, are well-furnished and equipped for theoretical learning. Seminar halls are outfitted with modern audio-visual aids, including speakers, microphones, LCD projectors, and public addressing systems, ensuring a conducive environment for academic discussions and presentations.

The institute offers 20 classrooms and three well-equipped science labs for Botany, Zoology, Chemistry, and Physics, with a separate chemical store. Two classrooms have LCD projectors and smart technology. The ICT-enabled seminar hall and conference room support various academic events. The campus is Wi-Fi-enabled, with backup power for the library, computer lab, and smart classrooms. The computer lab, featuring 20 LAN-connected computers, serves as a browsing center and practical lab for Mathematics and certificate courses.

The central library spans 43.09 sq. mt., offering a reading section and open access to a rich collection of textbooks, reference books, newspapers, magazines, journals, and periodicals. Students and faculty benefit from computer facilities within the library, while certain departments maintain their own subject-specific libraries. The library's resources significantly enhance the learning experience by providing easy access to essential materials.

Other facilities on campus include designated rooms for NSS, WDC, DLLE, Gymkhana, Yoga,

administration, examination, IQAC, and common staff areas. The campus also features a well-equipped health room, guest room, canteen, and safe drinking water facilities, all under continuous CCTV surveillance. The canteen offers hygienic food at affordable prices, and a Xerox machine in the administrative office provides convenient services to students.

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

Facilities for Cultural Activities : Institute features a recreation hall with a capacity of 300 chairs, hosting cultural events like drama, dance, music etc. Equipped with a sound system and musical instruments, the hall supports a variety of activities organized by a dedicated cultural committee. The committee encourages student participation, with some representing the college at university-level events. The college also borrows additional instruments for special occasions, recognizing the potential career opportunities in cultural pursuits.

Facilities for Sports : The college provides a 57.67 sq.mt. indoor stadium for chess, judo, and carom, alongside a 1350 sq.mt. playground for sports like volleyball, kabaddi, and cricket. The gymkhana office manages sports equipment and organizes competitions, promoting physical fitness through a well-equipped gym.

Yoga Centre : Yoga sessions are held monthly in the recreation hall, with faculty members serving as trainers. Yoga Day is celebrated annually, involving students, faculty, and non-teaching staff.

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: 37.7

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
2.95	2.4	3.2	13.35	22.15

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:

About the Library

The ACS Kharepatan College Library, established in 2012, spans 43.09 sq. meters. It includes a reading hall, textbook section, and reference section, accessible both on campus and remotely to students and faculty.

The college library is a sanctuary of knowledge, where students embark on transformative learning journeys. With shelves lined with books, it serves as the heart of our academic community, fostering curiosity and deep inquiry.

The library's tranquil ambiance invites students to explore the vast expanse of human wisdom, offering solace and inspiration through imagination and discovery. It is more than a repository of information; it's a gateway to the boundless realm of human thought.

In this space, the pursuit of knowledge knows no limits, providing a home for students' aspirations, dreams, and intellectual pursuits.

Library Facilities

1. Reading hall with 100 seats

2. Internet access available

3. Departmental library

4. New arrivals displayed in the reading hall

5. Annual library orientation

6. Birth/death anniversaries of Indian leaders celebrated

7. General reading books collection

8. Competitive exam books collection

LIABRARY RULES

Category of Membership and Loan Period

Category	No. of Books	Loan Period
FY Students	2	7 Days
SY Students	2	7 Days
TY Students	2	7 Days
Faculty	2	15 Days
Lab Assistant	2	15 Days
Non-Teaching staff	2	15 Days

General Rules and Regulations

1. Students, scholars, and outsiders must leave bags and belongings at the entrance. Valuables should not be left at the Check Point, as the library is not responsible for losses. All items, including books and notebooks, must be presented for inspection when leaving.
2. After use, books should be placed on the nearest trolley or table, not shelved by users. Misplacing a book can result in its loss.
3. Newspapers should be folded properly and returned to their designated place after reading.
4. Students should not lend books issued in their names to others.
5. All books must be returned once the end-of-semester exams are over.
6. Before registering for a new semester, all library dues, including overdue books, must be cleared to avoid suspension of borrowing privileges.
7. Silence must be maintained in the library. Conversations and discussions are discouraged.
8. Mobile phones should be switched off or set to silent mode.
9. Beverages and eatables are not allowed inside the library.
10. Visitors or guests must have prior permission from the Librarian to use the library. They must also provide a proper introduction letter from their institution or organization.
11. The library reserves the right to recall any issued book at any time.

Renewals, Reservations, and Overdue Charges

1. For renewals, users must bring the books to the Circulation Counter. Books can be renewed once unless another user requests them. A charge of Rs. 2 per day will be levied for each overdue book.

Loss, Mutilation, and Damage of Documents

1. Borrowers are responsible for the documents they borrow. Lost, torn, or damaged documents (including torn pages, underlining, making notes, and damaged bindings) may result in suspension of membership and/or replacement of the document with the latest edition.

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:

Report on IT Facilities and Internet Connectivity at Arts Commerce and Science College, Kharepatan:

Arts Commerce and Science College, Kharepatan, is committed to providing students and staff with access to modern digital technology, ensuring a conducive environment for both academic and administrative activities. The college boasts a range of IT facilities that are regularly maintained and updated to keep pace with technological advancements.

1. Smart Classrooms and Conference Hall:
The college has two smart classrooms equipped with digital teaching aids, enhancing the learning experience by integrating technology into the curriculum. Additionally, a well-equipped conference hall is available for hosting seminars, workshops, and other academic events, further supporting the college's commitment to providing a holistic education.

2. Computer Lab and ICT Integration:
A fully functional computer lab is available for student use, allowing them to gain hands-on experience with various software applications and tools. The lab is maintained by the college's IT staff, who ensure that all systems are regularly updated and protected with the latest antivirus software. The college emphasizes the use of ICT in teaching, with all faculty members incorporating digital tools in their classrooms and laboratories as needed. Educational websites and digital resources are frequently utilized to enhance student learning.

3. Wi-Fi Connectivity:
The college provides Wi-Fi connectivity in key areas, including the old college building, the library

building, the Principal's chamber, the office room, and the IQAC room. This connectivity allows both students and staff to access the internet for academic and administrative purposes. The institution has an open-access policy, ensuring that all students and staff members can connect to the internet easily. Plans are underway to extend Wi-Fi connectivity to the newly constructed building, further expanding access to digital resources across the campus.

4. IT Facilities Maintenance and Updation:
The college is proactive in maintaining its IT infrastructure. Computers are formatted regularly to ensure optimal performance, and antivirus software is installed on all systems to protect against cyber threats. The college's IT staff handles these updates in-house, ensuring that the systems remain secure and functional without incurring additional costs. The institution also ensures that its internet bandwidth is sufficient to meet the demands of the entire college community, facilitating smooth and uninterrupted access to online resources.

5. CCTV Surveillance:
To enhance campus security, CCTV cameras are installed in the office and across the college campus. This system is regularly monitored and maintained to ensure the safety and security of all individuals on campus.

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: 492

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

Response: 1

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: 4.35

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
0.80	1.01	1.84	0.45	0.98

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 36.94

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
160	212	202	145	148

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: B. 3 of the above

03-12-2024 10:03:48

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: 44.31

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
280	270	00	250	240

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: C. 2 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: 6.17

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
09	02	01	02	18

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
102	117	123	102	75

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: 22

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
03	08	00	06	05

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: 10.6

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
12	11	00	15	15

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:

Our institute, nestled in the serene hills of the Western Ghats in Maharashtra, stands as a beacon of educational empowerment in this rural region. Despite our institution's remote location, far from any industrial sector, we have been successful in guiding students through their academic journeys. However, our graduates often leave to pursue careers in metropolitan cities such as Mumbai, Pune, and other urban areas, due to the limited employment opportunities locally. This migration pattern has shaped our alumni network, and despite the challenges, our institution remains committed to staying connected with its former students.

Our graduates, many of whom come from economically backward families, rarely have the opportunity to return to their hometown except for major festivals or family events. This has impacted the frequency of alumni engagement with the college. However, despite the geographical and economic constraints, we have maintained close relationships with our alumni, ensuring that they remain a vital part of our college community even after graduation. Their journey from rural upbringing to success in major cities serves as an inspiration for current students.

Though our institution has not yet formally registered an Alumni Association, we have actively expressed our willingness to establish such a body to the governing authorities of our parent institute, Kharepatan Panchkroshi Shikshan Prasarak Mandal. The formation of an Alumni Association is a priority for us as it would serve as an organized platform to facilitate more structured and impactful alumni engagement. We believe that an official association would not only strengthen the bond between the college and its graduates but also open doors to various opportunities for current students, including mentorship, career guidance, and networking.

While the formal registration is pending, our alumni have been offering non-financial support to the institution on a consistent basis. Their contributions have been invaluable in fostering the growth of our students and the overall development of the college. Alumni have volunteered their time and expertise, offering guest lectures, career counseling, and guidance on various academic and professional matters. These initiatives have had a significant impact on the quality of education and the overall student experience at our institution.

We acknowledge the importance of formalizing this association to harness the full potential of our alumni network. The Alumni Association, once established, would not only foster stronger connections among past students but also bridge the gap between them and the college. This would create a

collaborative ecosystem where alumni can contribute meaningfully to the college's development and assist current students in navigating their academic and professional journeys.

In conclusion, we are dedicated to creating an Alumni Association that reflects the aspirations and achievements of our graduates. The association will serve as a formal avenue for alumni to give back to the institution that shaped their futures, while also ensuring that the next generation of students benefit from the wisdom and experiences of those who have walked the same path. We remain hopeful that this initiative will soon materialize and contribute significantly to the growth of both our alumni and our institution.

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:

Vision:

The strengthening education, economically and socially with special focus on education and skills development.

To help and motivate every member of the society

To lead a dignified personal and social life, while acquiring knowledge.

The institute made the students and the community aware that continuous efforts are a good thing to achieve.

To provide quality education to all classes of the society.

To empower a cross-section of the society through excellent education based on a sound value system.

Pursuit of excellence in higher education.

Mission:

"Our mission is to empower the students of Kharepatan Panchakroshi and nearby areas in Kankavli Vaibhavwadi, Devgad and Rajapur Taluka to achieve their full potential and contribute to the development of their communities.

Our mission is to offer high quality education dedicated to building minds with social and moral responsibility.

We are committed to educating the students beyond the confines of a class room to make them better individuals and develop their personalities, enabling them to face the challenges of the modern world.

In our institute the governance and leadership are strongly aligned with the Institution's vision and mission. This is evident in a number of institutional practices including decentralization and participation in the institutional governance process. One key aspect of the governance is the decentralization of power and decision- making authority. This allows for greater participation in the governance process by individuals at all levels of the organization including faculty, staff and students. This not only leads to more inclusive and democratic decision-making but also allows for the incorporation of diverse perspectives and expertise.

Another important aspect of the governance is the emphasis on transparency and open communication. The institution is committed to being transparent in its operations and decision-making and regularly communicates with all stakeholders including faculty, staff, students and the broader community. This helps to build trust and accountability within the organization as well as with external stakeholders.

Academic and Curricular development by increasing digital and ICT based curricular transactions. Students' research through field survey and preparation of projects and publication of students' research works. The institute is dedicated to offering new programs based on regional needs and current trends.

Student's support and progression through continuing and strengthening the cash support, organizing programmes for curricular and co-curricular development, strengthening mentoring support, and organizing programmes for placement and progression support. All admissions are made without any discrimination based on caste, religion or gender.

The institution practices decentralization and participatory management leading to collective leadership and participatory governance.

College has formed several committees for the management of the college, Library Committee, Examination Committees, Admission Committee, Internal Quality Assurance Cell Committee, Anti Ragging Committee, Cultural Committee, Sports Committee and College Development Committee etc.

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:

1. Effective and Efficient Functioning of Institutional Bodies

The institution thrives on the effective functioning of its institutional bodies, characterized by clear policies, a strong administrative framework, transparent appointment and service rules, well-established procedures, and the strategic implementation of development plans. This synergy fosters an environment conducive to academic excellence and institutional growth.

2. Policies and Administrative Setup

Our governance is anchored in transparent, accountable policies that guide decision-making. The Governing Body, Academic Council, and administrative committees oversee key areas, ensuring smooth operations. The Governing Body directs overall management and strategic planning, while the Academic Council upholds academic standards and curriculum integrity. Administrative committees focus on finance, infrastructure, and student welfare, ensuring resources are allocated efficiently and operations are effective.

3. Appointment and Service Rules

The institution adheres to rigorous, merit-based recruitment policies aligned with UGC guidelines. The process is transparent, with vacancies widely advertised, followed by thorough screening and multi-stage selection, including tests and interviews. Appointees undergo a probation period, with regular performance appraisals based on teaching, research, and administrative contributions. Clear promotion policies encourage faculty to pursue advanced qualifications and research, fostering continuous professional development.

4. Procedures

Institutional procedures are streamlined for efficiency, covering all academic and administrative functions. Academic procedures manage admissions, examinations, grading, and graduation, ensuring smooth operations. Administrative processes, including finance, procurement, HR, and maintenance, are regularly reviewed and updated to incorporate best practices and technological advancements, promoting continuous improvement.

5. Deployment of Institutional Strategic/Perspective/Development Plan

Strategic and development plans are crafted to align with the institution's vision and mission, developed collaboratively with input from faculty, staff, students, alumni, and industry partners. These plans target long-term goals such as academic excellence, research innovation, and infrastructure development. Specific initiatives include faculty development, research grants, and infrastructure upgrades. Progress is monitored through a robust evaluation framework that tracks milestones and performance indicators.

6. Conclusion…

In conclusion, the institution's success is driven by well-defined policies, a robust administrative structure, transparent appointment and service rules, efficient procedures, and strategic planning. These elements ensure the institution operates effectively, upholds high academic and administrative standards, and adapts to the evolving educational landscape. This holistic approach not only enhances the experience for all stakeholders but also solidifies the institution's position as a leader in higher education.

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: B. 3 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:

Arts, Commerce and Science College, Kharepatan, has steadfastly committed itself to enhancing the welfare of its teaching and non-teaching staff over the past five years. This period has seen a comprehensive array of measures aimed at fostering a conducive and supportive environment for all employees.

A cornerstone of the college's welfare initiatives has been the promotion of self-development and academic improvement among its staff. Through regular workshops, seminars, and training sessions, faculty members have been encouraged to enhance their teaching methodologies and stay updated with advancements in their respective fields. Non-teaching staff have also benefited from skill enhancement programs aimed at improving administrative efficiency.

In recognition of the financial challenges faced by staff, the college has facilitated easier access to loans by providing recommendation letters, thereby supporting personal financial stability and growth.

Health and well-being have been prioritized through various initiatives. The college has provided comprehensive medical facilities, including logistics and travel assistance for medical purposes. Notably, during the COVID-19 pandemic, the college ensured vaccination drives and medical consultations, safeguarding the health of its entire workforce. Additionally, a robust mediclaim facility has been established to provide financial security during health emergencies.

Social cohesion and relaxation are encouraged through facilities such as the Tea Club and an affordable canteen on campus. These spaces not only foster camaraderie but also ensure that staff have access to nutritious meals at reasonable prices, contributing to their overall well-being.

Basic amenities have been enhanced with the installation of RO drinking water facilities across the campus, ensuring clean and safe drinking water for all. The provision of free distribution of clothing to non-teaching staff has further demonstrated the college's commitment to the comfort and dignity of all employees.

Intellectual enrichment is encouraged through the availability of newspapers and general reading materials in the library, allowing staff to stay informed and engaged beyond their academic duties.

Leave policies have been designed to accommodate the diverse needs of staff members, offering various types of leave including Duty Leave, Casual Leave, Sick Leave, and Camp Leave. These policies ensure that staff can balance their professional responsibilities with personal and health-related needs effectively.In conclusion, Arts, Commerce and Science College, Kharepatan, stands as a beacon of employee welfare and support. Through a holistic approach encompassing academic, financial, health, social, and personal aspects, the college has fostered an environment where both teaching and non-

teaching staff can thrive. By prioritizing the well-being and development of its workforce, the college has not only enhanced staff satisfaction but also bolstered its institutional ethos of care and excellence.

This report encapsulates the concerted efforts and tangible outcomes achieved in the realm of staff welfare from 2018 to 2023, highlighting Arts, Commerce and Science College, Kharepatan, as a model institution in promoting employee welfare in the educational sector.

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: 0

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
00	00	00	00	00

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
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: 36.84

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
08	10	00	07	10

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
05	05	05	05	05

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:

A. Primary Sources of Income

Income can be classified into three main types: earned income, portfolio income, and passive income.

1. Earned Income: This is the most common income type, derived from employment or self-employment, including wages, salaries, and business revenues.

2. Portfolio Income: Generated from investments such as dividends, interest, and capital gains, portfolio income comes from assets like stocks, bonds, and real estate.

3. Passive Income: Involves earnings with minimal ongoing effort, such as rental income, royalties, and profits from a business where the owner is not actively involved.

B. Optimal Utilization of Resources

Optimal resource utilization is about maximizing output while minimizing costs and waste, which is essential for sustainability and profitability.

1. Human Resources: Optimizing employees through training, fair compensation, and a positive work environment ensures higher productivity and job satisfaction.

2. Financial Resources: Effective management involves budgeting, cost control, and strategic investments to enhance financial growth and stability.

3. Natural Resources: Sustainable practices, such as using renewable resources and reducing waste, are key to long-term cost savings and environmental responsibility.

4. Technological Resources: Investing in up-to-date technology improves efficiency and productivity. Regular maintenance ensures ongoing effectiveness.

C. Mechanism of Financial Management

Financial management includes planning, organizing, and controlling resources to achieve organizational objectives.

1. Budgeting and Planning: Developing a budget helps in setting financial goals, estimating needs, and allocating resources to avoid overspending and ensure resource availability.

2. Investment Decision-Making: Allocating resources to generate returns involves assessing risks and opportunities, with diversification mitigating risks.

3. Financial Analysis and Control: Regular financial monitoring, such as analyzing balance sheets and

cash flows, identifies trends and ensures financial health. Internal audits help maintain resource efficiency.

4. Risk Management: Managing financial risks through strategies like insurance, hedging, and diversification protects assets and reduces potential losses.

5. Cash Flow Management: Ensuring liquidity to meet short-term obligations is critical. This involves managing receivables, payables, and maintaining a cash reserve.

6. Capital Structure: Deciding the right mix of debt and equity minimizes capital costs and maximizes returns, ensuring the organization meets long-term commitments.

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 Internal Quality Assurance Cell (IQAC) of Arts, Commerce, and Science College, Kharepatan, was established on 27th July 2018, serving as a pillar of strength in monitoring day-to-day activities and fostering excellence across educational and institutional domains. IQAC's efforts have led to significant infrastructure development, including the creation of a computer lab, the augmentation of facilities, and renovations that included replacing old desks with new ones to enhance seating capacity. The college hall was also renovated, contributing to improved academic and event spaces. The campus is now Wi-Fi enabled, and classrooms have been converted into ICT-enabled learning spaces, integrating new technology such as the installation of LCD projectors in the library. Further, the college invested in software like MKCL and Delnet for e-library access, enhancing the digital resources available to both students and faculty.

IQAC has been instrumental in fostering a research culture within the institution. Faculty members have actively published research papers in UGC and UGC-CARE listed journals and contributed to ISSN/ISBN publications. The college has organized various seminars, webinars, symposiums, and workshops over the past five years, offering platforms for academic discourse and development. Additionally, financial support has been extended to faculty members for presenting their research at conferences, ensuring ongoing academic engagement. IQAC's role in establishing functional linkages

and signing MoUs has further supported student development and facilitated on-the-job training opportunities.

IQAC's commitment to quality assurance is reflected in its systematic evaluation processes. The cell regularly reviews teaching-learning methodologies, focusing on the effectiveness of pedagogical practices and curriculum relevance. This continuous assessment ensures that education delivery remains innovative and aligned with contemporary standards. Operational efficiency is another focal point, with IQAC evaluating governance frameworks, administrative procedures, and resource allocation strategies to promote transparency and accountability within the institution.

The college has also prioritized environmental and energy conservation initiatives, as reflected in its outstanding efforts regarding energy, environment, and green aspects. The implementation of various green practices underscores the institution's commitment to sustainability. The IQAC's comprehensive approach also includes regular feedback collection from stakeholders such as students, teachers, employers, and alumni. This feedback is analyzed, and an Action Taken Report (ATR) is generated, ensuring that stakeholder input informs institutional improvements.

Moreover, IQAC is responsible for the preparation of critical documentation and compliance reports. These include the academic calendar, Attainment of Program Outcomes (POs) and Course Outcomes (COs), Perspective Plan, IQAC meeting minutes, and ATRs. The cell also manages certifications and audits, such as the ISO certificate, academic and administrative audits, gender audits, and green, energy, and environment audits. The audit reports and corresponding ATRs help the college maintain high standards across various domains, ensuring continuous improvement.

In summary, IQAC's role in enhancing institutional quality through strategic planning, evaluation, and continuous feedback is vital to the college's overall development.

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: C. Any 2 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:

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.

The Arts, Commerce, and Science College in Kharepatan has initiated a comprehensive gender audit to assess and enhance gender equity within the institution. This audit involves a systematic evaluation of policies, practices, and facilities to identify areas of improvement in promoting gender sensitivity and equality. It includes surveys and feedback from students and staff, reviewing curriculum content for gender inclusivity, and examining the effectiveness of support services and safety measures for women. The findings of the audit are used to implement targeted interventions, ensuring a more inclusive and equitable environment for all members of the college community.

Gender equity in the curriculum involves ensuring equal opportunities and representation for all genders in educational materials and activities. Gender sensitization aims to promote awareness and sensitivity towards gender issues, fostering an inclusive and respectful learning environment. The courses such as Botany, Zoology, Marathi, Hindi, Foundation course, etc. The Gender issues by providing the skill- set necessary for lifelong learning & provide the opportunities for the students to explore subjects or areas of interest. It teaches equality in gender and also about action against bias.

College also conducts a variety of activities to promote gender equity and address gender-related issues. These activities include regular workshops and seminars on gender sensitization, featuring experts discussing topics such as gender discrimination, sexual harassment, and equality. The college also organizes self-defense training sessions to empower female students with skills for personal safety. Gender equality clubs lead campaigns and awareness drives, while debates, panel discussions, and cultural events focus on challenging gender stereotypes and promoting inclusivity. Additionally, special projects and research initiatives encourage students to explore and address gender issues, fostering a deeper understanding and commitment to gender equity within the campus community.

The college also provides a range of facilities to ensure the safety, comfort, and well-being of female students on campus. The college is equipped with 24/7 security personnel and CCTV surveillance tomaintain a secure environment. Female students have access to safe and comfortable hostelaccommodation with necessary amenities. The campus features clean and well-maintained restrooms with provisions for female hygiene products. Additionally, there are dedicated common rooms where women can relax, study, and engage in group activities. The college also offers counseling

services and has a Women's Grievance Cell to address and issues related to gender discrimination or harassment, ensuring a. supportive and inclusive atmosphere for women.

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: A. All of the above

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

The Arts, Commerce, and Science College, Kharepatan, has consistently demonstrated its commitment to holistic education through a range of initiatives that actively engage both students and faculty. In 2024, the NSS Cell, DLLE, Cultural Department, and the Marathi and Hindi Departments collaborated on several activities, focusing on educational, cultural, and social themes. These initiatives have greatly enriched the campus environment and fostered community engagement, emphasizing the development of well-rounded students.

Celebrations and Commemorations

The college celebrated various national and cultural events, instilling patriotism and cultural pride in students. Major events like Independence Day, Republic Day, and Shivaji Jayanti reinforced nationalistic values through speeches, flag-hoisting ceremonies, and cultural performances. These celebrations encouraged students to reflect on India's rich history and heritage.

In addition, Teacher's Day and Hindi Day were observed to honor educators and promote linguistic diversity. These events highlighted the vital role of teachers in shaping students' futures and celebrated the richness of the Hindi language. The college also commemorated the birth anniversaries of Mahatma Gandhi, Dr. Babasaheb Ambedkar, Rajmata Jijau, and Savitribai Phule. These events inspired students by emphasizing the significant contributions of these leaders to Indian society.

Cultural and Academic Activities

Cultural and academic activities are a key part of the college experience. The annual function, prize distribution ceremony, and convocation certificate distribution ceremony were among the most significant events, celebrating students' academic achievements and encouraging participation in cultural activities. These events fostered a sense of pride and accomplishment within the student body.

Marathi Bhasha Din was an important cultural event, celebrating the Marathi language and literature. The day featured literary competitions, speeches, and performances that honored the state's rich heritage. Additionally, the college organized various cultural programs, such as Ramadan celebrations, promoting inclusivity and cultural awareness among students.

Social Welfare Initiatives

The college's dedication to social welfare was reflected in its outreach programs. Under the Swachh Bharat Abhiyan, the college conducted campus cleaning and road repairing activities to instill a sense of responsibility for maintaining cleanliness and protecting the environment. The Save Tree initiative encouraged students to participate in tree plantation drives, emphasizing environmental conservation.

During the Kerala flood crisis, the college established a relief fund and coordinated the distribution of food and essential supplies to affected communities. The organization of a blood donation camp further demonstrated the college's commitment to community service. The Van Arth Tiranga initiative, part of the Azadi Ka Amrut Mahotsav program, highlighted the importance of environmental conservation while celebrating India's independence.

Conclusion

The wide range of activities organized by the NSS Cell, DLLE, Cultural Department, and the Marathi and Hindi Departments in 2024 reflects the college's dedication to holistic education. These initiatives have significantly enriched campus life, promoting social responsibility, cultural awareness, and environmental consciousness among students, while strengthening the college's ties with the community. The college remains committed to fostering well-rounded students who are prepared to contribute positively to society.

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:

Best Practice - I

Title of the Practice: An Empathy and Compassion

1. Objectives:

1. Foster empathy and compassion in students through direct interaction with elderly individuals.
2. Promote respect and dignity for the elderly by integrating their perspectives into educational activities.
3. Develop students' sense of social responsibility by involving them in meaningful elder care initiatives.
4. Inculcate a sense of parental care and social responsibility in students.

2. Context :

This practice emerged as a response to the increasing isolation and undervaluation of elderly individuals in society. The goal is to counteract stereotypes and ageism by emphasizing the significance of elderly perspectives. The practice targets a broad group, including elderly individuals, younger generations, community organizations, and educational institutions. It can be implemented in various settings such as community centers, schools, senior living communities, and family gatherings.

3. The Practice:

The practice starts by introducing human values as fundamental beliefs that guide behavior, deeply rooted in cultural, religious, and social norms. Older individuals, with their rich life experiences, serve as custodians of tradition and culture. They play a crucial role in passing down wisdom and values to younger generations, offering insights that help preserve cultural heritage and nurture moral and ethical standards within the community.

4. Evidence of Success

1. **Feedback and Testimonials:** Collect testimonials from elderly individuals and younger participants who have engaged in the practice. Positive feedback about improved relationships and increased respect can be strong indicators of success.
2. **Participation Metrics:** Track the number of participants in activities and programs related to the practice, including workshops, discussion groups, and community events.
3. **Behavioral Changes:** Observe and document any noticeable changes in behavior, such as increased respect for elderly individuals and more frequent inter-generational interactions.

5. Problems Encountered:

1. **Resistance to Change:** Some individuals may resist changing their attitudes toward the elderly due to ingrained beliefs or cultural norms.
2. **Logistical Challenges:** Organizing inter generational activities can face logistical issues, such as

scheduling conflicts or accessibility concerns.

3. **Communication Barriers:** Differences in communication styles and technological proficiency between generations can create challenges in facilitating meaningful interactions.

6. Resources Required

1. **Human Resources:** Volunteers or facilitators skilled in inter-generational communication, social workers, and educators.
2. **Financial Resources:** Budget for organizing events, materials, and outreach efforts. Potential sources include grants, donations.
3. **Partnerships:** Collaboration with community organizations, College, and senior centers to expand the reach and impact of the practice.

7. Optional Notes

BEST PRACTICE - II

Title of the Practice ; Environment consciousness

1. **Objectives of the Practice :**

1. The main aim of practice is to impart knowledge, create environmental awareness, developed mind set of conserve the environment and nurture the required skills is to handle the environmental issues and challenges.
2. Provide a healthy and environmentally friendly environment for students, faculty, and staff, while ensuring judicious use of environmental resources.

1. **The Context :**

Keeping the growing ecological concerns in minds, there is a dire need for immediate action to be carried out and promote eco-friendly practices. The college strongly believes that in promoting environmental conservation, awareness must be followed by sustainable practices. In this endeavour, different department along with institution's very own NSS and various associated committees have undertaken several initiatives and organised the social need to be environmentally friendly and has implemented facilities to provide students an eco-friendly and plastic free campus.

1. **The Practice:**

The following initiatives have been taken for Environmental Consciousness:

Green Campus Campaign: The College familiarized green campus campaign to promote sustainable and eco-friendly follows in the campus and to make the earth inhabitable for the living beings which is essential for the profitability of future generation. Regular garden maintenance is done by gardeners and green campus volunteers take care of highly oxygen friendly flora such as Arica palms, snake plants, spiders and a lot of white lilies to absorb fluoride carbon mono-oxides and other fungal based pollutants.

Plastic Free Campus: The programme aims to reduce plastic pollution in the college campus with special focus on the reduction and elimination of plastic bottles, plastic straws, utensils and plastic food

packaging. Instead of buying bottled water students are encouraged students to use refillable like stainless steel bottles.

Water Usage: The rain water harvesting system was established in the campus for the effective management of water. This innovative measure has contributed tremendously towards the alleviation of water shortage. Rain water harvesting and waste diversion was beneficial for drinking water.

1. **Evidence of Success :**

1. Through periodical trees plantation, flora and fauna (mainly birds) of the campus have been enriched, resulting in the transformation of the campus into an eco-friendly one.
2. Awareness campaign for the plastic free campus through signboards and display board makes the campus overall plastic free.
3. Encourage to students and teachers for save electricity, save papers, save waters, use of dust beans etc.
4. Use of renewable and sustained energy sources like LED bulb inside the campus.

1. **Problems Encountered and Resources Required :**

1. Green campus initiatives are challenging, so they require determination and a long term commitment from all stakeholders.
2. The green Campus initiatives is a quite money and resource consuming practice. In an institution like Arts, Commerce and Science College Kharepatan, it is very difficult to implement the practice fully.
3. Sufficient man power is needed for sustainable maintenance of green campus.
4. The awareness programmes and carrying out door- to- door campaigns will help to overcome the obstacles.

1. **Notes (Optional) :**

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Arts, Commerce and Science (Kharepatan) College, situated in Sindhudurg, the southernmost district of Maharashtra's Konkan region, serves a hilly, remote, and economically disadvantaged rural area. The college is dedicated to fostering diversity, self-esteem, and educational achievement among its students. It offers integrated undergraduate programs in Arts, Commerce, and Science with the aim of advancing higher education, particularly for economically underprivileged and marginalized sections of society. Its vision includes cultivating academic, social, physical, cultural, and spiritual values among students while emphasizing gender equity and women empowerment.

Women's empowerment is regarded as both a fundamental right and a transformative tool for broader social and economic progress. In rural India, gender discrimination often starts early in a girl's life, making it essential to instill gender equity values among students. Gender equity is achieved when both men and women are given equal rights and opportunities in all areas of life. Arts, Commerce and Science (Kharepatan) College is committed to promoting these values through various initiatives.

To support this mission, the college has established the Internal Complaints Committee and the Women Development Cell. Over the past five years, these bodies have implemented an 'Annual Gender Sensitization Action Plan' to address gender discrimination and promote women's empowerment. Additionally, student development cells such as the National Service Scheme (NSS) and the Department of Lifelong Learning and Extension (DLLE) have organized programs to raise awareness about gender issues and women's rights. The Women Development Cell ensures that female students and staff feel safe and supported on campus. It offers awareness programs on gender equality, women's rights, self-defense, personal hygiene, and sexual harassment, and provides a platform for women to share their experiences and suggest improvements.

The support and encouragement provided by the college staff have led to significant achievements among female students. Over the past five academic years (2018-19 to 2022-2023), female students have shown notable participation and success in various activities. The percentage of female students admitted to the college has been relatively stable: 45.86% in 2018-19, 43.83% in 2019-20, 46.87% in 2020-21, 44.83% in 2021-22, and 42.27% in 2022-23. Although this is slightly lower than the male student percentage, the achievements of female students in examinations have been remarkable.

Female students have also made significant strides in academics. For instance, in the final year examinations (T.Y.B.A., T.Y.B.Com., and T.Y.B.Sc.), female students consistently outperformed their male counterparts among the top three rankers. For example, in the 2018-19 academic year, the percentage of female students among the top three rankers was 73.16% for T.Y.B.A., 74.1% for T.Y.B.Com., and 83.37% for T.Y.B.Sc. These high percentages demonstrate the strong academic performance of female students compared to their male peers.

In college administration, female students are actively involved as representatives on various committees and councils. Each final year class selects one girl and one boy as 'Ideal Students,' who are honoured during the Annual Prize Distribution Ceremony. The presence of female students in leadership roles and their recognition as top performers highlight the college's commitment to gender equity and empowerment.

The college also fosters a sense of community by celebrating cultural and regional festivals and organizing various events, including Fresher's Meet, Teacher's Day, Farewell Program, International Women's Day, Yoga Day, and College Foundation Day. Cultural activities such as Elocution, Mehandi, Hairdressing, Best Costume, and Art Cooking Competitions promote inclusivity and showcase students'

talents. The college's Students' Union, under the Secretary of Social & Culture, plays a key role in organizing these events, reflecting the institution's emphasis on cultural tolerance and student engagement.

The Students Grievance Cell and Women's Cell work towards social protection, tolerance, and inclusion. They organize field visits, institutional visits, and study tours to address practical challenges and foster harmony among students. The college has conducted awareness programs on environmental issues like plastic ban and cleanliness, further demonstrating its commitment to social responsibility.

Female students have shown impressive participation in extracurricular activities such as sports, cultural events, NSS, and DLLE programs. Their involvement often surpasses that of their male peers, indicating a high level of engagement and achievement in various spheres. Despite having a smaller number of female staff members, the college ensures equal opportunities for women by involving them in significant roles, including College Development Committee representatives and chairpersons of administrative committees.

The college's commitment to gender equity extends to its infrastructure, which includes facilities such as a Ladies Common Room, sanitary napkin vending machine, health room with first aid, and separate washrooms for female students and staff. These facilities support the well-being and comfort of female members of the college community.

Overall, Arts, Commerce and Science (Kharepatan) College has created a supportive and empowering environment for women, resulting in significant achievements and a positive atmosphere for both female students and staff. The institution's ongoing efforts to promote gender equity and women's empowerment reflect its dedication to fostering a respectful and inclusive educational setting.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

The institute adopted NEP.

The examination results are always higher.

Onscreen Marking System (OSM) and organisation of sports and cultural events.

Our institutes teaching faculty are nominated NSS District Coordinator (For Sindhudurg).

The college allows the students to pay their fees in instalments and more than 20 % of the students from economically weaker sections are benefitted by this.

NSS Cell of this college organised District level Special Residential Camp in association with University of Mumbai - NSS Cell.

Students from our college actively participated in the National, State, University and District level Camps i.e. Adventure and AVHAN, and more, organised by NSS Cell.

The annual magazine "Spandan" is a mirror of creative minds of the students and all the major activities and achievements of the college over the year.

The faculty members voluntarily and gladly engage themselves in numerous activities with students that break the walls between classroom and the field to make teaching learning an enjoyable experience for both.

The number of renowned guests that visited the college on various occasions in the last 5 years include Hon. Dr. Suhas Pednekar, Vice-chanceller , University of Mumbai, Prof. Dr. Babasaheb Bidve, NSS Director, University of Mumbai, Prof. Dr Apurva Marathe, Goa University, Prof. Dr. Sudhir Puranik, NSS Director, University of Mumbai, Hon. Shri. Nilesh Rane - MLA.

Concluding Remarks :

As we advance towards our first cycle of accreditation, the IQAC is proud to announce that our college is steadily progressing towards excellence, with the goal of securing a commendable rank. Reflecting on the insightful recommendations from NAAC's esteemed experts, we have diligently aligned our practices with the vision, goals, and objectives of our institution. By adhering to NAAC's stringent norms and regulations, we have meticulously addressed all critical areas outlined in our vision plan, striving to achieve transparent and impactful outcomes. This dedication underscores our commitment to academic and institutional advancement as we continue to set new benchmarks for quality and performance.

Quality education undertaken by the institution by following the NAAC quality parameters seems to be effective with reference to overall development of students, staff and institution.

Students' achievements in university exams, research competitions, NSS, DDLE, Sports and Cultural events,

improvement in e-governance, increase in linkages, collaborations and functional MoUs, conduct of AAA, Conservation of Energy and Environment and Green, efforts for social justice, conservation of environment and inculcation of values are equally noteworthy.

Despite facing numerous constraints due to its remote location, the college has relentlessly pursued excellence in all its endeavors. With the backing of a dedicated management team, an inspired faculty, and committed office staff, the institution continues to make significant strides. The unwavering support from cooperatives, the disciplined nature of its students, and the active involvement of its alumni contribute to a thriving academic environment. Coupled with its exceptional infrastructure, the college is poised to advance towards even greater heights of excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :9 Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.
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* 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 Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
138	77	00	91	58

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
102	52	00	85	58

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
328	329	316	347	213

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
183	184	185	192	185

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	360	360	360	360

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
360	360	360	360	240

Remark : As per the revised data and supporting documents provided based on that DVV input is recommended.

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
47	47	47	47	47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
92	90	93	92	73

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
47	47	47	47	47

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
177	177	177	177	120

Remark : As per the revised data and supporting documents provided based on that DVV input is recommended.

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
0	0	0	0	2

Answer After DVV Verification :

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

Remark : As per the revised data and supporting documents provided based on that DVV input is recommended.

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
00	04	05	10	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	04	05	05	00

Remark : As per the revised data and supporting documents provided based on that DVV input is recommended.

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
00	01	08	00	04

Answer After DVV Verification :

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

00	01	04	00	02

Remark : As per the revised data and supporting documents provided based on that DVV input is recommended.

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
68	79	41	111	76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	35	20	65	35

Remark : As per the revised data and supporting documents provided based on that DVV input is recommended.

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.*

Answer before DVV Verification :
Answer After DVV Verification :3
Remark : As per the revised data and supporting documents provided based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.09	0.79	2.99	15.00	23.48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.95	2.4	3.2	13.35	22.15

	Remark : As per the revised data and supporting documents provided based on that DVV input is recommended.

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 : 20
	        Answer after DVV Verification: 1
	
	    Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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:
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0.80</td><td>0.71</td><td>1.45</td><td>0.45</td><td>0.98</td></tr></table>
	        Answer After DVV Verification :
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>0.80</td><td>1.01</td><td>1.84</td><td>0.45</td><td>0.98</td></tr></table>
	    Remark : As per the revised data and clarification received from HEI, based on that DVV Input is recommended.

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*
	
	    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**
	        Answer before DVV Verification:
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>228</td><td>233</td><td>222</td><td>165</td><td>168</td></tr></table>
	        Answer After DVV Verification :
	
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>

| 160 | 212 | 202 | 145 | 148 |

Remark : As per the revised data and clarification received from HEI, based on that DVV Input is recommended.

| 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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

| 5.1.3 | **Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years** |

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
349	355	00	297	293

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
280	270	00	250	240

Remark : As per the revised data and clarification received from HEI, based on that DVV Input is recommended.

| 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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV Input is

	recommended.
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
09	02	01	02	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	02	01	02	18

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
10	08	14	09	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
102	117	123	102	75

Remark : As per the revised data and clarification received from HEI, based on that DVV Input is recommended.

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
04	13	00	11	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	08	00	06	05

	Remark : As per the revised data and clarification received from HEI, based on that DVV Input is recommended.

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:
	
	table1
	
	Answer After DVV Verification :
	
	table2
	
	    Remark : As per the revised data and clarification received from HEI, based on that DVV Input is recommended.

6.2.2	*Institution implements e-governance in its operations*
	
	    1. **Administration**
	    2. **Finance and Accounts**
	    3. **Student Admission and Support**
	    4. **Examination**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: B. 3 of the above
	    Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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: table3 Answer After DVV Verification : table4

table1:

2022-23	2021-22	2020-21	2019-20	2018-19
33	22	00	30	33

table2:

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	00	15	15

table3:

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	00	05	04

table4:

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

00	00	00	00	00

Remark : As per the revised data and clarification received from HEI, based on that the financial support of less than Rs. 2000 could not be considered so DVV Input is recommended accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	10	00	07	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	10	00	07	10

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	00	03	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	05	05	05	05

Remark : As per the revised data and clarification received from HEI, based on that DVV Input is recommended.

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.**

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

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

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 23 Answer after DVV Verification : 24
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification: {{TABLE2}}

TABLE1:

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

TABLE2:

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

03-12-2024 10:03:49