



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**MANJARA CHARITABLE TRUST,SMT.SUSHILADEVI
DESHMUKH COLLEGE OF ARTS,SCIENCE AND
COMMERCE**

PLOT NO 4, SECTOR 4, AIROLI, NAVI MUMBAI, 400708

400708

sdvdegreecollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Smt.Sushiladevi Deshmukh College of Arts, Science & Commerce is the progenitors of the MCT's idea, which, for nearly three decades has embodied the services relationship to the needs and interests of the people. The College is governed by the voice of the many, a shared responsibility of faculty, Academic staff and students. Relatively from modest beginning and with Judicious application of limited resources. Within a decade's time Smt.Sushiladevi Deshmukh College of Arts, Science & Commerce has grown into an establishment that is now considered as one of the eminent Teacher Education Institution. Smt.Sushiladevi Deshmukh College of Arts, Science & Commerce acknowledges its role as a place of intersection for myriad local, regional, National and International communities, each with the dynamic and widely varied perceptions, interests, demands and contribution. It stands in the midst of an ever-expanding revolution in communication, which influences fundamentally the technology and practices in Education

Vision

To be a pre-eminent Students Education Institution that prepares students from diverse backgrounds for Prominent Professionals by providing them with a student centered, practically focused quality learning experiences.

Mission

1. To impact quality education through state-of-art academic disciplines.
- 2. To educate the students to be professionally competent for industry and for future academic and research programs.
- 3. To strive for excellence in faculty and students by encouraging skill development, creativity, capability and applicability.
4. To encourage faculty, staff and students by involving them in socio-economic and socio-cultural activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. MCT's Smt. Sushiladevi Deshmukh college is one of the reputed college in the heart of Airoli, proximity to Station & bus stop which is convenient for students & teachers for travelling. This is evident in terms of increased number of students getting admitted to different programs that are offered.
- 2.The students belonging to economically disadvantaged classes are provided with financial aid & Scholarships by NGO, to access quality education.

3.Good placement opportunities are provided for TY students emphasizing not only on academic preparation but also on skill development, networking & Career guidance.

4.Being a Multi-Unit Campus, we have highly experienced and academically rich resource persons in our campus, who are always ready to support and guide. Co-existence of various college like Law, B.Ed. college & YCMOU center gives student opportunities to pursue higher education in same campus.

5.One to One Student- Teacher- Parent Interaction programs conducted.

6.Community Sensitization Program conducted like Celebration of Friendship Day with Housekeeping & Security Staff, and observing Raksha Bandhan with Transgender. This is to promote Diversity, Respect & Solidarity; essential values for harmonious society.

Institutional Weakness

1.Need to work more on innovation and research.

2.Need to recognize areas for improvement and upgradation on ICT facilities in campus.

Institutional Opportunity

1.PG courses needs to start. Recent trends in various fields.

2.To start with more certification, I add on-courses I Research Centre.

3.To Increase Corporate Training Programs for students.

4. Emphasizing more on Entrepreneurship program.

5.To start additional U.G courses like B.A, B.M.M.

Institutional Challenge

1. Accreditation & Ranking framework.

2.Vernacular background students.

3. Paid program is tough for economically under privileged students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute is affiliated to Mumbai University. As institute is affiliated institute, syllabus and curriculum is designed by university along with assessment procedure. Academic calendar is framed according to guidelines given by university every year. Academic calendar used to display on website and on notice boards well in advance before the commencement of every academic year. The main purpose of constitution of Academic Monitoring Committee (AMC) is to monitor academic curricular planning and implementation. Examination cell taking care of conduction of theory and Internal assessment to maintain transparency. The course teachers prepare teaching plan as per number of hours assigned to particular course in advance before semester start well in advance. The conduction of other seminars, workshops, field visits and other activities are well defined and taking in to consideration prior to starting of semester so that maximum stake holders can be benefited. Frequently and on regular basis quiz, tests conducted as part of internal assessment. The Institute prepares Academic Calendar every year by keeping guidelines given by affiliating university in mind. The best practice that we follows is display of Academic Calendar on website and on notice board well in advance before commencement of academic year. The Academic Monitoring Committee (AMC) along with IQAC in coordination prepares Academic Calendar. Institute Integrates crosscutting issues relevant to professional ethics, gender, constitutional and human values, environment and sustainability into curriculum by conducting the extra curriculum activity in campus and beyond the campus. The professional ethics are incorporated in Code of Conduct and daily basis getting monitored by Academic Monitoring Committee. Every year during induction program we are calling resource person to in light on professional ethics for newly admitted students. Gender equity is maintained by involving girls and boy's student's representatives in different organizational committees.

Teaching-learning and Evaluation

The Institute assesses the learning levels of the students based on the interactive classroom sessions viz. group discussion, students' presentation on different areas, quiz and their end semester results. Students are categorized in two groups as slow learners and quick learners. Teaching learning process is more ever students centric. The students from every year undergone experimental learning. The institute infrastructure is well equipped with ICT enabled tools. The main purpose of computer Centre is that faculty can conduct interactive classroom teaching by using ICT tools. Live cases from law firms and advocates interactive sessions were conducted. Apart from this course faculties showing videos and power point presentation to make it more visualization. The impact of visualization rather than traditional teaching learning process gives more impact on the students. Online e- books are accessible to the students. The library automation also plays an important role for our students to make teaching learning process more effective. Institution trust plays an important role for faculty retention ratio. The management supports personally as well as professionally. Based on professional measures management supports higher studies and research work for every faculty. Mechanism of internal assessment is transparent and robust in terms of frequency, mode and innovation introduced in the internal evaluation. The separate grievances cell is established which handles grievances cases. Yet no any grievances reported from last five years. For new admitted students during induction program concern faculty members explains course outcomes. Institute notice board is used to display course outcomes as well as program outcomes. All efforts were taken by the institute to focus on Object Based Education.

Research, Innovations and Extension

Institute conducted extension activities in neighborhood community, sensitizing students to social issues. The life learning methodology is adopted by the institute for overall development of the students being socially responsible entity. Extensions activities are carried out with the help of NSS cell and in co-ordination with EGO. The main purpose behind it is to get students familiar with issues the common peoples are facing and finding realistic solution on it. Where students worked at ground level and tried to find out problems and solution on it. This activity improves students' problem-solving skills along with time management skills.

Infrastructure and Learning Resources

The institute has adequate infrastructure and physical facilities for teaching- learning. ICT enabled three classrooms along with well-equipped conference room is available with the institute where students can experience interactive classroom experience. The computer center is along with 57 computers and printers where students can access digital platform with free Wi- Fi access.The Institution has ICT enabled auditorium as adequate facilities for cultural activities. Indoor sports and game facilities keeps students physically healthy and stress relaxing. Yoga center with medication facility boost mental strengths and creates positives vibes.The institutional administrative sections are decentralized. The purchase and maintenance of any equipment or any infrastructure and physical facilities maintenances is taken care by maintenance cell. The pre-defined procedure for maintaining and utilizing physical, academic and support facilities adopted by the institute. On the priority basis budget allocation and expenditures were made on above said entities.

Student Support and Progression

In Institute students' representation and engagement in various administrative and co- curricular activities as viz.Electoral Literacy Club , Student Grievance Redressal Committee,Students Council, SC/ST Cell . Apart from this outreach and extension activities were conducted by the students only under the guidance of faculty members. The sports and cultural activities were organized by the students only every year. Alumni Association student's members were very active and involved in perspective plan and future plan of the Institute.Institute level Alumni Association contributes significantly to the development of the institution through financial, teaching, mentoring, concealing, and carrier guidance.

Governance, Leadership and Management

The institute IQAC in collaboration with Academic Monitoring Committee reviews its teaching learning process, structures and methodologies of operations and learning outcomes at periodic interval.The governance of the institution constituted by management representative, head of the institute, senior faculty members, IQAC coordinator, Alumni representative. As all stake holders are involved in this it is reflective of and in tune with the mission and vision of the institute. The institutional is always in favor of decentralization. The infrastructure development and purchase of any items first is approved by the institution head. The all rights are given to IQAC coordinator to improve quality education. The faculty appointments and promotions were done purely on merit basis. The faculty self-appraisal system is in practice. The policies for administration and academics were pre-defined. The all committees viz. Academic monitoring committee, student grievance redressal committee, Internal complaint committee, Internal Quality Assurance Committee, Anti- Ragging committee and maintenance cell were going to constitute every year and every committee conducts at least two meetings in year. The Institute Performs Appraisal System for teaching and non-teaching staff once in academic year.Institute Conducts internal and external financial audits regularly in every year.Institutional strategies for

mobilization of funds and the optimal utilization of resources is predefined. Trust reserved fund can be utilized during disaster management.

Institutional Values and Best Practices

Measures initiated by the institution for the promotion of constitutional values and gender equity during the last five years. The facilities in the institute for solid waste management is segregation of degradable and non-degradable waste. No any liquid waste and biomedical waste management is applicable to the institute. For E-waste management agreement is done with MPCB approved vendor which takes care of e- scraps..Plastic ban or restricted for plastic use in institute premises. Being culturally tolerant no any discrimination against students of other cultures. No any racism. The cultural exchanges among students and faculties maintained by celebrating all festivals of all religions on grand scales. The students who speak different languages and believe in different values are happily standing on one platform with each other's which promote harmony. Institutional atmosphere cultivates all diversities in unique way. Institute celebrates legend Jayanti on large scale. All regional cultural and festivals were celebrated on grand scales. Beyond campus activities were conducted by institute with help of our NSS and students' council members in various sectors. Major focus is education for all. Economically weak sector students were educated from this institute which is our prime moto.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MANJARA CHARITABLE TRUST,SMT.SUSHILADEVI DESHMUKH COLLEGE OF ARTS,SCIENCE AND COMMERCE
Address	PLOT NO 4, SECTOR 4, AIROLI, NAVI MUMBAI, 400708
City	AIROLI
State	Maharashtra
Pin	400708
Website	sdvdegreecollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SHALINI VERMANI	022-27792625	9769617979	022-27792625	principalsddegrecollege@gmail.com
IQAC / CIQA coordinator	VANASHREE PATHAK	022-27790245	9967192019	022-27792625	pvanashree29@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority 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	PLOT NO 4, SECTOR 4, AIROLI, NAVI MUMBAI, 400708	Semi-urban	1.3608	4815

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Self Study Report of MANJARA CHARITABLE TRUST,SMT.SUSHILADEVI DESHMUKH COLLEGE OF
ARTS,SCIENCE AND COMMERCE

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bachelor Of Arts,BACHELOR OF MASS MEDIA BMM	36	HSC	English	0	0
UG	BA,Bachelor Of Arts,	36	HSC	English	0	0
UG	BCom,Bachelor Of Commerce,	36	HSC	English	120	120
UG	BCom,Bachelor Of Commerce,BANKING AND INSURANCE B.B.I	36	HSC	English	60	60
UG	BCom,Bachelor Of Commerce,FINANCIAL MARKET B.F.M	36	HSC	English	0	0
UG	BSc,Bachelor Of Science, COMPUTER SCIENCE B.Sc.CS	36	HSC	English	60	60
UG	BSc,Bachelor Of Science,	36	HSC	English	60	32
UG	BSc,Bachelor Of Science, INFORMATION TECHNOLOGY B.Sc.IT	36	HSC	English	60	60
UG	BMS,Bachelor Of Management,	36	HSC	English	60	60

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	1				2				33			
Recruited	0	1	0	1	1	1	0	2	11	22	0	33
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				2				33			
Recruited	0	1	0	1	1	1	0	2	11	22	0	33
Yet to Recruit	0				0				0			

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

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	11	22	0	34
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		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	190	0	0	0	190
	Female	202	0	0	0	202
	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	17	17	14	22
	Female	21	21	26	27
	Others	0	0	0	0
ST	Male	1	0	2	3
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	23	16	16	13
	Female	14	18	17	20
	Others	0	0	0	0
General	Male	137	96	92	83
	Female	138	94	77	85
	Others	0	0	0	0
Others	Male	11	10	13	15
	Female	9	15	16	18
	Others	0	0	0	0
Total		371	287	274	286

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	To take multidisciplinary as practical approach, our students visits and practice in respective areas to study live cases which groom up them incorporating clinical, economical aspects. To some extend
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	<p>students are doing practical demonstration in our campus and submitting reports for assessment. Assessments of that is done on regular interval as part of internal assessments. In addition to it our institute takes initiatives to organize add on courses, skill enhancement programs along with carrier guidance so that according to their passion they can explore themselves in multidisciplinary areas.</p>
2. Academic bank of credits (ABC):	<p>Affiliating university yet not started Academic Bank of Credits (ABC) but our institute always promote students and provides all kind of support to do online credit-based courses to explore their knowledge. But every course is assigned with credit where students can be analyzed on total credits assigned to the courses in respective semester. The final grading system is credit based which cope up with NEP policy.</p>
3. Skill development:	<p>Institute organized multiple skill development programs in last five years. 1.To enhance professional skills personality development courses organized. 2. To enhance digital platform for their professional carrier institute organized ICT enabled workshops. 3. Mental health and physical health of students taken care by organizing physical fitness training ang Yoga sessions. 4. To impart knowledge of soft skills different sessions were organized.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Our institute is ready to appropriate integration of Indian knowledge system partially. we are conducting integrated culture programs from all religions of state where students are playing major roles. Apart from it course teachers use to teach in mother tongue language parallelly so that when our students deals with ground level clients language should not be barrier. If any student's further education or employability interested in foreign university or country then all courses were taught in English. Apart from its students are supported to learn international languages.</p>
5. Focus on Outcome based education (OBE):	<p>1. Course outcomes and program Outcomes displayed on web sites and on notice boards. 2. During induction program for newly admitted students of every year course outcome and program outcome sessions were organized. 3. To explore object-based education more centric practical and ground level visits were done frequently on regular</p>

	basis in concern areas.
6. Distance education/online education:	Covid -19 taught us lots of things in teaching learning process. Out of which online education was one of aspect. Now institute is ready for all online ICT enabled tools to conduct distance education or online education. Our teachers use to prepare power point presentation and which is circulated on student's groups. However, updating of online or distance education infrastructure modification and ICT tools will be taken care by the institute in upcoming year.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Our Institute Electoral Literacy Club (ELC) set up is very active and doing their best for society in this regard. We already started procedure to register this Electoral Literacy Club (ELC) at regional election commissioner cell so that we can conduct additional activity under their guidance.
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?	As part of Electoral Literacy Club (ELC) our student's co Ordinator and faculty coordinator plays an important role. The students are getting opportunity to develop their team building and professional skill improvement while conducting programs under Electoral Literacy Club (ELC).
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.	Some of innovative programs and initiatives undertaken by Electoral Literacy Club (ELC) 1. street play for improvement of voter registration 2. Games for voter's awareness campaigns 3. promotion of ethical voting.
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.	As our institute is surrounded by economically weaker section society and on and average students are from the same sector, Institute Electoral Literacy Club (ELC) plays important role for ethical voting and voting registration.

<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Electoral Literacy Club (ELC) conducts voters registration drive for students above 18 years who are not yet to be enrolled as voters when government opens link for newly online registration.</p>
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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
883	802	861	954	1062

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: 36

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
36	36	36	36	36

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
28.53	11.54	15.24	14.77	21.45

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:

The Institute is affiliated to Mumbai University. As institute is affiliated institute, syllabus and curriculum is designed by university along with assessment procedure. Academic calendar is framed according to guidelines given by university every year. Academic calendar used to display on website and on notice boards well in advance before the commencement of every academic year. The main purpose of constitution of Academic Monitoring Committee (AMC) is to monitor academic curricular planning and implementation. Examination cell taking care of conduction of theory and Internal assessment to maintain transparency. Internal unfair means committee is constituted for every internal as well as for end semester examination. The course teachers prepare teaching plan as per number of hours assigned to particular course in advance before semester start well in advance. The conduction of other seminars, workshops, field visits and other activities are well defined and taking in to consideration prior to starting of semester so that maximum stake holders can be benefited. Frequently and on regular basis quiz, tests conducted as part of internal assessment.

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: 20

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: 25.95

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
289	231	270	274	120

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:

Institute Integrates crosscutting issues relevant to professional ethics, gender, constitutional and human values, environment and sustainability into curriculum by conducting the extra curriculum activity in campus and beyond the campus. The professional ethics are incorporated in Code of Conduct and daily basis getting monitored by Academic Monitoring Committee. Every year during induction program we are calling resource person to in light on professional ethics for newly admitted students. Gender equity is maintained by involving girls and boy's student's representatives in different organizational committees. Electoral Literacy Club (ELC) along with NSS students organized beyond campus activities for society also. Environment and Sustainability parts are already included in curriculum designed by university. Apart from this we conducted environment day and activity to promote environment.

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: 16.99

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

Response: 150

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: C. Feedback collected and analysed

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: 76

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
371	287	284	286	368

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
420	420	420	420	420

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](#)

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: 51.24

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
96	98	108	118	136

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
217	217	217	217	217

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: 24.53

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:

The Institute assesses the learning levels of the students based on the interactive classroom sessions viz. group discussion, students' presentation on different areas, quiz and their end semester results. Students are categorized in two groups as slow learners and quick learners. For Slow learners 1. Concealing is done by faculty mentors to understand their problems and resolving issues. 2. Remedial classes were conducted apart from regular classes. Teaching learning process is more ever students centric. The students from every year undergone experimental learning field visits, field training, conduction of practicals, project work. Where students experience live cases and techniques of problem-solving methodologies which enhancing their learning experience. This opportunity explores students in their professional carrier. The institute infrastructure is well equipped with ICT enabled tools. The main purpose of computer Centre is that faculty can conduct interactive classroom teaching by using ICT tools. Live cases from law firms and advocates interactive sessions were conducted. Apart from this course faculties showing videos and power point presentation to make it more visualization. The impact of visualization rather than traditional teaching learning process gives more impact on the students. Online e- books are accessible to the students.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	36	36	36	36

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: 15

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
6	6	5	5	5

File Description	Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Institute is affiliated to Mumbai University. The curriculum designed by university is applicable to the institute. Mechanism of internal assessment is transparent and robust in terms of frequency, mode and innovation introduced in the internal evaluation. The students are asked to submit final projects reports and their observations were monitored by the concern faculties. The students who were completed internship asked to submit certificate from respective industry firms. Based on faculties remarks and submitted reports final marksheet processed to the examination cell. If any grievance found during internal assessment, then will be taken care by Institute head. From last five years no grievance reported yet. Institute's mechanism to deal with internal examination related grievances is transparent, time - bound and efficient. The examination cell assigns internal examiner for the courses were internal examination mentioned in the university syllabus. The approval of internal examiners based on the experience and subject expertise. The approval of faculty once approved from university then examinations were conducted by concern faculties. The separate grievances cell is established which

handles grievances cases.

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:

Institute head along with Academic Monitoring Committee asks faculty members to prepare Course Outcomes of their respective subject after allocation of courses. The concern faculties use to prepare course outcomes with the help of senior faculty members of the faculty who is expert in particular area. Once final course outcomes prepared by faculty members, were displayed on institution website so that any stakeholder can access it. The programs outcome was also prepared by head of the department and hosted on the website. For new admitted students during induction program concern faculty members explains course outcomes. Institute notice board is used to display course outcomes as well as program outcomes. All efforts were taken by the institute to focus on Object Based Education.

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 institution evaluates Attainment of program outcomes and course outcomes after every semester i.e., twice in academic year. The attainment of course outcomes is done by two methods

1. Direct Attainment: In this student end semester result is considered and course outcome attainment levels were measured.

2. Indirect Attainment: Based on classroom interaction and quiz, brain storming session

Course Outcomes were mapped along with Program outcomes.

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: 86.71

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
144	263	323	330	225

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
242	265	328	330	317

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
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:

Institution has created ecosystem for innovation, including awareness about IPR, Research methodology (RM), Entrepreneurship Development Programs (EDP). The main purpose of conducting such workshops, seminars is to motivate students and faculties in the field of research. This awareness programs gives idea about the procedure and areas where research contribution is to be expected. Apart from this our management supports faculties for research work.

File Description	Document
Upload 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: 8

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

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

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: 0.11

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

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

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

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: 0.06

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
0	1	0	0	1

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:

Institute conducted extension activities in neighborhood community, sensitizing students to social issues. The life learning methodology is adopted by the institute for overall development of the students being

socially responsible entity. Extensions activities are carried out with the help of NSS cell and in co-ordination with EGO. The main purpose behind it is to get students familiar with issues the common peoples are facing and finding realistic solution on it. Where students worked at ground level and tried to find out problems and solution on it. This activity improves students' problem-solving skills along with time management skills.

The National Service Scheme (NSS) is a platform that encourages social responsibility among students in India. In the spirit of community service, our NSS unit has been actively engaged in a range of meaningful activities that have left a positive mark on society. One of our most heartwarming endeavours was the Rakhi celebration with the traffic police. In a gesture of gratitude for their tireless efforts to keep our roads safe, Friendship Day took on a whole new dimension when we celebrated it with our housekeeping and security staff. These often-overlooked members of our community were honoured for their hard work and dedication, fostering a sense of unity and respect among us all.

Another instance of inclusivity was our Rakhi celebration with transgender friends. It was an opportunity to break down societal barriers and spread love and acceptance. This event helped bridge gaps and promote equality. Our NSS unit also played a pivotal role in organizing a blood donation camp at the railway station. Caring for the environment is equally important to us. Our involvement in mangrove cleaning showcased our commitment to preserving nature. The mangroves are vital to our ecosystem, and by cleaning them, we protected the habitat of countless species.

Education is a powerful tool for change. We took pride in educating slum children, helping them gain access to knowledge and opportunities they may not have had otherwise. Furthermore, we donated funds for disaster relief to assist communities struck by unforeseen calamities. During the COVID-19 pandemic, we extended our support by distributing food to those in need and sanitizing public areas to curb the virus's spread. Celebrating Diwali with slum children brought joy to their lives, reminding them that they are an integral part of our society. Visiting an orphanage was another emotional experience, as we shared moments of happiness with those less fortunate. Health awareness programs were a significant part of our efforts. In our endeavour to keep our surroundings clean, we actively participated in the Swachh Abhiyan (Cleanliness Drive) and supported local vendors by promoting "Vocal for Local." These initiatives aimed to create a cleaner, more self-sustained community.

In summary, our NSS unit has been at the forefront of various social activities, promoting unity, inclusivity, and social responsibility. These experiences have not only made a difference in the lives of those we've touched but have also enriched our own lives, reinforcing the idea that positive change begins with us.

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:

Our NSS unit has consistently earned recognition and awards, highlighting the dedication and exceptional efforts of our volunteers in various domains. On the occasion of International Youth Day, our NSS unit showcased their creativity and commitment by winning the first prize in the district level Poster Making Competition. Their artwork skillfully conveyed the importance of youth engagement in societal development. One of our volunteers demonstrated outstanding competence in disaster management and was selected for the State level Training Camp. This recognition reflects their expertise and commitment to preparing for and responding to calamities effectively. In a District level Slogan Writing Competition, our NSS unit secured the second prize. This accomplishment underscores their ability to convey meaningful messages succinctly and contribute effectively to awareness campaigns.

Our NSS volunteers also shone in the cultural sphere, winning a prize for their exceptional performance in the Open Mic Competition during an Intercollegiate event. This recognition highlights their multifaceted talents and creativity beyond community service. Furthermore, one of our volunteers earned a well-deserved spot in the PRE RD-Parade Camp. This selection demonstrates their discipline and dedication, further honing their skills and commitment to service.

In recognition of our environmental conservation efforts, we received an Appreciation Certificate from the Van Parikshit Adhikari Flamingo, Navi Mumbai, for our diligent work in Mangroves Cleaning. This certificate acknowledges our commitment to preserving local ecosystems.

Additionally, our NSS unit received recognition from the University of Mumbai for organizing a successful blood donation camp at the Railway Station. This acknowledgment emphasizes our unit's dedication to healthcare initiatives and saving lives through blood donations.

In conclusion, these awards and recognitions stand as a testament to the exceptional work, commitment, and multifaceted talents of our NSS volunteers. They not only motivate our volunteers but also highlight our college's commitment to fostering social responsibility and civic duty among our students. Our NSS unit's achievements underscore their dedication to the betterment of the community and society at large, making a significant impact and leaving a lasting impression.

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: 14

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
3	3	3	3	2

File Description	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: 17

File Description	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:

The institute has adequate infrastructure and physical facilities for teaching- learning. ICT enabled three classrooms along with well-equipped conference room is available with the institute where students can experience interactive classroom experience. The library is also well equipped with digital library facility where students can access e- resources to impart their knowledge along with spacious reading room. The computer center is along with 57 computers and printers where students can access digital platform with free Wi- Fi access. The Institution has ICT enabled auditorium as adequate facilities for cultural activities. The students are doing practice in that place as maximum students are from financially weaker sessions and not having space for practice. Indoor sports and game facilities keeps students physically healthy and stress relaxing. Yoga center with medication facility boost mental strengths and creates positives vibes.

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: 25.13

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
2.0	2.0	2.0	2.0	15.0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library plays an additional important role in our professional Institute. Library is automated using software. The facility of digital library plays an important role to access online e- resources includes e- journals, database, e- books. The free internet access provides more flexible than traditional physical books. Every year fixed budget is sanctioned by management on library and purchase is done as mentioned in every year audited statements.

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:

Institute infrastructure viz. classrooms, auditorium, legal clinic, computer center, library is ICT enabled. To that extent IT facilities including free Wi- Fi facilities is provided to the all teaching and non-teaching

faculties along with students. This provides anywhere, anytime free Wi-Fi access to all stakeholders. The Bandwidth speed of 50 Mbps provides connectivity to internet.

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: 15.49

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

Response: 57

File Description	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: 74.84

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
13.52	9.54	13.24	12.76	19.44

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: 0.99

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
4	15	11	8	7

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[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: C. 2 of the above

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

5.1.3

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

Response: 24.2

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
237	267	154	212	234

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 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: 1.22

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
5	5	2	5	1

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
233	265	328	330	317

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: 0.48

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
4	0	0	2	1

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

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: 1

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
0	0	0	0	1

File Description	Document
Upload supporting document	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: 3.8

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
3	2	3	6	5

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:

Institute level Alumni Association contributes significantly to the development of the institution through financial, teaching, mentoring, concealing, and carrier guidance. The important role played by our eminent alumni were

1. Mission, vision and core values
2. Perspective plan and improvement of quality education
3. Financial contribution
4. Providing internship in their own law firms
5. providing placement

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:

The institutional administrative sections are decentralized. The purchase and maintenance of any equipment or any infrastructure and physical facilities maintenances is taken care by maintenance cell. The pre-defined procedure for maintaining and utilizing physical, academic and support facilities adopted by the institute. On the priority basis budget allocation and expenditures were made on above said entities. The governance of the institution constituted by management representative, head of the institute, senior faculty members, IQAC coordinator, Alumni representative. As all stake holders are involved in this it is reflective of and in tune with the mission and vision of the institute. More ever feedback is taken by all stakeholders while drafting mission and vision along with perspective plan.

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:

The functioning of the institutional bodies is effective. The college Development Committee (CDC) is going to constitute every year. On regular basis two meetings were held in every academic year with proper agenda and resolution for the last five years. The faculty appointments and promotions were done purely on merit basis. The faculty self-appraisal system is in practice. The policies for administration and academics were pre-defined. The all committees viz. Academic monitoring committee, student grievance redressal committee, Internal complaint committee, Internal Quality Assurance Committee, Anti-Ragging committee and maintenance cell were going to constitute every year and every committee conducts at least two meetings in year.

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: D. 1 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institute Performs Appraisal System for teaching and non-teaching staff once in academic year (Mostly at the end of academic Year). Based on faculties contribution in curriculum and administrative and co- curriculum activities promotions were decided not only in term of financial growth but in terms of the appreciation also.

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: 14.44

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
1	23	1	0	1

File Description	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

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: 1.92

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
0	5	0	0	0

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
16	16	16	16	16

File Description	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:

Institutional strategies for mobilization of funds and the optimal utilization of resources is predefined. Trust reserved fund can be utilized during disaster management as like covid-19 situations where students not paid any tuitions fees but regular salary paid by the management. Best example of the optimal utilization of resources as like infrastructure where floor wise and in shift utilization is done for education sector. Any infrastructure development in future also will be planned from mobilizations of funds.

File Description	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:

Institutional Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and process. IQAC coordinator conducts two meetings yearly in addition with all other members. The major focus given in last five years:

1. Academic excellency
2. Admission
3. placement and higher studies
4. Formation of MOU' s to provide internships and field visits
5. process of accreditation

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: D. Any 1 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	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:

Measures initiated by the institution for the promotion of constitutional values and gender equity during the last five years are:

1. Nirbhaya Box installed in institute campus where Girl's student can openly submit their any complaints.
2. Equal involvement of boys and girls students in statutory student bodies
3. Involvement of girls in sports and cultural programs
4. Women's empowerment
5. constitutional values seminars were organized.

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: D.1 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
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: D. Any 1 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
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 institute adopted diversified cultures where students as well as faculties from all religions and culture are working in single umbrella and friendly environment is established amongst them. Being culturally tolerant no any discrimination against students of other cultures. No any racism. The cultural

exchanges among students and faculties maintained by celebrating all festivals of all religions on grand scales. The students who speak different languages and believe in different values are happily standing on one platform with each other's which promote harmony. Institutional atmosphere cultivates all diversities in unique way. Institute celebrates legend Jayanti on large scale. All regional cultural and festivals were celebrated on grand scales.

File Description	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:

1. community sensitization- friendship with housekeeping staff:

for fostering positive emotions and thriving community environment students celebrated community sensation- friendship day with housekeeping staff.

2. Best out of waste:

The activity inculcates environmental consciousness and resourcefulness among students and helps them to understand the concept of reduce, reuse and recycle. They enhance their creativity by making beautiful and attractive items with waste materials.

3. Debate:

The debate on social issues makes students to explore different perspectives and promote critical thinking. Students developed their oratory skill.

4. Training and development:

Training program for third year students enhance student's knowledge and abilities in order to improve performance in current role and prepare them for future responsibilities.

5. Yoga and meditation: Meditation sessions are conducted for all the students; provide tool to manage stress, improve focus, enhance emotional wellbeing, and navigate challenges in their professional life.

6. Online teaching: During COVID-19 Pandemic ensure continued access to education. It aimed to adopt traditional teaching methods to the online environment, facilitate student engagement, and minimize disruptions to the learning process.

7. National Anthem: singing National Anthem at the time of dispersal in college serve to instill a sense of patriotism and unit among students of hteir national identity, values and their importance of being responsible citizens.

8. Funfair- regional cuisine: funfair featuring regional cuisine in college celebrate cultural diversity. It provides students a unique culinary experience that exposes them to the different flavors and traditions from around the world.

File Description	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:

The college started with vision to provide education to first learners of the society and to promote all-round development by organizing and making students participate in curricular , co-curricular and extra curricular activities by developing self confidence of the students.To inculcate respect for human values among students is one of the goals of this institution. Our website is a window to our vibrant college life and will provide you with a sense of vivacious as well as caring atmosphere that exists at our college, making you to visit us and experience the energy and enthusiasm that makes our college exceptional.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Manjara Charitable Trust is renowned trust in Maharashtra, a social welfare organization whose goal is economic, social, political and cultural upliftment of masses in Maharashtra by providing quality education. Shri Vilasraoji Deshmukh a distinguished administrator in India and educational visionary founded the Manjara Charitable Trust in 1988. The Manjra Charitable Trust has sponsored many educational institutions in the range of Marathwada at the beginning and now it is spreading up all over the state of Maharashtra. The number of educational institutions from K.G to Graduates / Post Graduates degrees have been started to impart education in the faculties of Arts, Science and Commerce Education, Engineering.

Concluding Remarks :

Well defined plan and execution due to which we reached till this step. All doubts and help done by NAACofficials when and where is required. we learn lots of things during this process. Thanks all NAAC officials and their entire team for their help and suggestions given time to time.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 21 Answer After DVV Verification :20</p>																				
1.2.2	<p><i>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</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>289</td> <td>231</td> <td>270</td> <td>274</td> <td>120</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>289</td> <td>231</td> <td>270</td> <td>274</td> <td>120</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	289	231	270	274	120	2022-23	2021-22	2020-21	2019-20	2018-19	289	231	270	274	120
2022-23	2021-22	2020-21	2019-20	2018-19																	
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289	231	270	274	120																	
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Answer After DVV Verification: C. Feedback collected and analysed</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>98</td> <td>108</td> <td>118</td> <td>136</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>371</td> <td>287</td> <td>284</td> <td>286</td> <td>368</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	96	98	108	118	136	2022-23	2021-22	2020-21	2019-20	2018-19	371	287	284	286	368
2022-23	2021-22	2020-21	2019-20	2018-19																	
96	98	108	118	136																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
371	287	284	286	368																	

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
217	217	217	217	217

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
420	420	420	420	420

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	36	36	36	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	36	36	36	36

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)

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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.54	0.055	0	0.25	0.394

Answer After DVV Verification :

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

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

2	3	0	0	3
---	---	---	---	---

Answer After DVV Verification :

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

Remark : Revised values as per attached supporting documents by HEI

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
1	1	0	0	1

Answer After DVV Verification :

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

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
63	53	39	45	6

Answer After DVV Verification :

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

Remark : Modified the input by considering only the relevant items of extension and out reach activities.

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.

	<p>Answer before DVV Verification : 17 Answer After DVV Verification :17</p>																				
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 57 Answer after DVV Verification: 57</p>																				
5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students’ capability</i></p> <p>1. <i>Soft skills</i> 2. <i>Language and communication skills</i> 3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i> 4. <i>ICT/computing skills</i></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p>																				
5.1.3	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>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:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>237</td> <td>267</td> <td>154</td> <td>212</td> <td>234</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>237</td> <td>267</td> <td>154</td> <td>212</td> <td>234</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	237	267	154	212	234	2022-23	2021-22	2020-21	2019-20	2018-19	237	267	154	212	234
2022-23	2021-22	2020-21	2019-20	2018-19																	
237	267	154	212	234																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
237	267	154	212	234																	
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <p>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</p> <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p>																				
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p>																				

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
22	45	62	51	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	2	5	1

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
233	265	328	330	317

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
233	265	328	330	317

Remark : Revised input as per offer letters/proof attached by HEI

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

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.)

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	2	1

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
5	3	1	1	9

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	14	10	36	35

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	3	6	5

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 : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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
22	47	10	16	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	0	0	0

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
8	8	8	8	8

Answer After DVV Verification :

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

Remark : DVV input as per attached certificates. Only programmes 5 and more days will be considered under this metrics. Input for 6.3.3.2 has been changed to 16 for each year for all the five year as per the profile of the SSR.

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.**

	<p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D.1 of the above Remark : Revised values as per attached supporting data</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>371</td> <td>287</td> <td>274</td> <td>283</td> <td>368</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>883</td> <td>802</td> <td>861</td> <td>954</td> <td>1062</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	371	287	274	283	368	2022-23	2021-22	2020-21	2019-20	2018-19	883	802	861	954	1062
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371	287	274	283	368																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
883	802	861	954	1062																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 31 Answer after DVV Verification : 36</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	36	36	36	36	36										
2022-23	2021-22	2020-21	2019-20	2018-19																	
36	36	36	36	36																	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	36	36	36	36