



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**K. E. S. LAXMI-SHALINI ARTS, COMMERCE AND
SCIENCE WOMENS COLLEGE, PEZARI**

**AT- PEZARI, POST-POYNAD, TAL-ALIBAG, DIST-RAIGAD.
402108**

<https://www.lswcpezari.edu.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

K.E.S. Laxmi-Shalini Arts, Commerce and Science Women's College is in the N.N. Patil Educational Complex, Pezari- Poynad Tal-Alibag Dist-Raigad. The college establishment on 02 August 1993 and inaugurated by the hands of college founder Adv. Datta Patil (Dada) and Prabhakar Patil (Bhau). The college recognized by UGC under 12(B) and 2(f) and Permanently affiliated to the University Of Mumbai and Recognized and fully grant in aid by the Government of Maharashtra and Re-accredited by NAAC 'B' Grade with CGPA 2.09. The Konkan Education Society and the Laxmi-Shalini Arts, Commerce and Science Women's College has reached to this stage of excellence under the dynamic leadership of late Honorable Adv. Datta Patil who was the President of the Society since 1977.

Adv. Datta Patil was also the former leader of opposition of Maharashtra state and recipient of most prestigious Savitribai Phule and Fatima Shekh Award for his contribution in the field of education from Shikshak Bharati. Now Honorable Shri Sanjay Datta Patil is Shouldering the responsibility as President of Konkan Education Society along with Honorable Shri Ajit Shah as Secretary of the Society. This is only one college for women and girls students in rural area of Raigad District. Late Laxmibai Narayan Patil was a teacher in local board She was the head mistress and wrote in "Dainik Krushival" against the arbitrary nature of Mr. shri Kamath then administrative officer of local board. She was meted out to injustice in local board. And then she fought election and got elected as a member of school board. Initially she was a teacher and later on she become head mistress and member of school board.

Vision

"Humanity, Harmony and Integrity" To equip students with knowledge and skills in their chosen streams, inculcate values, identify hidden talents, and provide opportunities to realize their full potential to shape them into future leaders and above all good human beings.

Mission

To spread quality higher education among the students of rural hilly, socio-economically weaker sections of the society with emphasis on women education.

The college has been working with objectives such as: To provide facilities for higher education to students from the rural hilly region who are from economically, socially weaker sections of society. To spread higher education among the women in Alibag Taluka and surrounding areas. To create social awareness and national integrity among students through higher education and to create the feeling that 'humanity' is the real religion. To develop the overall personality of students through various activities with special emphasis on character development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Fully experience holder and qualified Teaching Staff.
2. First Women's College in rural area of Raigad District, almost 3000 girl student passout degree from rural area. This is example of educational empowerment of women
3. Our College not only college but centre of elaboration. In this college development of good habits in girls students like good communication skills, cleanness and scientific view of daily life through formal and informal communication with students and teachers.
4. Fully developed library with reading room and ITC facility.
5. Our College have very Good support from mangement and local educational leadership too.
6. Those students are weak in study after coming to this college through admission , they developed there self. They have now well developed skills, education progress .
7. Full support to students for personality development through curricular and co curricular activities

Institutional Weakness

1. Our college is just providing Arts faculty.. that's why there is no any other options for students to persue in another faculty.
2. Due to reduce of women ratio in society , reduction of girls student in this college
3. Our college provides only Marathi medium.. so students speaks in mother tounge or marathi langauge rather than English language

Institutional Opportunity

Our colleges offer a unique and supportive environment that can provide numerous opportunities for personal, academic, and professional growth. Here is some general opportunities available at our college:

1. Academic Excellence

- **Rigorous Academics:** Our college is known for its strong academic programs and small class sizes, which foster close relationships with professors and peers.
- **Leadership Development:** These institutions often emphasize leadership skills, preparing women for leadership roles in various fields.

2. Personal Growth

- **Empowerment:** A supportive community that encourages self-confidence and empowerment.
- **Mentorship:** Access to alumnae networks and mentorship programs that offer guidance and support.

3. Extracurricular Activities

- **Clubs and Organizations:** A wide range of clubs and organizations tailored to various interests, from academic societies to cultural and social groups.
- **Leadership Roles:** Numerous opportunities to hold leadership positions in student government and organizations.

4. Social Impact

- **Community Service:** Emphasis on community service and social justice, with opportunities to engage in meaningful community projects.
- **Advocacy and Activism:** Platforms to engage in advocacy and activism on issues affecting women and society.

8. Financial Aid and Scholarships

- **Financial Support:** Our college offers generous financial aid packages and scholarships to ensure access to education for all students.

Institutional Challenge

Our college, while offering numerous opportunities, also face a variety of challenges in today's educational and social landscape. Here are some of the key challenges:

1. Declining Enrollment

- **Demographic Changes:** A shrinking pool of college-aged students and increased competition from coeducational institutions can lead to declining enrollment numbers.
- **Perception and Awareness:** Many prospective students may be unaware of the benefits of women's colleges or may have misconceptions about them.

2. Financial Sustainability

- **Rising Costs:** The increasing costs of higher education and the need to provide substantial financial aid can strain budgets.
- **Funding and Donations:** Securing consistent funding and donations can be challenging, particularly if alumnae engagement is not strong.

3. Adapting to Modern Needs

- **Curriculum Modernization:** Keeping the curriculum relevant to the rapidly changing job market and technological advancements is essential but challenging.
- **Infrastructure Upgrades:** Maintaining and upgrading facilities and technology to meet modern standards requires significant investment.

4. Maintaining Relevance

- **Public Perception:** Some view women's colleges as outdated in an era of gender equality, requiring these institutions to continuously demonstrate their relevance.

5. Alumnae Engagement

- **Strengthening Alumnae Networks:** Maintaining strong connections with alumnae to support fundraising, mentoring, and networking initiatives.
- **Engagement Strategies:** Developing strategies to keep alumnae engaged and invested in the future of their alma mater.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College offers one Under-Graduate Programme Courses at UG in Arts faculty. In all 27 courses/papers are offered by the college across UG level programme. Choice Based Credit System (CBCS) is implemented at UG level programme as per the guidelines of UGC and University of Mumbai. The Programmes are run to achieve stated Vision, Mission and Objectives of the college as per the values propounded by the parent institution. The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal evaluation. The college integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum of UG Programmes. Students undertook project work/field work /internships in the latest completed academic year 2022-23. Curriculum of traditional UG level programme is designed by University of Mumbai with stated Programme and Course Outcomes. The academic departments of the college have prepared Programme Outcomes and Course Outcomes as per the curriculum of respective domain subject. The college obtained feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers and Alumni on institutional website.

Teaching-learning and Evaluation

Teaching-learning and Evaluation

1. The college strictly follows reservation policy for admissions of students laid down by the State Govt. of Maharashtra. We have a distinct advantage of more than 50% of students admitted from the reserved category for all the five years.

2. In order to enhance learning experience of students, our strategy is not to teach but help students to learn on their own. We adopt flexible strategy to address the needs of students belonging to all intellectual levels. The focus is on development of skills and enhancement of problem solving aptitude.

3. The faculty members of college have adopted and implemented various teaching methods to make learning more student-centric. The various experiential learning methods, participative learning method, problems solving method are adopted by faculty members to make the teaching-learning process more students centric and enhance learning experiences.

4. We have filled sanctioned teaching posts which is a remarkable figure. Which them have acquired higher qualification like NET/SET/SLET and Ph.D.

5. Student – Full time Teacher Ratio during the latest completed academic year was 105:07: 15.

6. Pass percentage of Students during last five years is 90.00% which is much higher than results of affiliating

University.

7. The IQAC of the college has institutionalized Student Satisfaction Survey to avail feedback on teaching, learning and evaluation process and measure satisfaction level of the students. The IQAC conducted Student Satisfaction Survey during the assessment period and took corrective measures for quality improvement and its sustenance.

8. The university has all along experimented with patterns of continuous evaluation. We have followed the prescribed systems rigorously which variously include theory examinations, practical, projects, assignments, viva and unit tests.

Research, Innovations and Extension

- The college has received grant of Rs. 55,000.00 from Government and non-governmental agencies for research projects/endowments in the institution during the last five years.
- The college has created an ecosystem for innovations and taken initiatives for creation and transfer of knowledge.
- The faculty members published in all 46 research papers during the last five years.
- 13 books and chapters in edited volumes/books and papers in national/ international conference proceedings were published during last five years.
- 111 extension and outreach activities were carried out in the neighborhood community sensitizing students to social issues for their holistic development by Academic departments and support services like NSS and WDC.

Infrastructure and Learning Resources

1. Our planning for development of infrastructure in terms of classrooms and labs has been adequately fulfilled. The college has land of 1.5 Acres. we have 14 classrooms out of which 01 classrooms with LCD projector.

2. The college has provision of 50 MBPS Bandwidth.

3. There are 08 desktop computers, 01 LCD Projector.

4. The college has spent Rs. 3.44 Lakh for infrastructure development in last five years.

5. Our library having carpet area above 115.5 sq.ft. is in possession of over 6000+ books and subscribes to 21 print periodicals, academic journals and magazines and 05 daily newspapers. The library uses SOUL 2.0 software for integrated library management.

6. The college has separate Administrative Office, Main Building, Library Building, IQAC, Sports Complex and physical infrastructure for Support Services.

7. The college has its institutional website www.lswcpezari.edu.

Student Support and Progression

The college strongly believes that students are the pivotal stakeholder of education system. It strives sincerely to attain overall development of all the enrolled students by strengthening support mechanism and attain their progression in term of academic results, achievements and active participation in co-curricular and curricular activities. The college has availed government and -- non-government scholarships to the eligible students. 89 students have received govt. scholarships and ANGC Scholarship during last five years. Capacity building and skills enhancement initiatives taken by the college include Soft skills development through short term courses like Communication Skills in English, Certificate and Diploma Courses in English Speaking. Organization of Yoga training programmes, provision of, provision of Health Centre, organization of free health checkup camps are the major initiatives taken by the college for the health and hygiene of enrolled students. Students benefitted by guidance for competitive examinations and career counseling offered by the Institution. The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. The students participated in sports and cultural programs organized by the college and other institutes during the assessment period.

Governance, Leadership and Management

Governance, Leadership and Management

The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance. There is an admirable coordination between the management, college development committee, Principal and staff of the college which implements quality related policies and plans effectively for quality improvement and its sustenance. The Governing Body decentralizes the administration as per the constitution for the betterment of the institution by appointing management representative on College Development Committee.

The Perspective Plan of the Institute is prepared with the quality indicators of NAAC and in consultation with the Konkan Education Society management, CDC, IQAC, Administrative staff, faculty, alumni and student representatives. The college promotes decentralization and participative management through involvement of all its stakeholders. The Principal, Vice Principal, IQAC Co-ordinator, HODs, Office Superintendent and support staff look after academic and administrative leadership of the college.

The functioning of the institutional bodies is effective and efficient. The college follows the policies framed by UGC, State Government of Maharashtra, University of Mumbai, NAAC and the Parent Institution. The college implements e-governance in areas of operation such as Administration, Finance and Accounts, and Examination. The parent institute and the college have effective welfare measures and Performance Appraisal System for teaching and non-teaching staff. Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years. Percentage of teaching and non-teaching staff participating in Faculty development Programmes, professional development/administrative training programs during the last five years.

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. Quality assurance initiatives of the institution include regular meeting of Internal Quality Assurance Cell, collection of Feedback from stakeholders, take collaborative quality initiatives with other institution(s)/membership of international networks, Participation in NIRF and conduct of quality audit by recognized state, or national agencies such as NAAC.

Institutional Values and Best Practices

This criterion helps to present how an educational institute is responding to the changing National and Global contexts and also how it is a part of larger education system in the Country. In this context institute choose “Environment Conservation” and “Annapurna Scheme Concept” as best practices. College has encouraged the students to participate in various activities. Activities under this criterion are propagating and practicing values that keep the institute uniquely and distinctively in the minds of the stakeholders. In our college majority of the students belongs to Backward, other backward class. To get benefits of scholarship, freeship and other facilities to the students, college has appointed a committee to inform various schemes of state Government, Central Government and other private organizations to the students and monitor the process.

Being socially responsible and proactive in development, college organized various activities like tree plantation, Cleanliness drive, Swatccha Bharat Abhiyan, Face mask distribution, Donation to flood affected people etc.

We believe in giving holistic all round education to the students and sensitize them on our constitutional rights, Values, duties and responsibilities. In this regard college celebrates Independence Day, Republic Day, Constitution Day, Voters Day as well as college organized rallies like Anti-plastic, Anti-Drug etc.

Institute takes care of health of staff members by organizing health checkup camp, eye checkup camp, tobacco pledge etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	K. E. S. LAXMI-SHALINI ARTS, COMMERCE AND SCIENCE WOMENS COLLEGE, PEZARI
Address	At- Pezari, Post-Poynad, Tal-Alibag, Dist-Raigad.
City	Alibag
State	Maharashtra
Pin	402108
Website	https://www.lswcpezari.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	SANGITA SURYAKANT CHITRAKOTI	02141-252576	9022787088	-	lscpezari@gmail.com
IQAC / CIQA coordinator	DILIP GOVINDA PATIL	-	9421905599	-	lscdilipatil@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
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	09-03-2015	View Document		
12B of UGC	09-03-2015	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At- Pezari, Post-Poynad, Tal-Alibag, Dist-Raigad.	Rural	1.5	23037

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Marathi Hindi Geography,	36	HSC	English,Hindi, Marathi	120	35

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				3				3			
Recruited	0	1	0	1	3	0	0	3	3	0	0	3
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	3	2	0	5
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	6	1	0	7
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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	2	0	0	1	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	0	0	0	1
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		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	0	0	0	0	0
	Female	105	0	0	0	105
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	3	6	3	7
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	5	6	3	7
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	118	97	73	72
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	7	7	6	6
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	4	2	4	3
	Others	0	0	0	0
Total		137	118	89	95

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The NEP2020 aims at multidisciplinary, holistic and integrated learning. It also focuses on equitable and inclusive education. Our college commits itself to these goals by planning and implementing our academic calendar accordingly. Salience is given to all round personality development of students. Pedagogic education is the corner stone of the project of personality development of the student. We provide academic programs which build the foundational knowledge of the natural, social, technological ecosystem in the students. Our programs aim to build their intellectual understanding of the languages, social sciences, material science, commercial environment and technology in separate</p>
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	<p>streams as well as through multidisciplinary course options. Besides, we organize talks, webinars and training programs in fields like post-covid psychological challenges, Analytical method validation, Effects of affairs, entrepreneurship, intellectual property rights, Cyber Crimes awareness and many more to broaden their world view. We encourage and guide students to participate in multiple curricular and extracurricular activities like science project competitions Avishkar, Debate and elocution, games, Poster making competitions etc. Capacity building programmes for career choices are conducted regularly. Our management and faculty are not content with imparting only the pedagogic knowledge. We give equal importance to prepare them for career choices. Ideological commitment of our management to social equity inclusiveness and democratic values is strong and consistent. 75% of our students are eligible for government scholarships based on social justice. Teaching, non-teaching staff and students have always been vocal and constructive contributors in our statutory and non-statutory bodies. Regular and Robust Parent management and parent teacher is a hallmark of our conducts of affairs. In all research papers and Books & book chapters were published in reputed journals from 2017 to 2023. Our management has happily invested in the organization of online and offline seminars in the last four years.</p>
2. Academic bank of credits (ABC):	<p>The institution is affiliated to the University of Mumbai and has choice based credit system for all the programs as per the guidelines of the University. The implementation of Academic Bank of Credits is institutionalized as per the guidelines of University of Mumbai and Higher Education Department, Government of Maharashtra. Separate Credits are given by University for each course. A Digilocker is generated for each student record of academic performance has been sent to University of Mumbai for further process. The record of credits earned by students in each semester are maintained by the Examination committee of the college and uploaded on the University portal https://mum.digitaluniversity.ac/. The college also displays students' results on college website https://lswcpezari.edu.in University takes care of the storage of academic credits earned by the individual student from various courses digitally for declaration</p>

	<p>of results of degree program. The stored ABC can be used for credit transfer for students opting to take benefit of multiple entries and multiple exits option as envisaged in NEP. Examination and Evaluation department, Board of University of Mumbai preserves ABC and provides technical support system for the same. The college is registered on the ABC portal after receiving the guidelines from the authority. The institution has also organized various workshops, seminars to inculcate values among students for promotion of technical skills, soft skills & employability of students. Affiliating University has also introduced skill based syllabi of core papers like communication skills in English & Business Communication at UG level. The contents of courses are designed as per the guidelines of UGC & National Skill Qualification Framework.</p>
<p>3. Skill development:</p>	<p>Skill development programs aim to acknowledge the ability of the youth and extend their support by serving them with proper guidance, infrastructure, opportunities and encouragement that help to achieve their ambitions. The college has signed MoUs with nearby industries and organizations of national repute to inculcate entrepreneurship among students. Elective courses are adopted as per the parent university syllabus which gives opportunity to the students to select courses as per their choice. The institution has also organized various workshops, seminars to inculcate values among students for promotion of technical skills, soft skills & employability of students. Affiliating University has also introduced skill based syllabi of core papers like communication skills in English & Business Communication at UG level. The contents of courses are designed as per the guidelines of UGC & National Skill Qualification Framework.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college always has a strategy to promote Indian knowledge system since its establishment in August 1993. For interaction in classroom, Marathi (Regional language) and Hindi (National language) with respect to UG programs of Humanities and Social sciences are used. Marathi and Hindi medium are used for classroom interaction to integrate local language, arts and culture more effectively. To acquaint learners with cultural diversity with state and nation, affiliating University has introduced Marathi and Hindi as core courses at UG level for</p>

	<p>promotion of Indian languages. Specific credit points have been allotted by University on successful completion of the said courses. The college conducts discussion, seminars, and webinars in local and national languages that support learners to acquire cultural values and respect for national heritage. Organization of periodic field visits, study tours and visit to local heritage sites, historical monuments takes care of inculcating cultural values in the learners. College also celebrates Marathi Bhasha Divas, Hindi Divas, Yoga day, traditional Day, Mahakavi Kaalidas Din. Dusshera, Saraswati Puja, Bhondla, Shivjayanti, National Unity Day, Savitribai Phule Jayanti and various other activities that ensure appropriate integration of Indian knowledge system expected in NEP. The college also promotes Indian Music and dance forms in various college programmes, annual social gathering, youth festivals etc. Local languages by displaying notices in local language. Some of the important college documents for students and non-teaching staff are also in local language.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute offers one programs across Humanities, Social Sciences, and Commerce & Sciences. There are 36 courses across all UG & PG programs. All these programs are offered as outcome Based Education, which are designed keeping in mind the regional & global requirements. This system provides expanded opportunities for the learners by following a student centered learning approach. It has a clear goal to impact their lives positively committing to excellence & Innovation. Teachers need to decide required skills to master a particular subject & then design the curriculum keeping the same in mind. The college implements UG level programs introduced by the affiliating University with clearly stated program specific outcomes & course outcomes. The University has designed all courses with outcomes centered on cognitive abilities like remembering, understanding, applying, analyzing, evaluating & creative thinking with implementation of OBE system; every student is tracked based on their performance & differential growth at various stages which adheres to the education standard set by National Education Policy 2020. With the mapping of POs and COs of each program & course, which are framed by the respective department after rigorous</p>

	consultation with all faculty members & stakeholders following the curriculum, designed by our affiliating University, the college has developed mechanism to evaluate the attainment of POs & COs.
6. Distance education/online education:	Covid-19 pandemic has opened up an arena of online education to provide remote access to all. That inspired the institution to strengthen ICT facilities on college campus.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
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?	NO
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.	NO
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.	NO
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.	NO

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
110	96	89	117	137

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: 6

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
7	7	6	7	7

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
7.03	8.90	2.88	6.99	7.92

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:

Laxmi-Shalini Arts,Commerce and Science Women's College is a constituent college such follows the syllabus set by the parent university. Within these established academic structures, our college attempts to innovate curricular planning and implements effective curriculum delivery providing holistic development for its students. The following are our innovative curricular planning. Academic processes are streamlined with the help of University Academic Schedules issued every year, College Academic Plans, Time Tables, Teaching plans and Diaries. We also conduct Orientation Programs providing awareness about faculty and teachers for 1st year students who are lagging in particular subjects.

The teachers of our College regularly and continuously update their knowledge through active involvement in Research and Faculty Development Programs. They are also members of various bodies of the University like BOS and other academic bodies contributing to curriculum reviews, assessment and evaluation. ICT provides a perfect Complement to our curricular planning, implementation and intellectual teaching. The college provides technologically enabled infrastructure for all Arts students making it possible for all students to engage in an appropriate teaching learning process.

Innovative learning to all students is provided by conducting through projects, and field trips. for students who require extra knowledge there by augmenting their academic standards. For all first year students Orientation Programs are organized in the beginning of every year to bring awareness among students about college and hostel premises and faculty. All the students are introduced to their respective faculty members. All the departments prepare Time Tables in the beginning of the semester and all the faculty members strictly adhere to their individual time tables for effective implementation and smooth functioning of class work without any hindrance. All departments are strictly advised to plan for the conduct of Unit Tests, University Internal Examinations and other co-curricular activities Departmental reports pertaining to examinations and attendance of students are collected at the end of each semester and the progress of the students is analysed. Based on the departmental reports, the students are categorized into slow learners and advanced learners.

Academic calendar: • The college follows the Academic calendar issued by the University and Commisionerate of Collegiate Education (CCE)and executes it rigorously.

Teaching Plan and Teaching Diary:

- Teaching plan is prepared by every faculty member at the beginning of academic year.
- They record the conduct of teaching and practical in the diary.

File Description	Document
Upload 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: 03

File Description	Document
List of students and the attendance sheet for the above mentioned programs	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

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: 5.46

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
30	00	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics and leads to a strong value-based holistic development of students. Various activities are organized throughout the year as part of the curriculum that help in this endeavour.

1. Gender Sensitivity: Gender related courses are an integral component of various programmes. Free counselling services are provided through a Counselling Cell. College annually organizes seminars, conferences, guest lectures, exhibitions, street plays and literary activities that help in gender sensitization.

2. Environment and Sustainability: The strong community orientated work culture is based on the Sigma-Six Q sustainable way of life, that involves integration of water quality, air quality, education and healthcare, agriculture and dairy practices, innovation and human values. A compulsory core course on Environment studies is included in all UG programmes. Environment awareness camps, seminars, workshops, guest lectures are organized. Environment Day, Earth Day and Water Day are annually celebrated.

3. Human Values and Professional Ethics The curriculum has the following compulsory core courses in all UG programmes specially focused on the development of human values and professional ethics:

4. Cultural Education (to take pride in national ethos so that one may not lose one's moorings).

5. Scientific Methodology, General Knowledge and Current Affairs: (to nurture a scientific temper and be aware of contemporary developments).

6. Rural Development: (to foster a fuller understanding of the rural life with a view to appreciate properly the polity and economy of our country and social forces at work).

7. Agricultural Operations (to inculcate a spirit of working with one's own hands and develop an understanding of the contribution of rural life)

8. Social Service: (to engender the spirit of brotherhood of man and to facilitate the establishment of casteless and classless society).

9. Comparative Study of Religion: (to create a spirit of tolerance and awaken the spirit of Brotherhood of Man and Fatherhood of God).

10. Co-curricular Activities (for all-round development of personality)

11. Environment Studies (for environment consciousness and its impact on everyday life)

File Description	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: 0

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

Response: 00

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 31.83

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
43	44	28	38	38

2.1.1.2 Number of sanctioned seats year wise during last five years

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

File Description

Document

Institutional data in the prescribed format

[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: 47.84

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
40	42	25	36	34

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
74	74	74	74	74

File Description	Document
Institutional data in the prescribed format	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

2.2 Student Teacher Ratio**2.2.1**

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

Response: 15.71

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:

For enhancing learning experiences the faculty members adopt many ways, for example, lecture method, interactive method, project and field work method, computer-assisted method, experiment method etc. Teaching and learning activities are made effective by these practices. Many teachers use the conventional black-board presentation methods, especially in geography, where they teach mathematics and statistics as numerical solving.

Some Student centric methods are given below:

Project methods: The project work stimulate student's interest on the subject and provide student an opportunities of freedom of thoughts and free exchange of different views. As per the requirement of

syllabi, the project work is done.

Interactive methods The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, educational games, discussion and questions and answers on current affairs, etc. Class room discussion in various topics are done under features.

ICT Enabled Teaching: ICT enabled teaching includes class rooms with LCD, Projector, etc. The institution adopts modern pedagogy to enhance teaching-learning process. The institution has the essential equipment's to support the faculty members and students.

Student Seminars: The Student seminars are organized where in the papers are presented by students on contemporary topics to enrich their learning experience.

Group Learning Method: Group Learning method is now being adopted through WhatsApp group. Student share their notes and study material through this method. WhatsApp group are made by an student or by the contract teacher. They share the information to each other.

Black-board presentation: In this method, each student is given a certain question. And student has to solve this problem in the black-board. The department of mathematics this method.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 97.14

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
7	7	7	7	7

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[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: 58.82

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
4	4	4	4	4

File Description

Document

Institution data in the prescribed format

[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:

The College has well-structured examination committee formed as per the ordinances of the University of Mumbai. The committee strictly follows the University notifications, circulars and schedules for conducts of internal assessment. Continuous internal assessment is done through Unit Tests, Assignments Submission, Field Visit / Field Work, Seminars presentations and project. Unit tests are conducted regularly as per the schedule given in academic calendar. Regarding examination, for final year students of the institute conducts exams as per the university guidelines. For classes of UG, the college conducts the examination. The exams were conducted by the college under the supervision of Principal of the college and other members of examination committee. The Final year's examination are conducted as per University guidelines. The results were declared within the stipulated time as prescribed by University of Mumbai. The college has Examinations section having CAP centre and CCTV surveillance to avoid malpractices during examinations. The assessment and moderation of answer papers is completed strictly as per the norms of university.

Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient. The college has a well-established mechanism and well framed policy for redressal of examination related grievances. College Examination Committee and Unfair Means Committee of the college act together to redress the examination related grievances. A. Grievances related to college conducted examinations: After the declaration of results, examination committee notifies the students to register their grievances within fifteen days. After verification of grievances, the redressal process is started immediately and completed within one or two weeks. Grievances related to corrections of results are solved by the examination committee immediately. Proof reading of the question papers is done by the paper setters to avoid typographical errors for smooth conduction of the examinations. As per the norms

of the university, if any student is not satisfied by the marks obtained in respective papers can apply for the photocopy of the answer booklet. General grievances like discrepancies in name of student, course, course code, seat number printed on admission and examination forms are resolved in due time through examination committee. B. Grievances regarding university examinations: The entire mechanism to deal with examination related grievances is time bound as per University of Mumbai rule and regulations. Grievances related to undergraduate and post graduate courses are forwarded to the University Grievances Committee. Students can obtain photocopy of the answer sheets from university on request if needed. Students who were not satisfied with their marks at the University examinations can apply for revaluation/ reassessment to the University.

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:

The Programme Outcomes (POs) and Course Outcomes (COs) of each programme and Course are framed by the respective department after rigorous consultation with all faculty members and the stakeholders following the curriculum designed by our affiliated university. The College has a proper mechanism of communicating the programme and course outcomes which is as follows: Hard copy of the syllabus is placed in the respective departments for the reference to teachers and students. The POs and COs are also shared with students through WhatsApp group of each class. through WhatsApp group of each class. The faculty members inform the students about POs and COs in classroom. These POs and COs are also communicated to the students through display boards in the respective departments.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

FORMAL MECHANISM (DIRECT METHOD): The evaluation of attainment of COs of the department is made by the marks/grades obtained by the students in the final semester end university examination of each course of the programme. The attainment is calculated by summing up the scores of students and dividing the total by the number of students who appeared for the course. The evaluation of attainment of POs of the department is done from the pass percentage of the students in the final semester end university examination of the programme.

INFORMAL MECHANISM (INDIRECT METHOD): Attainment of POs and COs are also evaluated by indirect methods like active participation of the students in different curricular, co-curricular and

extracurricular activities. The program outcomes and program specific outcomes are measured by conducting class test after the completion of each unit, and by conducting Unit test / Exams in a semester. The attainment of students is also measured by keeping surprise test or asking spontaneous questions during the lectures. Behavioural observations of students are also observed during interactions and meetings of Mentor-Mentee Scheme.

2.6.3

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

Response: 90.26

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
12	24	33	36	34

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
24	24	34	36	36

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.64

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: 0.55

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	0.55

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

In vesting in scientific research & innovation are important ways to facilitate sustainable development. The institution has created an ecosystem for innovation & transfer of knowledge through the activities of various committees/ cells and departments. IQAC in order to instil research & creative thinking among the students organizes research workshops, faculty development programmes, for faculty members and students. Dr. Batu Gangaram Wagh, Department of Mrathi received research project of Rs. 55000/- from University of Mumbai.

The research committee conducts Avishkar orientation every year to facilitate participation of students in University of Mumbai Research competition. In order to develop research and creative thinking among the students organizes Faculty Development Programms, E-learning Sessions for faculty members. The IQAC has arranged guest speakers to interact with students on research and innovation. The college has 02 recognized research guides for Ph.D. 04 research students are doing their Ph.D. Dr. Sangita Chirakoti

and 04 research students are doing their Ph. D. Dr. Anil. The faculty members are involved in the research activity. Dr. Anil Bangar was awarded by 'Raigad Bhushan Award' by Raigad Jilha Parishad on their Ph. D. Thesis.

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
01	05	01	00	01

File Description

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: 0.5

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
2	1	00	00	00

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	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: 2.17

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
03	04	02	02	02

File Description	Document
Institutional data in the prescribed format	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:

Through various academic departments and support services, the college conducts outreach initiatives in the local community. In addition to improving the students' overall development, the student's engagement in various extension activities has strengthened favourable ties with neighbouring communities.

During the assessment period, the college's NSS Unit carried out outreach efforts in the nearby neighbourhood community. Environmental protection, water conservation, the Swachh Bharat Abhiyan, tree planting, and Environment and Health awareness rallies at the adopted village are the main focuses of the activities. To assist student's overall growth, Social awareness activities such as marches, medical check-up camp were conducted. In Tinvira (Adivasapada), NSS also organized events like Special camps, street plays and expert lectures on various social issues.

Organized programs such as International Yoga Day program on 21st of June and International Environmental Day program on 05th of June.

Conducted Tree plantation activity, cleaning activity, plastic waste collection, street play activity on cleanliness awareness, paper bags distribution activity on various occasions the basis of Swachha Bharat Pakhwada, On the occasion of Amrit Mahotsav of Independence of India.

Various rescue activities during flood time in Raigad district and Maharashtra by donating food and other items (medicines, clothes etc.) to the flood affected peoples from the donations collected from the people.

On NSS Day various activities such as Orientation programme, Cleanliness drive, NSS Flag Hosting etc were organised.

On Constitution Day, guest Lectures, webinars and rallies on the importance of Constitution were organized.

Program such as Seven Days Special Camps, Road Safety Awareness Programme, Voter Awareness Programs, Women Empowerment Programs, Training on Disaster Management, Maharashtra Foundation Day program, Human Rights Day, Integrated Yoga Camp, Rally and jingles and role play competition on AIDS awareness, Pledges and programs Tobacco awareness, Health Awareness, T.B. Awareness were conducted.

Conducted online quizzes, Poster making Competition On the occasion of birth anniversaries and death anniversaries of great personalities.

As a part of Har Ghar Tiranga, events like the Mass Singing of National Anthem on Kranti day, lecture on "Historical Heritage of Pezari, Poynad Villages", patriotic song singing competition, lecture on Empowerment of Youth, Rallies, Cleanliness drives were organised.

Organized various programs on social awareness, distribution of face masks, environment awareness, health awareness, personality development, cleanliness drives, COVID vaccination drive, celebrations of National and International days, celebration of Birth Anniversaries of Leaders etc. during the COVID-19 pandemic situations by following the rules and regulations placed by Central and State Government and regular during the non- Pandemic situation.

3.4.2

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

Response:

Institute always encourages the faculty and the students to strive for greater success in different fields. The Institute has received following awards and accolades.

1. Dr. Anil Bangar was awarded by “Samaj Bhushan” from Shri Sant Bhagwan Baba Mahashakti Seva Sanstha, Aurangabad on 19th Feb 2021.
2. Dr. Anil Bangar was awarded by “Vanjari Samaj Bhushan” from Vanjari Seva Sangh, Maharashtra on 1st January 2023.
3. Dr. Anil Bangar was awarded by “Rajyastariy Shabdganadh Shaikshnik Karygaurav Puraskar” from Shabdganadh Sahityik Parishad on 8th October 2023.

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: 60

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
21	12	04	13	10

File Description**Document**

Photographs and any other supporting document of relevance should have proper captions and dates.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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: 5

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

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:

There is an adequate physical infrastructure in terms of classrooms, and library and to cater to the academic needs of all the students.

There are classrooms out of which all are equipped with Wi-Fi facility, 1 classroom with LCD projectors that are used for ICT enabled teaching learning process. The college has seating for organization of functions, meetings, seminars and conferences. The college has separate three storied administrative building which includes administrative office, IQAC. The computers are available in library for students.

File Description

Document

Upload Additional information

[View Document](#)

4.1.2

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

Response: 3.44

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
0.08	0.70	00	00	0.38

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 a central role in enhancing the quality of academic and research environment in Education institutions. The Institute library is a place in the Institute where huge collections of academic books, journals, magazines, research projects, rare books, other knowledgeable books and newspapers are kept. These books are made available to the students to increase their knowledge and understanding on various subjects. The college library is an important hub of student life. There, student can check out books, conduct their research, find a quiet place to study, and maybe even flip through magazine. The students can extend their search with use of internet, e-books, e-journals etc. made available in the digital library. The Institute library exhibits positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge through various means.

Library Facilities:

- Home Book
- Lending Reading Hall
- News Paper Clippings
- Newspapers
- Syllabus
- Old Question Papers
- Book Bank
- New Arrivals Books Display

File Description	Document
Upload 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:

- The college places great emphasis on providing modern IT facilities throughout its campus.
- This includes fully equipped classrooms, offices, library and seminar halls. The campus also features Wi-Fi connectivity, with regular updates and upgrades to maintain its modern technological infrastructure.
- To make the students computer friendly computers in the college for study teaching process. These computers are upgraded with required operating system and configuration as per requirement.
- As a safety measure, CCTV surveillance is installed throughout the college premises, with regular upgrades to cameras, DVRs, and displays.
- The circumstantial dynamic website <https://www.lswcpezari.edu.in/> college has been upgraded to time to time. This website is maintained and updated with frequently as per changes.
- In order to provide good quality about 50 MBPS internet speed to the students in the college premises, the college has developed Wi-Fi facility in the campus with the help of TP-Link Archer C20 dual band Wi-Fi routers.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 55

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

Response: 2

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	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: 27.05

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
1.98	1.57	.66	1.96	2.95

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](#)

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: 14.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	16	13	26

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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: D. 1 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

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: 26.59

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
25	41	00	47	33

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: E. None of the above

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:** 0**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
00	00	00	00	00

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
12	24	33	36	34

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](#)

5.2.2**Percentage of students qualifying in state/national/ international level examinations during the last five years****Response:** 0.72**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
00	01	00	00	00

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: 0

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
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	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: 9.6

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated

year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	00	17	14

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:

K E S Laxmi-Shalini Arts, Commerce and Science Woman's college has Alumni Association. The Association is structured as follows:

Sr. No.	Name	Designation
1	Mrs. Geeta K. Bhoir	President
2	Mrs. Asmita B. Patil	Secretary
3	Mrs. Priti Patil	Member
4	Miss. Supriya A. Dhumal	Member
5	Mrs. Nilima S. Raut	Member
6	Mrs. Suvarna M. Patil	Member

The Association always strives to contribute to the Academic and overall growth of the institute. In academic year 2022-23 with collaboration of NCC unit an IQAC of the college organized "Rojagar Melava" and Motivational Speech on Woman Empowerment and career guidance.

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision Statement: "To make the society strong through higher education by combining efforts of the teachers, students and community- "Kurvan Karma Sukham Dukham Ganyennatma Vanaraha" means A self-controlled man should not count pleasure or pain while performing action.

Mission: To create healthy educational atmosphere to enable students to develop them as intellectual, responsible and ever ready for personal growth.

The institution promotes decentralization and participatory management.

1. I/C Principal is the academic and administrative head of the institution and looks after the governance of institution under the guidance of Office Bearers.

2. Nomination of senior faculty members in administrative committees such as CDC, Statutory committees, etc.

3. Appointment of teachers for planning and execution of curricular and extracurricular activities, Students seminars.

• The above enumeration of features comprising participatory management shows conclusively to the ethics of decentralization which improves the progress of the institution and informs its functioning at every level

Perspective Plan

1. To conduct Induction Program for fresher's of UG.

2. To Submit NIRF Within time limit

3. To organize skill improvement programs for non-teaching staff

4. To submit research project proposals to various funding agencies

5. To organize National Conference/seminars.

File Description	Document
Upload 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 institution follows the policies by University Grants Commission, State Government of Maharashtra, University of Mumbai, NAAC and the Parent Institution. The college is Laxmi-Shalini Arts, Commerce and Science. Appointment of faculty and staff is as per the rules and regulation of Govt. of Maharashtra. The institute controls, monitors and plans for financial matters of the college. As per the Constitution of the college we have 14 (CDC) members and from an eminent educational background. The Office Bearers are President, Vice-President, and Secretary. The Principal is an ex-officio member, while there are Teacher Representatives and Non-Teaching Staff Representative. Service Rules, Procedures, Recruitment, and Promotion Policies: Service rules and procedures are guided by the Mumbai University First Statutes (latest edition), the Constitution of the college and the rules of the State Government as amended from time to time in this regard. The Secretary and the Principal form the nucleus of the administration with the former being the final authority in all financial matters. He has his team of Vice - Principal, the IQAC Coordinator, the Teachers' Council. The Administrative Office mainly looks into matters related to accounts, admissions, scholarships, eligibility and examinations. Statutory Committees help the college in monitoring and facilitating daily administration and effective organization of various activities. The IQAC is constituted as per the guidelines of NAAC to ensure enhancement in institutional quality and its sustenance. The IQAC prepares Perspective Plan for all-round development of the institute. It encourages all the stakeholders to strive for progression and monitors quality improvement activities through well planned mechanisms regularly.

Deployment of Perspective Plan

1. Conducted Induction Program for fresher's of UG.
2. Submitted NIRF within time limit.
3. Organized Health Check-up Camp for Teaching and Non-Teaching Staff
4. Organized National Conference/seminars.
5. Institute organized skill development program for nonteaching.

File Description	Document
Upload 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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

1. The College administration actively pursues approval, promotions, placements and pension.
2. Medical Bills reimbursement from Director, Higher and Technical Education, Government of Maharashtra Payment of LTA and other reimbursements to staff.
3. Medical check-up camp for Teaching & Non-Teaching Staff.
4. Investment awareness program for staff members.
5. Provide Uniforms to Non-teaching staff.
6. Provision of Casual Leave, Duty Leave, Medical Leave, Study Leave and Maternity Leave.
7. Provision of Traveling allowance, dearness allowance and advance payments against salary.

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:** 11.76**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	00	02	01

File Description**Document**

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)**6.3.3**

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

Response: 13.85**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
1	2	2	2	2

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
6	6	6	6	7

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institute has a mechanism for internal and external audits. We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institute each year. Qualified Internal have been permanently appointed and a team of staff under them does a thorough check and verification in each financial year. Likewise, an external audit is also carried out on an elaborate way on a yearly basis. The institutional accounts are audited regularly by both Internal and statutory audits. So far there have been no major findings/objections. Minor errors or omissions and commissions when pointed out by the audit team are immediately corrected /rectified and precautionary steps are taken to avoid recurrence of such errors in the future. The institute regularly follows an internal external financial audit system.

Institutional strategies for mobilization of funds and the optimal utilization of resources.

1.Fees: Fees charged as per the university and government norms from students of various granted and self financed courses.

2.Salary Grant: For this, we prepare and send an annual budget of the estimated salary grant required to the state government. This grant includes salaries of the Full Time Permanent teachers and nonteaching staff as well as part-time teachers working on granted posts.

3. UGC Grants: Some receive grants from the UGC for the development and maintenance of Infrastructure, upgrade of the Learning Resources and Research (including grants for Minor and Major Research Projects).

4. We received fund from Stakeholders, non-government bodies, individuals and Philanthropists.

5. We received funds from the special annual membership of Library.

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:

The IQAC is supposed to be nodal agency for planning and for monitoring execution of various plans for quality assurance in curricular, co-curricular, administrative and infrastructural aspects of college. A college is a cradle for building a democratic society and democracy abhors autocratic style of functioning. She stands for rule-bound and institutionalized functioning in a spirit of freedom and initiative. The IQAC in our college works hand in hand with the management to improve upon the weaknesses and to sustain strengths.

IQAC is one of the major policy making and implementing unit in our college. It strives hard for upgrading the college infrastructure and all support facilities to meet the standards of higher education and growing need of students. It assesses and suggests the parameters of quality education.

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
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity and equal opportunity for women are necessary in the institution. Every activity and program of the circular of the institute should provide equal opportunity for the development of the girl students and the female staff. Meetings are conducted on regular basis and issues are discussed over to find solution for making a better environment for the women. Women development seminars also conducted which includes teaching them self-defence and use of safety technology.

Gender equality is one of the key challenges facing society today. The institute conducts regular gender equity promotion programs. Guest speakers from prominent field are invited to speak on the given topic which highlights the importance and contribution of women in the society.

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: C. 2 of the above

7.1.3

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

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

Response: A. All of the above

File Description	Document
Green audit/environmental audit report from recognized bodies	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 is proactively taking efforts in providing an inclusive environment. The initiatives are to promote better education, economic upliftment of the needy, and set communal harmony. Institute has conducted lectures in the villages for increasing their environmental and ethical awareness. Institute has also tested the quality of drinking water available in these villages. The extension activities are targeted towards enabling a holistic environment for student development.

University has always been at the forefront of sensitizing students to the cultural, regional, linguistic, communal, and socio-economic diversities of the state and the nation. The University celebrates cultural and regional festivals like Youth Festival, Constitution Day, etc. to teach tolerance and harmony to the students. The Gender Equality Policy focuses on equal access, opportunities, and rights for women and men. Policy for the Differently abled ensures that every single member of the department is aware of the care to be shown to the differently abled people. By providing a barrier-free environment, needed facilities, and human and technological assistance, the department takes continuous efforts to make the differently-abled feel included in every part of the activity of the college. The department has revised the curriculum with the inclusion of topics related to human rights, peace, tolerance, love, compassion, harmony, promotion of social values, awareness of environmental protection, and ethics.

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1

Title: Environmental Management

Goal: Air, Water and Soil are the main constituent of the environment. Our college has decided to organize various activities to reduce Air, Water and Soil pollution, and make a healthy atmosphere.

- To increase awareness about environmental issues.
- To explore possible solution for the environmental issues. Active participation in the protection of environment.
- To make aware the students for rapidly depleting natural resources and make them contribute to prudent and rational use of natural resources.
- To make the surrounding cleaner and greener for the current as well as future generation.

Context:

Environmental degradation is the disintegration of the earth or deterioration of the environment through consumption of assets like Air, Water and Soil. The destruction of environment and the eradication of wild life, air pollution, water pollution, garbage and pollution of the natural environment are all challenges for India.

The need for energy is one of the crucial factors in determining the emission of greenhouse gases and its consequences.

Water resources are indispensable for life; their quantity is limited at many regions of the planet. Present serious problems of scarcity and water stress.

Practice: To reduce consumption of Electricity

- Replace traditional tube lights by LED bulbs and tube lights at some places.

To reduce consumption of Water

- Immediately solve possible leaks and water leaks in taps.
- Rain water harvesting

Waste Management

- Non degradable waste collected and handover to Ambepur Grampanchayat for the further processing.
- College promotes a system of internal communication between employers, making use of new technologies to reduce use of paper.
- “No use of plastic” posters are displayed at various places on college campus.

Air Pollution

- Most of the college students belong to rural area, so they travel by public state transport services to reach college.
- Students participated actively in tree plantation, Swacchta Abhiyan organized by Ambepur Grampanchayat.

Evidence of Success:

- College decided to use of electricity by replacing traditional tube lights by LED bulbs and tubes at some places. This action of college reduces the electricity bill.
- Our college implemented rain water harvesting.
- Due to industrialization the air becomes polluted through various activities like tree plantation, Swachhata Abhiyan etc. students participated in these activities actively.
- Day by day use of bicycles, e-vehicles and CNG vehicles has increased.

Problems encountered and resources required:

- To replace all the traditional tubes by LED bulbs and tube lights at a time not possible due to financial limitation.
- Now days we are facing non-degradable waste and e-waste problem. To overcome this problem, we handover the e-waste to private agency for processing

Best Practice-1

Title: Annapurna Scheme Concept:

This scheme has been designed with the noble intention of encouraging students pursuing college higher education to become self-employed through Annapurna Yojana and to help them become financially self-reliant. The financial expenses incurred while studying can be met by self-earning such as notebooks, admission fees, exam fees, pocket money etc. Students will be able to earn money from this scheme to meet the necessary needs without depending on parents.

‘Earn and learn’ with the noble intention of inculcating business and management skills in students, encouraging self-employment, making traditional foods available for sale in the market, food safety, hygiene and care and quality in food preparation. is behind the concept. There is a large number of educated unemployed people in the society. It is believed that through Annapurna Yojana self-employment can be created and the problem of educated bakers can be solved.

Purpose:

- 1) To encourage students to become financially independent.

- 2) Developing a business oriented personality.
- 3) Preserving food culture by preparing traditional foods.
- 4) To provide the best quality food at the stalls to the customers at minimum cost.
- 5) Motivating students to do business, create self employment.

Success

What was learned from the scheme:

The students gained professional knowledge. Financial transactions were reported. Buying and selling, savings and expenses, profit and loss were being explained. Most of the students got good financial benefits from the sale of goods. In exceptional circumstances an item was not sold, while at other times the item was replaced. Could have a conversation with the customer. Therefore, the communication skills of the students were used. Students were understanding the importance of financial saving and spending.

Students realized the importance of the concept of earn and learn. There was a belief that self-employment can be created in the future and it was assured that one would be financially self-sufficient.

Problems and solutions

Students who set up food stalls under the Annapurna scheme were initially apprehensive. Gradually this fear disappeared. Customers' attributes were often treated with disrespect by familiar customers. But later students are appreciated by customers when they also get importance. Initially, it seemed expensive to finance the purchase of goods. There was no expected response or encouragement from the parents, but later the students were successful in solving the problem.

Due to the slight difficulty of having enough space to set up the stalls, there were limitations in the proper arrangement of the food items. Adequate seating arrangements could not be made for customers. As it was dusk, adequate lighting could not be arranged. But the college teachers and non-teaching staff solved the problem and took measures. But later this question was settled forever.

What was initially a humiliating treatment from the student customer was later replaced by a cooperative treatment in the form of friendship and trust. A confidence was created among the students. As distinguished guests visiting the food stalls, the students, who were confused while talking to them, later on, boldly interacted.

Successful Beneficiaries:

Among the college students who participated and succeeded in the activities under Annapurna Yojana:

- 1) Vijaya Nilesh Patil, a student has set up her own Panipuri stall at the famous Bikaner Sweet Mart in Alibaug.
- 2) Sakshi Shailesh Mhatre is working as a manager with the famous Joshi Vadewale at Pali.
- 3) Vidhiti N. Gaikavad starts her own catering business.

File Description	Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Our college is situated beside national highway to easily reached to college outsider students. As per vision and mission statement, “Kurvan Karma Sukham Dukham Ganyennatma Vanaraha”, Institute has been focusing on uplifting of students. The distinctive area of the institute is “Socio-economic and educational upliftment of Reserved Category students through Quality Education. The college was established in August 1993 with the aim to educate students of farmers, workers, and fisherman and tribal society workers of Raigad District, especially of Alibag and Pen Tehsil. Our college was the sole option made available for higher educational opportunities to the women’s of aforesaid populace at the time of its establishment. It has successfully been marching ahead and taking efforts endlessly for the betterment of the socio economically backward section of our society. The institute has been playing a pivotal role in the development of such students through the means of education. Majority of students enrolment in college belong to economically and socially backward section of society. Majority of the women’s coming from nearby villages of rural area, unable to pay their fees in one installment. College provides them the facility to pay the fees in two or three installments as per their convenience. As well as to get benefits of various schemes of central Government, state Government and private organizations like free ships, scholarships to the students, college taking efforts endlessly. This practice gives an opportunity to these socio economically backward students to pursue their higher education which lead to their development and upliftment of family. Another important aspect of the institute’s distinctiveness is its support for sports and cultural activities. The institute recognizes that students need platform to

develop their physical, social and cultural skills. Institute provides a range of sports facilities and opportunities for students to participate in various sports and cultural events. Our students are showing brightness in many sports events organized by University of Mumbai. The institute also recognizes the importance of social skills. To this end the institute has implemented various extension activities that aim to inculcate social skills in students. These activities include community service projects, social awareness campaign etc. Through these activities students learn the value of giving back to society, develop empathy and compassion for others and gain a deeper understanding of the social issues facing their community. The extension activities at the institute are carefully designed to provide students with meaningful experiences that allow them to apply what they have learned in the classroom to real world situation. By promoting special skills development, the institute is preparing the students to become responsible citizens who will make a positive impact in their communities and the world at large. Exposure to social issues and working on probable solutions: The students are exposed to the diverse social structure and their issues particularly in the neighboring areas through the National Service Scheme implemented at the institute in collaboration with the University of Mumbai, Mumbai. The students undertake activities of spreading social awareness about various hot issues such as health, swatch Bharat, Tree plantation etc. While doing so students become aware of the societal issues and think of possible solutions of it.

Inculcating Benevolence: The students take part in helping the flood affected people. Students collected clothes, food material and donated to needy people. Students visited to biodiversity garden at Tinvira to aware environment and various plant of tree.

Physical Development: The institute promotes physical activities among the students to cultivating many important skills such as team spirit, confidence, decision making, mental strength etc. of the students. Each year, the institute organizes annual sports events comprising of various sports. In these sports girls participate and show their skills, sportsman sprit, and team building abilities. During camps held at Tinvira through NSS various physical activities like Yoga exercise, outdoor sports etc. are conducted.

Emotional Development: Emotional intelligence of the students is given rapt attention at the institute. In mentor mentee system, mentor meets mentee as per the requirement. During meetings students can discuss their academics and personal problems with the mentor. The institute stands for its focus on holistic development; it includes providing students with a wide range of add-on facilities that go beyond the traditional classroom experience.

5. CONCLUSION

Additional Information :

We feel proud to mention that dynamic staff. We feel proud to mention that the college, its proactive staff and students have been accorded with prestigious awards during recent past years by the State Govt. of Maharashtra, University of Mumbai, the Sanstha and NGOs for their commendable contribution in the spheres of higher education, active research, and social service and extension/outreach activities.

Concluding Remarks :

The college was established mainly to provide education to poor & needy students of Alibag, Pen Tehsils of Raigad District. Through Arts faculties institute strives to inculcate the Ethical & Professional Values, which also deals with Gender, Language & Environmental issues. As college is affiliated to University of Mumbai it strictly adheres to curriculum implementation by University. It involves Continuous Internal Evaluation through Unit tests, group discussions, projects, assignments. Institute collects feedback from stakeholders. Appropriate measures have been taken by analysis and evaluation of feedback.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 79 Answer after DVV Verification: 00</p> <p>Remark : while clarification the input is edited from clarification documents ,(list of the students but certificates are not provide so input is edited according to it.</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) 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>47</td> <td>48</td> <td>28</td> <td>38</td> <td>51</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>43</td> <td>44</td> <td>28</td> <td>38</td> <td>38</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years 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>120</td> <td>120</td> <td>120</td> <td>120</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>120</td> <td>120</td> <td>120</td> <td>120</td> <td>120</td> </tr> </tbody> </table> <p>Remark : Input is edited from data template as the admitted seats can not be exceeded than sanction one .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	47	48	28	38	51	2022-23	2021-22	2020-21	2019-20	2018-19	43	44	28	38	38	2022-23	2021-22	2020-21	2019-20	2018-19	120	120	120	120	120	2022-23	2021-22	2020-21	2019-20	2018-19	120	120	120	120	120
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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120	120	120	120	120																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
120	120	120	120	120																																					
2.1.2	<p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p>																																								

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	46	25	36	48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40	42	25	36	34

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
74	74	74	74	74

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
74	74	74	74	74

Remark : input is edited from data template as the admitted seats can not be more than sanction one .

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
8	8	8	8	8

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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
16	12	06	03	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	00	00	00

Remark : Input is edited from supporting documents .

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
05	02	02	02	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	04	02	02	02

Remark : Input is edited from clarification documents .

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
30	23	08	26	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	12	04	13	10

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.58	4.15	1.42	3.55	4.16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.98	1.57	.66	1.96	2.95

Remark : Input is edited from clarification documents excluding electric bills and telephone expenses .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	15	16	15	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	16	13	26

5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <ol style="list-style-type: none"> <i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. ICT/computing skills</i> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D. 1 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> <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:</p> <table border="1" data-bbox="306 790 1046 922"> <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>01</td> <td>03</td> <td>05</td> <td>01</td> <td>02</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1003 1046 1135"> <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>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1216 1046 1348"> <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>12</td> <td>24</td> <td>33</td> <td>36</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1429 1046 1561"> <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>12</td> <td>24</td> <td>33</td> <td>36</td> <td>34</td> </tr> </tbody> </table> <p>Remark : Input is edited from clarification documents .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	01	03	05	01	02	2022-23	2021-22	2020-21	2019-20	2018-19	00	00	00	00	00	2022-23	2021-22	2020-21	2019-20	2018-19	12	24	33	36	34	2022-23	2021-22	2020-21	2019-20	2018-19	12	24	33	36	34
2022-23	2021-22	2020-21	2019-20	2018-19																																					
01	03	05	01	02																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
00	00	00	00	00																																					
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2022-23	2021-22	2020-21	2019-20	2018-19																																					
12	24	33	36	34																																					
5.2.2	<p>Percentage of students qualifying in state/national/ international level examinations during the last five years</p> <p>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:</p> <table border="1" data-bbox="306 1962 1046 2094"> <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>00</td> <td>00</td> <td>02</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	00	00	02	00	00																														
2022-23	2021-22	2020-21	2019-20	2018-19																																					
00	00	02	00	00																																					

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	00	00	00

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
500	121	00	239	194

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	00	17	14

Remark : Input is edited from data template.

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 : B. 3 of the above

Answer After DVV Verification: D. 1 of the above

Remark : Input is edited from clarification documents .

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
01	01	00	03	09

Answer After DVV Verification :

--	--	--	--	--

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	00	02	01

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
1	1	52	2	9

Answer After DVV Verification :

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

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
6	6	6	6	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	7

Remark : Input is edited from clarification documents . five days FDP are considered less than 5 days are excluded.

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**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: C. 2 of the above

2.Extended Profile Deviations

ID	Extended Questions
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1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <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>105</td> <td>96</td> <td>89</td> <td>117</td> <td>137</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 465 986 577"> <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>110</td> <td>96</td> <td>89</td> <td>117</td> <td>137</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	105	96	89	117	137	2022-23	2021-22	2020-21	2019-20	2018-19	110	96	89	117	137
2022-23	2021-22	2020-21	2019-20	2018-19																	
105	96	89	117	137																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
110	96	89	117	137																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 7</p> <p>Answer after DVV Verification : 6</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" data-bbox="196 898 986 1010"> <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>7</td> <td>7</td> <td>7</td> <td>8</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1093 986 1205"> <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>7</td> <td>7</td> <td>6</td> <td>7</td> <td>7</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	7	7	7	8	8	2022-23	2021-22	2020-21	2019-20	2018-19	7	7	6	7	7
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	7	7	8	8																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	7	6	7	7																	